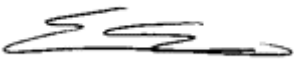




St. Helen's Catholic Primary School

ANTI-BULLYING POLICY

Policy Type	Required
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Approved by Governing Body and signed by Elsa Corr, Chair of Governors	
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POLICY FOR ANTI-BULLYING

Our Mission

Respect yourself.

Respect everyone in our school community.

Respect everyone in our local community.

Respect everyone in our global community.

But most of all, respect God our Father in Heaven.

Aims of the policy

This policy aims:

- To set out clearly the school's approach to tackling bullying
- To help our pupils develop strategies to put personal boundaries in place
- To help our pupils understand the difference between bullying and an argument
- To ensure our pupils are aware of the many different types of bullying
- To ensure that targets of bullying are listened to, supported and kept safe
- To support children exhibiting bullying behaviour to change their attitudes and understand why it needs to change
- To set out the language that the school community will use regarding bullying
- To develop a consistent, fair and effective approach to tackling bullying
- To support home settings in dealing with issues relating to bullying
- To encourage our young people to develop spiritually, morally, socially, personally and academically in preparation for a positive role in society

This policy should be read in conjunction with the Learning About Me Policy, Rights & Responsibilities Policy and Child Protection Policy.

This policy recognises that bullying is unacceptable and will not be tolerated at our school. At St Helen's, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Through our Core Values, we actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in the 21st Century. Our values reflect those that will be expected of our pupils when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

The Core Values

The Core Values of St Helen's Catholic Primary School and the supporting framework underpins all aspects of life here. We believe that if pupils can live out the values they will grow and mature into responsible young people, confidently able to manage their thoughts and feelings and have a strong awareness of how their actions impact on others.

The Core Values are derived from the Sermon on the Mount (Matthew 5) and have been developed by the staff to support pupils' spiritual and personal development. The values have been chosen especially to reflect the school's mission statement which is founded on RESPECT.

Above all, the values are deeply rooted in the seven principles of Catholic Social Teaching:

- **Dignity of the Human Person** – *God made each person, so every life is important and should be protected*
- **Family & Community** – *God made us to be part of communities, families and countries, so all people can share and help each other*
- **Rights & Responsibilities** – *God wants us to help make sure everyone is safe and healthy and can have a good life*
- **Option for the Poor & Vulnerable** – *God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community*
- **Dignity of Work** – *Work is important in God's plan for adults and their families, so jobs and pay should be fair*
- **The Common Good** – *God made everyone, so we are all part of God's family wherever we live*
- **Stewardship** – *The world was made by God, so we take care of all creation*

All members of the school community, including staff, governors and families, are expected to be role models for the Core Values, which are described below. We recognise that the language contained within the framework is challenging. Staff will work with pupils on their understanding of the vocabulary and the concepts it underpins through PSHE lessons, assemblies and opportunities that arise for personal development. The framework will be adapted for younger pupils and those who may find the language inaccessible. The full framework can be found in the Learning About Me Policy.

Resilience

*Key Concepts – *Resourceful *Persistent *Adaptable **

When we are resilient, we understand there are different ways to solve a problem, we are independent in our choices and we seek to promote independence in others. We understand the importance of not giving up and we are unafraid to make mistakes. In fact, we accept that mistakes are a valuable part of learning and that it's important to try new things. We demonstrate a "can do" attitude when faced with a challenge.

Empathy

*Key Concepts – *Accepting *Understanding *Compassionate**

When we have empathy, we allow others to join in shared activities and discussions. We actively include and invite others to join in those activities and discussions and we encourage others to be inclusive and engage with others beyond their immediate friendship group. We are aware of different points of views and differences. We listen to, take an interest in and consider different points of view and understand how differences can impact a situation. We encourage and offer support to others facing challenges and we make choices, adjusting our approach to accommodate others' needs.



Service

*Key Concepts - * Courteous * Generous * Team-oriented **

When we act out of service to others, we are polite and well-mannered. We understand why courtesy is important at all levels. We are consistently polite without being prompted and we encourage others to have good manners. We understand how to share and we share happily without prompting. We show care for others by freely sharing time, resources, skills and talents. We go the extra mile when need arises. We are there for others and we play our part in a team, supporting and encouraging. We understand the importance of helping others and team work. We notice opportunities to lend a helping hand. We enjoy being part of a team and consistently look out for others, both within school and beyond.

