

# Anti-Bullying Policy



**ST CLARE**

Catholic Multi Academy Trust



## St Thomas of Canterbury School

Mission Statement: To nurture curiosity for every child, every day, within a community acting as a beacon of the Catholic faith.

Approved by:

Date:

Last reviewed on:

Next review due by: Awaiting details

## St. Thomas of Canterbury Primary School

### 1. Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

- Deliberately hurtful behaviour
- Repeated over a period of time
- Where it is difficult for those bullied who are powerless to defend themselves.

(All 3 points need to be evident)

This definition gives rise to the questions in Appendix 1

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

1. Physical (examples include, hitting, kicking, theft),
2. Verbal (e.g. racist, homophobic remarks and name calling)
3. Indirect (e.g. spreading rumours)

Bullying can take a variety of other forms such as texting, e-mail or through mobile phones.

The damage inflicted by bullying can be frequently underestimated. Bullying can cause considerable distress affecting health and development. Taken to extremes bullying can result in significant harm, including self-harm.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

### 2. Philosophy

The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.

St. Thomas of Canterbury Primary School recognises the detrimental effect on children who may be subjected to bullying and will work actively to minimise the risks of bullying.

Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.

The harmful effect on educational performance which can be caused by bullying is recognised. We are committed to combating all bullying behaviour in partnership with the relevant agencies.

Bullies need to change their behaviour (it is the behaviour not the person who is condemned) and they too will need support.

### 3. Statement of Intent

The aim of the school is simply to 'End Bullying'. Our objectives are:

- To provide strategies for the prevention of bullying and the response to bullying incidents.

- To acknowledge that both the child being bullied and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have responsibility for challenging bullying – children and young people, staff, governors, parents/carers – and to explain how we can meet our responsibilities.
- To record all bullying incidents and their regular reporting to the Governing Body, and via this body to the Education Department.

### **Actions to combat bullying**

We will:

- Use our school rules and values of Ready, Respectful and Safe to discuss children's rights and responsibilities
- Use the curriculum, especially SEAL, to address issues regarding bullying and develop children's understanding of how to deal with it.
- Be involved in education initiatives that can help challenge bullying e.g. National Healthy Schools, National Anti-Bullying Week.
- Provide access to appropriate advice and support for both victim and perpetrators e.g. MAST, key workers.
- Actively engage children and young people in challenging bullying

#### **4. The Role of Staff and volunteers**

All new staff and any volunteers will receive induction training prior to beginning work in school. This will include a review of the Code of conduct and information on key personnel with Safeguarding responsibilities.

#### **5. The Role of Teachers and Teaching Assistants**

We will:

- Listen to the child or the child's parent/carer
- Treat all incidents with the greatest care and sensitivity. Investigate and invite affected parties to a meeting
- Inform the Head teacher of all incidents
- Record the incident on CPOMS using the format set out in appendix 3
- Inform parents by letter, telephone or in person as appropriate
- Ensure that suitable sanctions against the perpetrator are applied as appropriate (see behaviour policy) These sanctions will be logged on the incident form
- Speak to the perpetrator about the incident Speak to other children as appropriate
- Speak to the parents of the perpetrator
- Apply sanctions to include less play time, work over lunch time or part of lunch time, time away from other children to consider and discuss issues and apologise to the affected person. Guidance within the Behaviour Policy will be followed.
- If the incident is found to be bullying, a monitoring and review plan will be implemented
- Staff training will be offered as appropriate.

## **6. The Role of Children**

An Anti-Bullying Policy can be effectively introduced and enforced in a supportive school climate where children and staff have an understanding of bullying and expectations. In this regard the children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive citizenship.

We expect all children to:

- Use the 'Think it Through Test'. See Appendix 1.
- Report all incidents of bullying using the procedures in place in the individual establishment.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the child being bullied may be afraid to report him/herself.
- Adhere to and promote the aims and objectives of the Anti-bullying policy.
- Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

## **7. The Role of Parents/Carers**

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by emphasising the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

We expect parents/carers to:

- Stress to their children the importance of appropriate sociable behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening against another child.
- Report any misgivings they have concerning either children being bullied or perpetrators of bullying sharing concerns as soon as possible, not promising a child that they will not tell anyone.
- Actively endorse and support the Anti-Bullying Policy, by acting responsibly and calmly. Support whatever sanctions are applied, making clear their disapproval of this behaviour.
- Not to dismiss automatically the suggestion that their own child could be involved in bullying another child, and work positively with school to change the behaviour.

