



Sacred Heart Primary School 2016-2017

Anti-Bullying Policy

Our School's Mission Statement

Sacred Heart Roman Catholic Primary and Nursery School is just like a family, where everyone is welcomed, respected and cared for. The children in our school are introduced to their mission statement throughout their school life which is; **Learning to love, Loving to learn – Loving God, Loving each other, Loving learning.**

The children are introduced to Sacred Heart's learning powers from the beginning of their education. The learning powers spell out SHEART, which are;

- **Share**
- **Have a go**
- **Always Improving**
- **Enjoy Learning**
- **Resistance**
- **Thinking**

The core beliefs of Sacred Heart School are that:

- Behaviour can change and children can be successful
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest possible way.
- Reinforcing good behaviour changes behaviour and helps our children to feel good about themselves.
- Promoting the emotional health and well-being across the whole of Sacred Heart for all members of our community to act as role models in all situations.

These core beliefs are also referred to and reflected in our Special Needs Policy, Anti-bullying policy, home/school agreement and class room charters

Anti Bullying

The Department for Children Schools and Families offers this definition of bullying:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Our Value Statement

At Sacred Heart, we believe that everyone has the right to grow and develop in a secure, respectful, positive Christian environment.

In accordance with the mission statement of the school, the school community believe that tackling bullying in school matters because:

- Bullying causes distress/unhappiness that can last for life.
- We live out the Gospel Values.
- An unhappy person cannot reach his/her full potential, both personally and academically.

We believe that at Sacred Heart School we should:

- Make identifying preventing and tackling bullying a high priority within the school, with a clear commitment from the Staff, Governors, Pupils and Parents.
- Promote Christian values which reject bullying behaviour and promote co-operative behaviour.
- We, at Sacred Heart RC Primary school, seek to provide a safe, secure and positive environment in which children and adults can grow and develop.

We fully take on board the advice for school leaders, staff and governing bodies from the Department for Education Advice: Preventing and Tackling Bullying, as well as the Equality Act.

These are just some of the things we do to Promote Positive Relationships at Sacred Heart RC School

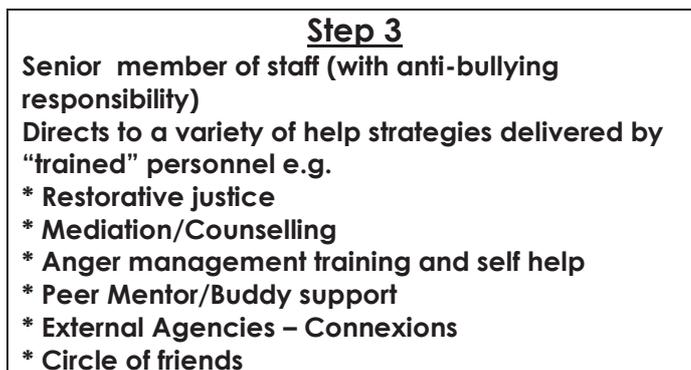
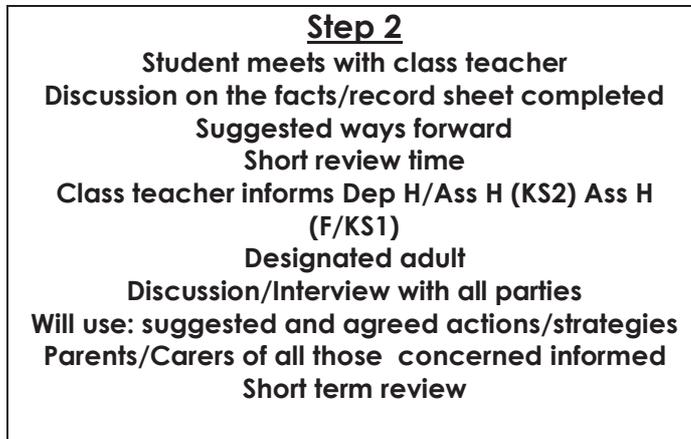
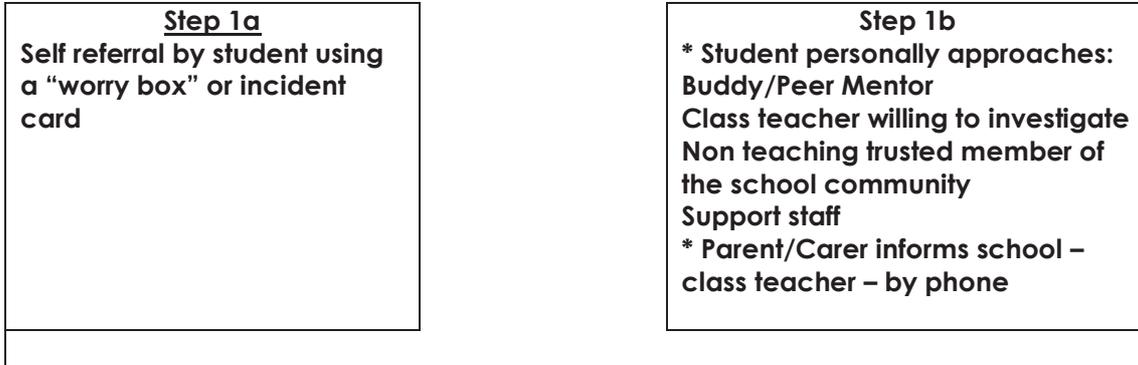
- Anti Bullying – a termly topic for School Council to review.
- Regular anti bullying awareness weeks/days.
- Emotional Literacy support for identified pupils.
- Peer Mediation and Playground Pals at lunchtimes to promote positive relationships.
- Regular class circle times linked to the Catholic 'Statements to live by'.
- Regular class prayer and worship sessions.
- Dinosaur School.
- Parent's workshops to share the positive work that we do.

