

KEYHAM BARTON CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy



November 2017

Mission Statement



This Mission Statement would be impossible to achieve in an environment where anybody suffers from bullying.

This policy should be read in conjunction with:

- **Behaviour policy**
- **Safeguarding policy**
- **Exclusion Policy**

Our Anti-Bullying Statement

As a Catholic school, Keyham Barton Catholic Primary School provides an education, which is based on Gospel values, recognising the uniqueness of every child. At Keyham Barton, we are committed to providing a warm, caring and safe environment for all our children so that they can learn, play, feel valued and thrive. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously.

We acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that the incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a 'TELLING' school and this means that anyone who knows that bullying is happening is expected to tell a member of staff.

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable, so

that a safe and secure environment is created for everyone to learn and work in. All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

- All governors, teaching and non-teaching staff, pupils, parents and carers will have a common understanding of our agreed definition of 'bullying'.
- All governors, teaching and non-teaching staff will know and follow the school anti-bullying policy.
- All pupils, parents and carers will know the school anti-bullying policy and be clear on what they should do if bullying arises.
- Parents, carers, pupils, staff and governors will all be assured that we take bullying seriously and that bullying behaviour will **not** be tolerated.

Consultation:

This policy was drawn up after consultation with pupils, parents, governors and staff.

Pupils have been involved through discussions during anti bullying week, assembly, circle times and school council meetings.

Staff, children and parents came together at the end of November 2017 to amend the existing policy. Amendments include the addition of the term 'Friendship Bullying'; the creation of Time2BHeard on Monday, Wednesday and Friday break times and the inclusion of a visual reporting scaffold. (See Appendix 8).

Limits of this policy:

This policy applies to all members of our school community, including children and adults. It applies, not only on the school premises, but also on the journey to and from school when children are not accompanied by parents/carers; off site at lunchtime (Gaynor Hall); on all educational visits/extra-curricular activities; and on the way to and from activities off site during the school day. It also applies to incidents of cyber bullying involving children from Keyham Barton Catholic Primary School. Where children from other schools are also involved, Keyham Barton will contact the parents of the child(ren) and the other school (if known), to report the incident. In cases of extreme violence, which could be criminal or which poses a serious threat, the Head teacher will also consider whether it is appropriate to notify the police and/or Social Services.

All confirmed incidents of bullying will be reported to the Governing Body in the Headteacher's Report.

All incidences of racial bullying will be reported to the Local Authority.

Our Definition of Bullying

Bullying behaviour **deliberately** causes hurt (either physically or emotionally).

Bullying behaviour is **repetitive** (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour) or **persistent**, with incidents occurring over a period of time.

Bullying behaviour involves an **imbalance of power** where an individual or a group intentionally hurts another individual or group.

It is sometimes premeditated and sometimes opportunistic but is always a **conscious** act to hurt.

**Bullying is physical or verbally aggressive behaviour that occurs
'Several Times On Purpose' (STOP).**

It is possible for hurtful behavior to happen, that is not persistent. Whilst this is not labelled as bullying, (as it is not sustained over time), it is still considered unacceptable in our school. Please refer to our Behaviour Policy.

Types of Bullying

Physical Bullying involves hurting a person's body or damaging their possessions. It may include:

- hitting/kicking/pinching/hair-pulling
- spitting
- tripping/pushing
- taking or breaking someone's things/graffiti
- making mean or rude hand gestures or facial expressions

Verbal Bullying involves saying or writing mean things. It may include:

- teasing
- sending nasty notes
- name-calling/racist comments
- inappropriate sexual/rude comments
- taunting
- threatening to cause harm/coercion/dares

Emotional Bullying involves hurting someone's reputation or relationships. It may include:

- leaving someone out of an activity/ignoring someone on purpose
- telling other children not to be friends with someone
- spreading rumours about someone/whispering about others
- embarrassing someone in public
- hiding books/belongings
- laughing at or mocking a hurt or upset person
- mocking differences - race, disability, gender, physique, religion, ability, sexual orientation

Cyber Bullying

- spiteful texts/threatening texts
- spiteful emails
- rude inappropriate language online
- posting/publishing images/videos or information designed to embarrass and upset
- sending chain-mail
- sending texts/emails pretending to be somebody else

Friendship Bullying

- Not allowing someone to join a group
- Leaving someone out of a group
- Refusing to share friends
- Refusing to work with a classmate
- Refusing to sit next to someone

- Eye rolling
- Laughing at someone
- Sarcasm
- Giving someone the silent treatment
- Forcing a friend to pick sides in a disagreement
- Trying to stop two people from being friends
- Relying gossip/rumors to the target of the gossip (this can be an innocent attempt to “try to help a friend” but it is far more hurtful than helpful)

Bullying is not...

