



St. John's Catholic Primary School

Anti-Bullying Policy

"Do for others just what you want them to do for you."

Luke 6: 31

This policy against bullying is set within the context of the school's Behaviour Policy. Like that policy, it starts from the school's mission statement and motto "We are all special, our world is special to us". It is our intention that all our children should themselves feel valued and have regard for the self-esteem and well being of those around them.

Aims of Our Anti-Bullying Policy

Our anti-bullying policy aims to:

- Support the Mission Statement and motto of the school "We are all special, the world is special to us".
- Make clear our common intention that bullying is recognised as unacceptable at St. John's.
- Help children who are or have been bullied to come to terms with the experience, to rebuild their self-esteem, and to give them strategies to cope if they should ever be victims again.
- Help children who have displayed bullying behaviour to understand the effect of their actions on those that they have bullied, to try to work out the reason for their bullying behaviour and to suggest strategies to cope should they ever be inclined to bullying behaviour in the future.
- Create a climate where bullying is managed by staff and children whilst maintaining positive relationships.

Purpose of Our Anti-Bullying Policy

We have an anti-bullying policy in order to:

- Make a clear statement about our attitude to bullying behaviour and give guidelines on how to deal with it.
- Have an agreed code of conduct for all.
- Make bullying behaviour an explicit theme at assemblies and in the curriculum.
- Establish a positive approach towards rewards and sanctions for behaviour.
- Improve communication and involvement between school and parents so that everyone is aware of the school policy.
- Maintain a regular review of this and related policies.

Key Principles of Our Approach to Anti-Bullying

We understand bullying behaviour to be:

- Deliberate behaviour intended to cause hurt or discomfort to another. It may be physical, verbal or indirect. It is behaviour which is repeated over a period of time. It singles out a person or group from the 'rest', perhaps because they are in some way different from the person or persons displaying bullying behaviour.

We understand that bullying may be:

- Physical - such as a kick or a punch.
- Verbal - such as name calling, spreading stories, frightening or teasing.
- Indirect - obstructive, such as hiding personal objects, deliberately getting others into trouble, 'sending to Coventry' or otherwise excluding others.

We also understand that bullying can involve the use of electronic media and we use the WSGfL system that enables all messaging to be tracked and monitored as necessary.

We recognise that any child might experience others bullying them and we state that it is never acceptable. We also recognise that bullying often centres on a child who is different in some way, such as being from a different racial origin, having special needs of some sort, behaving inappropriately, or lacking in close friends.

We also recognise that it is normal for children to fall in and out of friendships, to disagree and squabble, and, whilst not condoning it, to occasionally be physically aggressive with others and that this does not in itself constitute bullying behaviour.

All staff at St. John's School will:

- Create a climate in which discussion of behaviour is frequent and positive.
- Raise awareness of bullying behaviour and will challenge attitudes concerning bullying. This will be in class, at assemblies, via e.g. photos of bullying situations, through discussion of places around school which are considered safe or unsafe and through circle times.
- Make it clear to children that, if anyone is feeling bullied, they must tell someone, normally an adult, but that they could also approach a friend to tell the adult.
- Open discussion with children about why bullying takes place, and about the emotional effects it has on all involved.
- Investigate all instances of alleged bullying, bringing children together to discuss what apparently happened and the feelings of those involved.
- Take action when it is confirmed that unkind action has taken place.
- Be aware that great distress can be caused by seemingly minor incidents, and will address the problem by:
 - Helping the bullying person to realise how the victim felt and to come to some understanding of why they bullied.
 - Helping the child being bullied to:
 - Appreciate that blame is not attached to them, but also to realise their responses either before or during the incident contributes to it.
 - Develop strategies which might help in the future such as:

- Being aware of what may be provocative behaviour.
 - Walking away from a challenging situation.
 - Going straight to an adult.
 - Being sure to tell someone.
- Restore self-esteem and self-confidence in whatever way is practical.
- Seeking to restore good relations between the child being bullied and the child bullying.

If the child being bullied, or the child bullying, has been involved in a number of incidents in a relatively short time span - the teacher will log the incidents and will inform the Learning Mentor, whilst continuing to take steps as detailed above. Recording is crucial to detect patterns of bullying and provocative behaviour. For this reason, all staff must keep the rest of the team informed of any bullying incidents that they deal with.

Where it is apparent that, despite input from the class teacher and the Deputy Headteacher, either the child being bullied or the child bullying is still continuing to experience difficulties, the Learning Mentor will inform the Headteacher. The Headteacher will then contact the parents of the children involved. An action plan will then be established by the Headteacher, Learning Mentor, parents and children.

In the case of particularly unpleasant or violent incidents or frequent bullying, the process will be accelerated and incidents will be brought straight to the attention of the Headteacher who will involve the parents as a matter of urgency.

Class discussion will also include what to do if the children observe bullying:

- Not allowing someone to be left out of the group.
- Not smiling/laughing when someone is discomforted.
- Telling an adult what is happening.
- Inviting the child who is being bullied to join in with their group.
- Telling the child bullying to stop.
- Telling the child bullying they disapprove of their actions.

Suggested strategies:

- Identifying and prioritising the problem.
- Analysing the problem.
- Developing a solution.
- Presenting a solution.
- Reviewing the solution.

Teachers will consider using role play to rehearse more challenging strategies.

Review

The effectiveness and usefulness of the anti-bullying policy will be reviewed regularly. The Leadership Team is responsible for ensuring that the policy is adhered to and should monitor its effectiveness.

Signed:

Date: April 2014

A Code for Children

If you are being bullied:

Be firm and clear - look them in the eye and tell them to stop.

Get away from the situation as quickly as possible.

Tell an adult what has happened straight away

After you have been bullied:

Tell a teacher or an adult in your school.

Tell your family.

If you are scared, get a friend to tell them for you.

Keep on telling until someone listens.

Do not blame yourself for what has happened.

When telling an adult, be clear about:

- What has happened
- How often it has happened
- Who was involved
- Who saw it happen
- Where it happened
- What you have done already