Patience

*Key Concepts - * Fair * Calm * Slow to anger **

When we are patient, we are able to wait our turn. We understand that fairness looks different in different situations and we are able to help others negotiate outcomes appropriately. We demonstrate calmness for increasing periods throughout the day. We are able to regulate our own emotions in a range of situations and we can help others to do the same. We think before we react and are able to react appropriately. We are able to show that we can see a number of points of view and we encourage others to do the same.

Enjoyment

*Key Concepts - * Passionate * Curious * Participates freely **

When we enjoy ourselves, we demonstrate that we love what we are doing and we show enthusiasm both in and out of school. We are proud of our achievements. We have a cheerful outlook and share this with others, actively encouraging them to pursue their passion. We actively promote the activities we enjoy and encourage others to participate. We show enjoyment of learning new skills and ask questions to deepen our understanding. We strive to find out more by using a range of research methods. We actively share our new learning and are an inspiration to others. We demonstrate genuine commitment and are excited to get started. We pursue our hobbies and interests consistently over time. We are happy to lead groups and participate in activities at a more senior level.

Courage

*Key Concepts - * Embraces change * Independent * Self-reflective **

When we show courage, we are unafraid to try new things and we encourage others to take part in new experiences. We are keen to participate in unfamiliar situations and we suggest new ideas and ways of doing things, persuading others to come on the journey. We are willing to take a stand on our own principles, even in the face of resistance. We stand up for the school's core values in the face of adversity and we make and carry through decisions, even if they are unpopular, difficult or controversial. We are unafraid to take accountability when things go wrong. We are honest and take steps towards putting things right. We reflect freely on our actions, honestly and independently and we try to make amends without having to be asked.

Trustworthiness

*Key Concepts - * Reliable * Honest * Shows integrity **

When we are trustworthy, we can be relied upon to carry out a task without being prompted or reminded. We can identify a situation where others may need help and support and we readily step in. Other people turn to us for help and support. We can be relied upon to give a truthful account in a challenging situation and we understand the importance of honesty. We encourage others to be honest and truthful and own up if they have made a mistake. We uphold spiritual and moral values and we



are unafraid to hold others to account for the school's core values. We will always do the right thing, even when no one is looking and we consistently treat others as we would want to be treated ourselves.

What bullying is – and isn't

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group.

The STOP acronym can be applied to define bullying:

Several Times On Purpose

o Bullying is:

- Child-on-Child abuse
- Deliberate (the person wants to hurt, humiliate or harm the target)
- Repeated (goes on for a while or happens regularly)
- Abuse of Power (involves someone or several people who have more 'power' than the person being bullied: older; stronger; have a 'hold' over the target)
- An emotive word which needs to be used carefully

o Bullying can:

- be physical (either to a person or their property), verbal, emotional or psychological
- be carried out by a single person or a group of individuals.
- take place overtly or subtly
- happen in person or in virtual environments such as social media (cyber bullying)
- be based on any of the following things: race, religion or belief, culture, or class, gender, sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health conditions, related to home or other personal situation, related to another vulnerable group of people

**NO FORM OF BULLYING WILL BE TOLERATED AND
ALL INCIDENTS OF BULLYING WILL BE TAKEN SERIOUSLY**

Bullying is not:

- **A one-off fight or argument**
- **A friend being nasty**
- **An argument with a friend**

Possible signs of distress in a child that could indicate bullying is taking place:-

- Withdrawn – lack of confidence – a change in 'usual' behaviour
- Deterioration of work – underachievement
- Spurious illness – absent more often (tummy aches, headaches etc.)
- Avoids certain lessons or activities – PE, playtime etc.
- Isolation
- Change in behaviour – jumpiness, snappy, weepy etc.
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises/cuts
- Torn, damaged clothing



Reasons for being a bully could include

1. Wanting to be “in” with the cool gang
2. Thinking it’s fun and not realising how much it hurts
3. Dislike or jealousy of another person
4. Feeling powerful or respected
5. Getting what they want, eg sweets or money
6. Being bullied themselves and taking their anger out on someone who won’t fight back
7. Having problems in their own life that make them feel bad

Remember that people who are happy do not need to bully others

Reporting and making people aware of bullying

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, a family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- to any member of staff
- to an older child or member of the Pupil Leadership Team, especially their class mentor, who in turn can help them tell a member of staff
- to any other adult in school, including governors, volunteers or representatives from external agencies
- to an adult at home
- via the Buddy Bench, which is a designated bench for children feeling excluded or isolated for any reason.
- to Childline to speak with someone in confidence on 0800 1111

Roles & responsibilities

Staff

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the safeguarding or inclusion team. Concerns should be reported on CPOMs.

