

Name of School	St Edward's Catholic Primary School
Policy review Date	September 2022
Date of next Review	September 2023
Who reviewed this policy?	Ms Diane Tatnell Assistant Head Teacher for Inclusion.



Aim:

We aim to:

- Celebrate our Catholic faith and to encourage children to be confident in their relationship with God.
- Provide a broad and balanced curriculum for all children, allowing them to develop their full potential spiritually, academically, physically and socially.
- Work in partnership with the Parish Community and our families to prepare children for their future life.
- Create a caring and secure environment in which learning and teaching can flourish for all children and staff.
- Value the professionalism of our staff, the dedication of our governors and the support of our parents and parish community.

Rationale:

As a Catholic school, we encourage and actively promote harmony between all of God's people. At St Edward's School everyone takes this responsibility seriously- staff, governors, parents and children- so that true harmony and the essence of the Christian message of love for one another are living facts in our daily lives.

Effective learning can take place only when pupils and staff have a feeling of self- confidence, well being and security and are in conditions conducive to equality of opportunity, mutual respect, tolerance and co-operation. Children cannot learn in fear and we have a responsibility to create and maintain a secure and safe environment at school for pupils in our care. Urgent and effective action is necessary by all in our school community where any offensive act, hostility or incitement is found.

Principles

- 1 Pupils have a right to learn free of intimidation and fear.
- 2 St Edward's Catholic Primary School will not tolerate bullying behaviour
- 3 Reported incidents will be taken seriously and thoroughly investigated

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2014, pg 6)

Four main types of bullying can be identified:

Physical hitting, kicking taking or hiding belongings

Verbal name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber Bullying

Emotional being intentionally unfriendly, excluding, tormenting looks, spreading rumours

Cyber email and internet chat room misuse, mobile phone texts by text, calls, and social websites

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Responsibilities of all stakeholders

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- Determine the strategies and procedures and review them regularly;
- Discuss development of the strategies with the Senior Management Team;
- Ensure that all staff have an opportunity of discussing strategies and are aware of procedures;
- Ensure that appropriate training is available;
- Report to the governing body.

The Behaviour Manager/Learning Mentor will:

- Be responsible for the day to day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both the bullied and the bullies;
- Keep SLT informed of incidents;
- Refer and liaise with inter agency working groups if necessary
- Determine how to best involve parents in the solution of individual problems (with the Inclusion Manager)
- Ensure proper record keeping.

The Phase Leaders will:

- Be responsible for ensuring that the school's positive strategies are put into practise;
- Know the school's procedure and deal with any incidents that are reported (see below);
- Record all incidents in the Behaviour Incident folder in the Assistant Head Teacher's office.
- Be responsible for liaising with the Learning mentor over all incidents involving pupils in their phase;
- Be involved in any agreed strategy to achieve a solution.

All staff and volunteers will:

- Know and follow all relevant policies and procedures;
- Be observant and talk to pupils;
- Never let any incident of bullying pass by unreported, whether on site or during an off-site activity. systems;
- Take action to reduce the risk of bullying at all times and in places where it is mostly likely.

Dealing with incidents

- If a teacher suspects or is told about a bullying incident, they must inform the learning mentor immediately who will interview all parties.
- If a racial element to the bullying is suspected the Head/Inclusion Manager must be informed immediately
- The learning mentor will inform the relevant senior member of staff and an appropriate strategy and plan of action to combat the bullying will be decided upon.
- A record of the incident including the appropriate strategy and plan of actions must be filed in the Behaviour Incident file in the Assistant Head Teachers office.
- The implement of the strategy will be overseen by the Head or Assistant Head Teacher
- Parents of pupils who are being bullies and parents of the bullies will be involved in the solution to the problem as appropriate and will be kept informed by the relevant staff.
- All sanctions will be determined by the head

Supporting Parents

- The school will educate parents in advance so that they are aware of symptoms and signs of bullying and will provide clear guidance as to the procedures involved should they be concerned that their child is being bullied.
- This will be done through coffee mornings, leaflets and workshops provided by Anti bullying organisations (e.g. Kidscape)

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- Examples of guidance provided to parents can be found at appendix one.



Supporting Pupils

Bullied Pupils: Staff who deal with pupils who have been bullied, must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff.

Sanctions

Sanctions are determined by the nature of the bullying on a case to case basis, but may include:

Writing a letter of apology

Removal from the group/class

Withdrawal of break and lunchtime privileges

Withholding participation in any school trip or sports events that are not essential part of the curriculum

Fixed term and permanent exclusion from school.

An exclusion would only be considered in a case of extreme and continuing bad behaviour, bullying, sexual harassment etc. Any exclusion would be discussed and agreed by the Chair of Governors and the Head.

Anti-bullying Education in the Curriculum

- The school will raise the awareness of the anti-social nature of bullying through PSHCE programmes, school assemblies, school council and in the curriculum as appropriate.
- The Inclusion Manager is responsible for initiating and developing an anti-bullying programme as part of Anti-Bullying week held in the autumn term.
- Parents will also be made aware through coffee mornings, workshops and invitations to anti bullying assemblies.

Monitoring the effectiveness of our approach

The head and Senior Leadership team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

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Signs and Symptoms:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Role of Parents:

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, Learning Mentor (Mrs S James) or Behaviour Manager (Ms Bourne).
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. 6. An attempt will be made to help the child using unacceptable behaviour.