It is important that all stakeholders understand that bullying is **not** the odd, occasional falling out with friends or name-calling; it is not when children have an argument/quarrel or when an occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset or have a difference of opinion. It is an important part of a child’s development to learn how to deal with friendship breakdowns and to resolve differences. They need to learn how to repair relationships and develop the social skills necessary for life as an adult. **When occasional problems of the above nature arise, it is important that we do not class these as bullying.**

It is not:

- teasing or banter between friends without the intention to cause hurt
- falling out/fight between friends after a quarrel or disagreement
- behaviour that all parties have consented to eg a game ‘gone wrong’
- thoughtlessness (which all of us may be guilty of)

Please refer to our Behaviour Policy for details on how we encourage all school family members to respect their own, and the rights of others.

Preventing Bullying

- Raise awareness of bullying so that all staff, governors, pupils, parents and carers will have an understanding of what bullying is and what procedures should be followed. This may be through embracing the annual National Anti Bullying Week.
- Train all staff including MTAs to identify bullying and to follow policy and procedures relating to the recording and monitoring of bullying incidents.
- Time2BHeard is drop in session for children on Monday, Wednesday and Friday. This is managed by the pastoral and wellbeing advisor.
- An anti-bullying, pupil led, assembly to be held at least once a year and other more regular assemblies around the themes of friendship.
- Use of SEAL, circle time and other PSHE materials throughout the year to address bullying throughout the whole curriculum developing pupils’ social and emotional skills, including resilience.
- Use of our Pastoral and Wellbeing Adviser, Learning Mentor, ELSAs and nurture groups to empower children against bullying, building self-esteem and confidence.
- Parents, pupils and the school sign a home/school agreement.
- Encourage the children to tell an adult - STOP (Start Telling Other People) if they feel they are being bullied or if someone they know is being bullied. Bystanders/ pupil witnesses are encouraged to be pro-active and to report bullying behaviour.

- Teachers and children to explore rules and expectations for their class at the beginning of a new school year. This should also involve exploring acceptable/unacceptable behaviours and how to air concerns and worries with the adults working in that class.
- “Calm” areas in the playground to be provided where boisterous play can be avoided.
- A positive, caring ethos is developed within the school, based on our mission statement of ‘love and respect for each other’, where everyone can work, play and express themselves, free from fear of being bullied. Children know that all adults in the school will listen and take their concerns seriously.
- Cameras record activity throughout the day in all areas of the playground.
- Have a clear Behaviour Policy which is centred on the United Nations Convention of the Rights of Children, rewards positive behaviour, focuses on positive attitudes and encourages children to reflect upon their own rights and the rights of others. With all rights, come responsibilities. Class Dojo is used across the school for rewards and sanctions. This is analysed regularly by senior leaders to identify patterns of behavior.
- Our lunchtime Social Club develops the social and emotional skills of some of our more vulnerable children.
- Children to have the opportunity to share concerns about bullying with the school council through their suggestion box.
- Use the school website to educate parents and children about safe internet use and the possibilities of cyber-bullying.

What are the possible indicators of bullying:

There may be behavioural signs that a child might be suffering from bullying. All staff should be aware of these signs and investigate the possible causes if they are noticed. This is by no means an exhaustive or all-encompassing list but rather a guideline to what might be observed.

(Appendix 2)

Procedures – Reporting:

Children

- Children are encouraged to ‘Start Telling Other People’.
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Children can request to talk to someone.
- Children who are ‘bystanders’ are encouraged to support their peers by reporting any suspected bullying.

Adults

- If an adult feels that they are being ‘picked on’ or bullied, they too are encouraged to start telling other people - a colleague or member of the SLT. See our Whistleblowing Policy.

Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. These are to be logged and communicated to the pastoral and wellbeing adviser who will investigate what happened, using the ‘Alleged Bullying Incident Form’ *(Appendix 5 or 8)*.

- All staff are responsible for the health and well being of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate, the matter must be referred, firstly to the pastoral and wellbeing adviser or a senior member of staff.
- The Head teacher will also be informed and, if bullying is confirmed, it will be logged using a 'Bullying Incident Form' (*Appendix 6*) and entered in the SLT Bullying Log. The log is kept in the school office. All instances of bullying will be recorded and monitored for patterns of behaviour.

Parents

- Parents are encouraged to share any concerns with their child's class teacher in the first instance or with a member of senior management if dissatisfied with the first response.
- In serious/confirmed cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, further action may be taken. Please refer to our Behaviour and Exclusions Policy.

Procedures – Outcomes:

Victim (Support)

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with, on how to rebuild relationships with the perpetrator if they want to do this.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

Perpetrator (Sanctions)

- Most importantly, the perpetrator should be helped to realise that bullying will **not** be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to reflect on how the bullied child may feel. This may be achieved through the use of a 'Reflect and Resolve' session. (*Appendix 7*)
- Children that have bullied are supported in order to modify their behaviour – this may be through a behaviour plan, structured lunchtimes including pastoral support, and involvement of parents to reinforce the unacceptable nature of bullying.
- Other sanctions may be actioned such as loss of break time or other 'privileges' in school.
- A fixed term exclusion may be considered.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents

- In cases of confirmed bullying, parents/carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.

- Parent views will always be considered, but the school will stress that wherever possible, reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Recording

- All behaviour incidents are recorded by staff via Class Dojo. These are regularly reviewed by SLT so that patterns of behaviour can be identified and issues resolved in order to prevent bullying taking place.
- Alleged/Confirmed incidents of bullying are recorded on incident forms and filed in the school office.





- Incidents of bullying outside of school hours that are reported to the school by parents, carers, pupils or others are logged in the same way. Such incidents will be followed up and if necessary reported to other relevant authorities ie Social Services, Police or other schools involved. The headteacher will investigate the incident by speaking to the victim, the child accused of bullying, any witnesses and the reporting adult. The parents of all children involved will then be informed of the investigation and its outcomes.
- The Senior Leadership Team is responsible for liaising with class teachers and other staff, to ensure incidents of bullying are not missed.
- The Senior Leadership Team will periodically analyse our behavior data to measure the success of the policies and procedures against the number of incidents, the number of children involved and the sanctions required.

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person. (*Appendix 7 'Reflect and Resolve'*)
- Children will be encouraged to reconcile any issues over a period of time so that any injustices can be rectified.

Pupils who have been bullied will be supported by:

- offering an opportunity to discuss the experience with an adult of their choice
- reassurance that the matter is being dealt with
- offering continuous support to restore self esteem and confidence
- close monitoring of their well-being to ensure that they are no longer suffering

Pupils who have been bullying will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and the need to change
- support being offered to parents or guardians to help change the attitude of the pupil

Sanctions

In line with our Behaviour Policy, the following sanctions may be used to deal with bullying. They will be applied on a case by case basis and be appropriate for the children involved.

- withdrawal of playtime and/or lunchtime outside for a period of time.
- removal from class - internal seclusion for a session (morning/afternoon)
- withdrawal from participation in school events, which are not an essential part of the curriculum.
- Chair of Governors may be informed.
- Fixed period exclusion.
- In cases of very severe and persistent bullying, the head teacher and Governing Body may consider permanent exclusion.

Monitoring and evaluation

- Data from the records kept will be reported to Governors in the Headteacher’s reports.
- The policy is monitored on a day-to-day basis by the the pastoral and wellbeing adviser, who reports weekly to the Headteacher.