- Golden Hearts.
- Internet safety workshops.
- Ethos of the school.
- Positive role models reflecting staff behaviour.
- Pupil consultation – through questionnaire and school council.
- Play Pals – older pupils support others.
- Worry Box – placed in an agreed place in class/school that all children can access in a discrete way.
- Dojo Reward system.
- Rights and Responsibility.

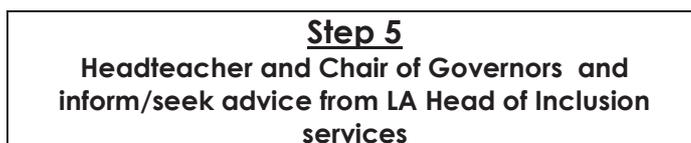
RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP

Child is bullied



If Continues



What is bullying? An agreed definition:

- **Systematic intimidation,**
- **Purposeful intentional,**
- **Physical and mental**
- **Preconceived, planned**

Picking on someone's weakness

Bullying can be described as,

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- *It tends to be repetitive*
- *It involves an imbalance of power*
- *It may be verbal, physical or psychological*

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

At Sacred Heart, we recognise that bullying can occur in many different forms and for many different reasons. These include bullying being motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between people, or perceived differences. Incidents may also take place outside of the school environment, as well as within school. We also understand the importance of educating pupils in how to use technology in a safe and non-threatening way.

The Duty of ALL staff towards BULLYING

The Professional Standards for School Staff – September 2008 clearly states staff's individual professional duties regarding bullying.

Agreed advice of how to deal with a bullying incident, for both staff and parents, can be found on the following pages.

These core beliefs are also referred to and reflected in our Behaviour Policy, Special Needs Policy, Home/School Agreement, Safeguarding Policy.

Policy reviewed September 2011. This policy will be reviewed on a 3 year cycle, as well as in light of any new legislation.

Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- **Cyberbullying:** e.g. chat-room/blogs/message board, email, gaming consoles, "Happy slapping", Instant messaging (MSN, Yahoo, AOL) mobile phones including photos, social network site e.g. facebook, bebo, video hosting sites (YouTube) webcam
- **Damage to property** e.g. graffiti, personal property
- **Inciting others to bullying behaviour** e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- **Literature** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- **Physical hurt/attack** e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- **Psychological** e.g. damage to reputation (sexual, denial of identity, gender/ethnicity) extortion of belongings, identity theft/impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats
- **Verbal** e.g. "joke" making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- **Homophobic:** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

There are different types of bullies and victims:

- Aggressive bullies physically aggressive individuals or bully groups
- Anxious bullies children recruited into bully gangs by intimidation
- Victim bullies children often victims at home and bullies at school
- Passive victims children with poor social skills/are unassertive
- Provocative victims children who bring out the worst in other children. Often have poor relationships with primary carers. Can be attention seeking
- Attention seeking victims children with good social skills who deliberately seek the kudos of being a victim

Effects of bullying

Bullying can affect the victim in many ways and some of these effects can be longstanding.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about them which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases self harm or even take their own life.
- The victims of bullying may have reduced self esteem and self worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and like victims of bullying tend to underachieve at school.
- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and are more likely to commit violent crimes later in life.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Signs and Symptoms of Bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- **Physical signs** e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- **Emotional signs** e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural signs** e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour
- **General** e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids entering/leaving school with others.

It should be stated that usually victims of bullying become so through no fault or action of their own. However, it is important to recognise that there can be different types of victims because they:

- Are new to the class
- Are different in appearance, speech or background from other people
- Suffer from low self esteem (but this is not clear whether this is the cause of effect of bullying)

Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, it is only by the development of "higher values" such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting.

What causes Bullying? (Taken from children's workshop)

People bully for different reasons

The reasons could be:

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- To look good in front of other people
- To feel popular
- Because of peer pressure
- To be big/clever
- For fun
- Because they are being bullied themselves
- Because they see and pick on easy target (small, won't tell anyone, lonely or different in some way)

Agreed procedures for managing incidents of bullying

Give the message

- i) talk to an adult
- ii) tell an adult if you see someone being bullied

Be available

Make it known that you are ready to listen. Provide immediate support – taking into account the child's age. Let Assistant Headteacher and Headteacher know and relevant staff

“You have a right to come to this school and feel safe and happy. Tell me what has been happening to you”.

Investigate

Investigate every incident as soon as possible. Interview all parties individually at first to avoid intimidation and to produce an accurate report.

“I’ve heard that Paul has been feeling scared and unhappy recently, What do you have to say about that?”

Record

Record every incident in a manner which reinforces the school's anti-bullying policy. All parties should be encouraged to record the incident in writing.

“We have a written record of this incident and it will be placed in your file in the office”

Respond
The

Have a pre-agreed procedure for responding i.e. class teacher will initially investigate the incident and take appropriate action – this will take into account the age of the child(ren). If a bullying incident reoccurs the Assistant and Headteacher will be notified. The style should be “matter of fact” and relate to the severity of the incident. Remind pupils of school policy!

“All pupils have a right to feel safe and happy at this school. I think we need to meet with Paul and see how we can put this right”.

Follow up
bullying

Show that you have a committed position on by following up an incident at a pre-arranged time. This will show pupils that the school supports them and wants to encourage positive behaviour.

“Perhaps we can all meet together this time next week and see how things have been going!”

If a parent tells you their child is being bullied WHAT should YOU do?

- i) Sit Parent down – thank you for telling you – take to somewhere “quiet” “private”.
- ii) .Ask what the problem seems to be TAKE NOTES as speaking
DO NOT question/query them let them speak
DO NOT show “disgust” etc
- iii) THANK THEM for sharing what is a big concern for them.
EXPLAIN
 - You are going to tell the Assistant Head/Deputy teacher
 - The school will conduct a thorough enquiry
 - When the enquiry has been completed school will ring you to arrange another meeting.
 - Inform the headteacher.
 - Inform the parents of the outcome of the enquiry.