Senior staff

The Headteacher and Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Families

Families should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Families should encourage their young people not to retaliate and support and encourage them to report the bullying. Family members can report an incident of bullying to the school either in person or by phoning the school office. Families are also encouraged to consider whether the incident is an incident of bullying as defined in this policy or just children having a “falling out.” It is important to reassure children and explain that this is a problem that can be solved.

Pupils

Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying they should support the target, encourage them to report the bullying and if possible help them tell a trusted adult.

It is important that children understand the difference between telling tales and reporting unsafe incidents or actions to adults. Children will sometimes try to sort things out themselves, retaliate or get their friends to “gang up” on others because they seek retribution or revenge. This in itself is undesirable as it perpetuates unwelcome and uncomfortable cycles of actions and reactions which are in themselves emotionally more demanding than the children have the capacity to address. Telling an adult is the quickest and safest way to ensure that issues are dealt with and not repeated.

How does St Helen's deal with bullying?

- We take bullying very seriously. All incidents are recorded and investigated.
- We listen when someone tells us that they or someone else is being bullied.
- We support the targeted child and develop strategies with the bully to change their attitudes with a view to stopping the bullying from happening again.
- If the bully's actions are to change it will be necessary for them to develop empathy and consideration for others.

Punishing bullies does not stop bullying and often leads to acts of revenge or prevents targeted children from telling.

Accordingly, incidents of bullying will be dealt with in the following way, using a ‘support group’ approach. We will:

1. Take an account from the targeted child. The focus will be on ascertaining how the child is feeling. Record this on CPOMS.
2. Arrange a meeting with a support group comprising of peers identified by the targeted child. This group will be of about 6-8 children; a mixture of those involved, colluders, friends or role models.
3. Explain there is a problem to be shared and solved.
4. Explain the targeted child's feelings.
5. Ask for suggestions as to how the situation might be helped. (It is not productive to attribute blame.)
6. Tell those involved that you will see them individually in an agreed time frame to assess how things are going. A record of actions is kept and a copy kept on CPOMS
7. Inform the targeted child's parents that an incident has occurred and how it is being resolved.
8. Convey throughout this process the belief that the young people involved are not “bad” and are capable of considerate behaviour.
9. Record all meetings and actions on CPOMS.

Why don't schools exclude bullies?

1. There is no evidence to suggest that children are born "bullies" or "targets" – roles change according to circumstances
2. Moving the problem onto another school does not solve it and others will continue to suffer.
3. There are many effective ways of changing bullying behaviour*. When children who are bullied are asked what they want to happen they very rarely mention punishing the other child or revenge. They almost always say "I just want it to stop."

**Where the school's efforts to change bullying behaviour are ineffective, exclusion may be considered*

School's initiatives to prevent and tackle bullying

We believe that deliberate ongoing structures and procedures are vital in order to help prevent bullying. Our mission statement and our Core Values centre around Respect, and through these tools, we aim to create an ethos in which children respect and care for each other. Empathy is recognised and fostered and in this way, we reinforce a culture of clear expectations, backed up with appropriate strategies which minimise or eliminate instances of bullying.

- Regular reinforcement of the idea that we are a 'telling school' (if there is a problem 'tell someone')
- Regular assemblies using moral stories to help raise awareness and encourage the children to 'do the right thing'.
- Clear expectations throughout the school
- The "three step" strategy if a pupil is unhappy about the way they are being treated:
 - Step 1: hold up hand and say firmly, "Stop it"
 - Step 2: say firmly, "I don't like the way you are talking to me or treating me."
 - Step 3: say firmly, "If you do it again, I will tell an adult."
- Recognition (praise, house points, stickers, achievement assemblies)
- Challenging of stereo-types
- Use of telling mechanisms where appropriate to help telling
- Use of PSHE and "in the moment" teaching to explore issues and feelings
- Work in school on friendships and valuing each other's differences
- Anti-bullying week (as appropriate)
- Use of outside agencies to provide training (as appropriate)

Desired outcomes for all parties

The school intends for intervention to ensure that the target of bullying feels empowered to deal with similar situations that might arise in the future. The school seeks to provide the target of bullying with a range of strategies to put their own personal boundaries in place.

The school intends for intervention to ensure that the bully fully understands that irrespective of how they might be feeling inside, attacking and intimidating others is unacceptable. The school seeks to provide the bully with other strategies to strengthen self-esteem.

Monitoring and review

This policy is monitored regularly by the Senior Leadership Team and is reviewed annually by the Headteacher.