Approved by Staff on

Approved by School Council on

Signed(Headteacher)

Approved by Governors on

Signed(Chair of Governors)

Review Date:

HELPFUL ADVICE

Advice to Pupils

- Try to stay calm and look as confident as you can.
- Be firm and clear. Look the 'bully' in the eye and tell them to stop saying 'Stop it! I don't like what you're doing/saying'.
- Get away from the situation as quickly as possible.
- Tell an adult straight away. Be clear and tell them exactly what happened, where you were, how often it has happened before this, who else saw what happened and what you have already done about it.
- Tell a member of your family.
- Talk to a friend (if you are scared/worried to tell an adult on your own) and ask them to help you to tell someone.
- Do not blame yourself - it is not your fault.

Advice to Staff

- Investigate fully and confirm that the incident does satisfy the school definition of 'bullying' - *appendix 7 'Checklist for investigating an alleged bullying incident'*
- Follow the recording and reporting procedures consistently. (Record using either Appendix 2 or 3.)
- Never ignore suspected bullying.
- Never make premature assumptions.
- Listen to **all** accounts - several children saying the same thing doesn't necessarily mean that it is true.
- Inform SLT of the incident and what you have already done about it. Keep clear records.
- Keep the parents of the children involved, informed of developments.

Advice to Parents of a bullied child:

- Talk to your child calmly and reassure the child that they have done the right thing by talking to you about it.
- Make a note of what your child says - it is best to write these things down especially at times of heightened emotions.
- Explain to your child that you will be reporting it to the school and that they should tell an adult at school straight away if anything else should happen.
- Make an appointment to speak to the class teacher or to our Parent Advisor as soon as you can. Our Parent Advisor will be able to point you in the direction of support agencies including Parent Partnerships who will also be able to offer support.

Advice to Parents of a child who is bullying others:

- Talk to your child and explain that bullying is wrong and makes others unhappy.
- Show them how to join in and play with others without bullying.
- Make an appointment to speak to the class teacher or to our Parent Advisor as soon as you can. Our Parent Advisor will be able to point you in the direction of support agencies including 'Plymouth Information and Support' (PIAS) who will also be able to offer support.
- Talk to your child regularly to check how things are going at school.
- Give your child lots of praise when they are being kind or considerate to others.

SIGNS OF BULLYING

*Signs **may** include:*

- Sudden changes in behaviour or demeanour of child near others
- Child doesn't want to go to school
- Sudden gatherings or flows of children in one or two directions/areas of the playground
- The child appears frightened of walking to or from school or attending/participating in particular activities
- Sudden dispersal of groups of children when adults approach
- Changes to usual routines
- Untidy clothes
- Beginning to lack confidence or a sudden loss of self esteem
- Increased evidence of heightened tensions e.g. child looks cagey, appears embarrassed, shouts, makes poor eye contact and is wary of staff
- Attempted suicide/self-harm
- The child cries him/herself to sleep and/or has nightmares
- Excuses are made not to go to certain areas or activities – a change in pattern
- Stammering starts
- Attendance is poor or drops on particular days. May follow a specific pattern throughout the week/month.
- Money is stolen or is unexpectedly asked for
- Delay in the child leaving the classroom at playtime, offering to do odd jobs etc.
- Bullying behaviour starts
- Sudden bouts of unexplained sickness
- A reluctance to talk about what is wrong
- Sudden changes in achievement
- Excuses for any of the above are given
- A sudden change in punctuality e.g. early or late arrival
- Child comes home from school hungry when food/money has been provided for them.
- Loitering may occur where the child feels that there are adults and where there is a perception of safety (may become clingy).
- Changes to attitudes with regard to other children which are sudden.

SUPPORTIVE SCRIPT FOR INVESTIGATING AN INCIDENT

When investigating a reported/observed incident and completing the 'Alleged Bullying Incident Form', please use this script to ensure that all children have been treated equally and have not been unfairly blamed or labeled.

Describe what happened.

Exactly where and when did the incident take place?

Were there any other children around at the time? If so, who?

Was there an adult around at the time? If so who?

Do you know the names of the children involved?

What were you doing before the incident took place?

Can you remember exactly what happened or what was said?

What happened next?

What would you like to happen now?

Any unkind behavior is unacceptable. However, BULLYING is physical or verbally aggressive behaviour that occurs 'Several Times On Purpose' (STOP).