BULLYING INVESTIGATION FORM

Today's Date:
Name of pupil(s) and year group who has complained of being bullied. • Yr • Yr • Yr
Nature of incident e.g. verbal/physical etc Date and time of incident(s) Name(s) of pupils accused of bullying: Location Frequency
Date and time of incident
Who reported incident?
Who to?
<u>Outcome of Enquiry</u>
<u>Action Taken following incident</u>
<u>Follow up Meeting:</u>

Date	Time
Outcome	
Date	Time
Outcome	
<u>Follow Up</u> e.g. weekly – monthly – 2 months etc	
<u>What are the needs of the pupils?</u>	
<u>Follow Up meeting with parents</u>	
Date	Time
Outcome	
Date	Time
Outcome	
<u>Follow Up</u>	
<u>Checklist for class teacher</u>	
Assistant Headteacher notified	
Headteacher notified	
Other relevant staff	
Copy of form given to Head	

Parents Advice Sheet

If your child is being bullied:

- Encourage him/her to talk about it, but be patient as (s)he may be distressed
- Stay calm but show that you are sympathetic
- Avoid dwelling on sensitive issues
- Reassure him/her that you are sympathetic and will do something about it
- Tell him/her that it happens to most people at one time or another.
- Try to help her/him see the difficulty as a problem that can be solved
- Ask her/him if (s)he can think of ways of changing things.
- Help her/him to develop coping strategies e.g. walking away, ignoring the person saying "no!" – let her/him practice this.
- Talk about nicknames and explore the reasons why they are often so upsetting
- Empower the child (wording)

Try to:

Listen

Avoid interrupting

Come and talk to us in school if you are concerned.

Parents of a child who has bullied will be informed of their child's involvement in a bullying incident.

The aim is to:

- Focus on changing things for the better.
-

What should I do if my child is a bully?

If you suspect your child is bullying another child or other children, don't ignore it.

A child who is bullying others may have problems of his or her own. Try to understand what may be causing this behaviour and think about what is going on in your own home.

Consider the following:

- Is your child going through a difficult time?
- Does your child feel overlooked or overshadowed?
- Could your child be copying someone else's behaviour - maybe an adult or older sibling at home?
- Do other members of your family use aggression or force to get what they want?
- Are you allowing your child to use aggression or force to get what they want from other people?

Make sure your child understands that bullying is unacceptable. Encourage your child to be friendly, understanding and kind to others. Try to bolster friendships.

Support Agencies

Anti-bullying Alliance – the Alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues.

Kidscape – 02077303300

Childline – advice and stories from children who have survived bullying
08000 1111

Bullying on line – www.bullying.co.uk

Parentline Plus - advice and links for parents 08088 002222

Parents Against Bullying 01928 576152

Useful sources of information

Cyberbullying.org – one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.com

Chatdanger - a website that informs about the potential dangers online (include bullying) and advice on how to stay safe while chatting www.chatdanger.com

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement

Websites

Anti-Bullying alliance information, resources and advice relating to bullying

Beatbullying - resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

Cybermentors - a safe social networking site providing information and support for young people affected by bullying

Kidscape - www.kidscape.org.uk Bullying advice, helpline, information, Anti-Bullying resources and training

Need2Know Youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc

NSPCC – www.nspcc.org.uk – advice on what to do if you are being bullied or see someone who is

PREJUDICES RELATED INCIDENTS

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not

directed at an individual. These incidents often involve the same behaviour as that included in the “types of bullying” section. An incident may be a prejudiced-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as a bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudice related incidences (See Equality Scheme and Community Cohesion Policy)

BULLYING OF STAFF BY PUPILS,PARENTS/CARERS OR OTHER STAFF

Bullying can occur between adults, Bullying tactics are sometimes employed in business, relationship between members of staff are sometimes characterised by bullying. Parents teachers and other adults sometimes bully children and vice versa. Staff are sometimes bullied by parents. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The Senior Managers and Governors of the school strive to support the emotional health and well being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff or being bullied by a child or parent. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.