## **8. The Role of Governors**

**We will:**

- Monitor the number of incidents logged
- Monitor where the incidents took place and the type of bullying involved
- Stay impartial in case point 10 of this policy is required
- Monitor trends

## **9. Evaluation Procedures**

We evaluate the effectiveness of our anti-bullying policy and will where necessary make changes to the policy to improve its effectiveness. We involve pupils, staff, governors and parents/carers in the evaluation of its effectiveness.

We use the following standards as a means of measuring performance.

- Variation in number of reported incidents over a specific period with record of any increase since first instance.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying. This will be monitored by the Admin Team & headteacher.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- A pupil questionnaire or similar survey of pupil perception of the efficacy of the school's Anti-bullying policy.

## **10. Complaints Procedure**

In the event of a complaint being made against the schools handling of an alleged bullying incident, the Governors will follow guidance within the Complaints procedure.

# Appendix 1

Bullying is:

Deliberately hurtful behaviour

Repeated over a period of time

Where it is difficult for those bullied to defend themselves

Bullying can take many forms but the 3 main types are:

Physical e.g. hitting, kicking, theft, nipping.....

Verbal e.g. name calling, racist remarks.....

Indirect e.g. spreading rumours

**What can you do if you are being bullied?**

**TELL**

**Do you think you are being bullied?**

**Then use the**

**THINK IT THROUGH TEST**

- **Does it happen all the time?**
- **Is it deliberate?**
- **Is it unfair?**

**If the answer to all 3 is YES then talk to a member of staff NOW**

## **Appendix 2**

### **Record of Bullying Incidents**

This record is a confidential document with the intention that it will be retained on CPOMS. The form will either be used to provide the headings under which key information must be collected or will be filled in by hand and scanned so it can be added to CPOMS.

This record is only available to the child's parents and not to the complainant.

The aim of the system is:

- To place the incident on record
- To be available to use as "evidence" where an alleged bully has several incidents against him/her and the parents do not accept that their child is involved in these activities
- To seriously address bullying issues and reassure parents and children that the school is dealing with these matters in a responsible and responsive fashion
- To provide a concise report of known bullying incidents and the manner in which they have been handled if claims are made after a young person leaves the school or the Education Authority.

It is acknowledged that there will be a difficulty in deciding which particular incident is bullying and which is merely two or more children quarrelling. As a quick 'rule of thumb', all those incidents which are reported as cases of bullying will be recorded in this way. It would then be necessary to decide if each claim was in fact a case of bullying, or not. It is to be hoped that the measures taken would reflect this decision.

The Safeguarding Team will be responsible for monitoring these records.



**APPENDIX 3**  
**RECORD OF INCIDENTS OF ALLEGED BULLYING**

Name of alleged victim \_\_\_\_\_ Age \_\_\_\_\_

Date of birth \_\_\_\_\_ School \_\_\_\_\_

Date school notified of alleged incident \_\_\_\_\_

Date and time of alleged incident \_\_\_\_\_

Place alleged incident occurred \_\_\_\_\_

Names of witnesses \_\_\_\_\_

Alleged bully(ies) \_\_\_\_\_

Name of person reporting the incident \_\_\_\_\_

Type of bullying – (please circle) Physical Verbal Indirect

Description of incident (adult) \_\_\_\_\_

Member of staff dealing with incident \_\_\_\_\_

Contributing factors \_\_\_\_\_

What has taken place (A subjective statement - child) \_\_\_\_\_

Action taken (passed on to Governors – YES/NO, LEA – YES/NO)

Signed \_\_\_\_\_ Date \_\_\_\_\_

RECORD OF INCIDENTS OF ALLEGED BULLYING

## APPENDIX 4

### School Governing Body – Alleged Bullying Reporting Template

Academic Year 2014 – 2015

Name of School: \_\_\_\_\_

Name of Headteacher: \_\_\_\_\_

	Autumn 2014	Spring 2015	Summer 2015	Total
Total number of bullying incidents				
Number of these incidents that involved racism				
Number of incidents that were homophobic				
Total number of perpetrators involved in bullying were:				
<b>Boys</b>				
<i>Girls</i>				
Total number of victims that were:				
<b>Boys</b>				
<b>Girls</b>				
Location that incidents took place:				
<b>Classroom</b>				
<b>Corridors</b>				
<b>Playground</b>				
<b>Dinner Time</b>				
<b>Toilets</b>				
<b>To and from school and home</b>				
Number of incidents that involved:				
<b>Physical abuse</b>				
<b>Physical behaviour that isn't accepted in school</b>				
<b>Verbal abuse</b>				
<b>Verbal expressions that aren't accepted in school</b>				
<b>New technology</b> <i>e.g. texting, e-mail, mobile phone</i>				
<b>Incidents after investigation found to be bullying</b>				