Reference Documents

- Ensuring Good Behaviour in Schools - A Summary for Heads, Governing bodies (2012)
- Tackling Bullying - A Responsibility for All - Plymouth Children's and Young People Trust 2014
- Behaviour and Discipline in School - Guide for Head teachers and School Staff (Feb 2014)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and governing Bodies (Oct 2014)
- Cyberbullying: advice for headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools

Useful Organisations

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **BeatBullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

Useful websites:

- Andrea Adams Trust for adult bullying - www.andreaadamstrust.org
- Bullying UK (formerly known as Bullying Online) - www.bullying.co.uk
- Ireland - www.abc.tcd.ie
- Kidscape - www.kidscape.org.uk
- Lincolnshire UK - www.antibully.org.uk
- Red Balloon - www.redballoonlearner.co.uk
- Scotland - www.antibullying.net
- Scotland - www.respectme.org.uk
- Suffolk County Council anti-bullying - www.thesource.me.uk/bullying/

Cyber-bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **Digizen:** provides online safety information for educators,

Organisations specifically involved in targeted support

- Senior Education Adviser, Equalities and Participation
- Personal, Social Health Education and Healthy Schools Adviser
- Secondary National Strategies Behaviour and Attendance Consultant
- The Education Psychology Service ☞ Parent Partnership
- The Education Welfare Service
- The Behaviour Support Team
- The Social Inclusion Unit
- Safe Communities
- SAFE (Plymouth Sound)
- Police Diversity Team
- Safer schools www.saferschools.org
- Parental support www.parentsupportservice.co.uk
- Extended Services Team

- ☞ Play Association
- Bullythis.com
- REC – Racial Equality Commission
- Plymouth Pride Forum
- Mencap/Mind
- The Zone (formerly Y.E.S.)
- Connexions
- Routeways
- The Youth Service
- CAMHS
- Social Care
- Health Care
- Chips www.nspc.org.uk/Inform/resourcesforteachers/CHIPS/chips_wda55379.html
- Stonehouse Playspace Association – Community Play Projects. Email – Play@StonehousePlayspace.org
- Childline www.childline.org.uk



KEYHAM BARTON CATHOLIC PRIMARY SCHOOL

APPENDIX 5

ALLEGED BULLYING INCIDENT FORM

Date of incident _____

Time _____

Name(s) of pupil(s) involved	Class

Outline of incident (including type of bullying)

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Is this (tick appropriate box)

<input type="checkbox"/>	A once-off isolated behaviour
<input type="checkbox"/>	Repeated ie bullying (give source of evidence of this)
<input type="checkbox"/>	Bullying behaviour related to: race religion/belief disability cyber gender (circle)

Action Taken

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Parents informed: YES NO

Sign and comment

Complied by _____
PRINT NAME HERE

Please sign here.

Form seen by

Headteacher	Deputy Headteacher	SLT staff member
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If the incident is a **confirmed** incident of bullying, complete 'Bullying Incident Form'.



KEYHAM BARTON CATHOLIC PRIMARY SCHOOL

BULLYING INCIDENT FORM

In the first instance, please refer to previously logged 'Alleged Bullying Incident Form'.

Date of incident _____ **Time** _____

Name of person completing this report: _____
PRINT NAME AND PRIMARY ROLE HERE: SLT/TEACHER/TA/MTA/OTHER

Type of bullying behaviour:
Tick as appropriate (may fit more than one descriptor)

Physical	Verbal	Emotional	Cyber	Racial

Those involved:

Victim's Name(s)	Class	Gender	Additional info (SEN/Ethnicity)
Perpetrator's Name(s)	Class	Gender	Additional info (SEN/Ethnicity)
Witness' Names	Class	Gender	Additional info (SEN/Ethnicity)

Description of incident [in addition to previously logged incident(s)]

Action Taken:

Victim(s):

Perpetrator(s):

Parents/Carers:

Parent to sign when outcomes are shared and discussed.

Action involving outside agencies (Police/Social Care):

Signed (person reporting the incident) _____

Signed (Headteacher) _____ **Date** _____

To be completed by each child separately and responses then shared with mediation of an adult.



REFLECT AND RESOLVE

What do you think about what happened?

What effect has this incident had on you?

What was the hardest thing for you over this incident?

What needs to happen to make things right?

What support do you think you will need now?



Appendix 8 Visual Scaffold to support reporting of incidents

