



Our Lady of Lourdes Catholic Primary School

Anti-Bullying Policy

Reviewed December 2018



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Revision History Page

Date	Version	Description of changes	Author	Approval level	Approval details
January 2015	1.0			Q&S	Approved January 2015 next review January 2018
December 2018	1.1	Added references to cyberbullying, signs of being bullied, Restorative Justice, Mindfulness, SafetyNet, British/Gospel Values, how the bully is supported	ZG	Due to timing issues, this version approved by FGB	Next review December 2021

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School Perspective

Live, Love and Learn – We are a Catholic Primary School, celebrating difference in our community. We listen and care for each other and we are a happy family.

We are strongly committed to equal opportunities and believe that every member of the school community has the right to realise their potential in a safe and happy inclusive environment, where all feel valued and respected. No member of our community should be made to feel unhappy or unsafe. Everyone has the right to expect support and action when their happiness and safety are threatened. Bullying is a behaviour that causes distress and we will strive to report any incidents of it and deal with it appropriately.

- Bullying behaviour in all circumstances is unacceptable.
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem, and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of a Catholic community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of differences, the need to cope with difficult individuals and the role of forgiveness.
- We will publish clear guidelines on procedure and will regularly facilitate review and discussion.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that in the resolution of incidents, pupils should, wherever possible be reconciled.

Definition of Bullying

Bullying is the inappropriate use of power by an individual or group, with an intent to injure either physically or emotionally.

It is deliberate and repetitive.

It is sometimes pre-meditated and sometimes opportunistic, but is always persistent and unrelenting.

Bullying can last for a short period or for a significant length of time.

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Bullying may be:

- **Physical:** pushing, hitting, kicking, stealing, spitting
- **Verbal:** name-calling, teasing, taunting, intimidating, spreading malicious gossip, coercion, sexual harassment, racial abuse, prejudiced based
- **Silent:** exclusion from group activities, rude gestures, damage to property.
- **Cyber:** when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet, interactive and digital technologies or mobile phones

Bullying is usually directed towards one victim, and can occur serially or randomly. In most cases, those who are being bullied find it difficult to defend themselves. It involves an inequality of power and often targets more vulnerable children such as those with specific educational needs or disabilities, travellers, sexual orientation, children from specific ethnic groups, children from specific religious groups or other children that might appear “different” in some way.

There is a difference between bullying, bossiness and boisterous behaviour....

Bullying increasingly relies on threat and force and a wilful, conscious desire to hurt, threaten and frighten over time. Bullying play spoils other children’s activities, showing violence and hostility, using rough, intimidating behaviour.

Bossiness is directed at whoever is around at the time. Children usually grow out of this as they mature and learn social skills.

Boisterous behaviour is more natural and uncontrolled, but not vindictive or unfriendly.

There may be early signs to indicate a child is being bullied. These could include:

1. Being withdrawn/lack of focus
2. Deterioration of work
3. Spurious illness
4. Isolation
5. Desire to remain with adults
6. Erratic attendance/reluctance to attend school
7. General unhappiness/anxiety/fear
8. Late arrivals and/or change of route
9. Bed wetting
10. Self harm
11. Requests for extra money/resources or starting to steal
12. Has physical symptoms or marks which are not adequately explained

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The school ethos and curriculum should do much to prevent bullying:

- Our School Mission Statement promotes respect for the individual
- Each classroom has an ethos which promotes and teaches the Mission Statement
- We positively encourage the caring, nurturing side of the children
- Friendships and friendship issues are discussed
- Caring behaviour is rewarded in school
- Restorative Justice is practised throughout school and used appropriately
- Raising awareness through initiatives such as 'Anti-Bullying week', SafetyNet 'Feeling Good Feeling Safe' Protective Behaviours Programme, Internet safety and cyber bullying assemblies and workshops
- SafetyNet support children with Protective behaviours and self-esteem support interventions
- Daily Mindfulness practice to allow children time and space for reflection and self-calming
- British Values taught alongside Gospel values spreading a message of love, mutual respect, individual liberty, equality and tolerance
- Adults are expected to be excellent role models for the children
- Care and respect for the individual is reinforced at assemblies and across the school
- The adults in the school are vigilant to signs of bullying
- The Behaviour and Relationships policy is implemented by all staff and procedures are closely adhered to.

Our Education in Personal Relationships (EPR) curriculum ensures that:

- Children are taught about differences
- Specific lessons are allocated to talking about bullying issues
- Children are aware of the different roles involved in bullying situations
- The school takes part in the National Anti-bullying Week each year and children in Years 4 – 6 complete a Local Authority on-line bullying survey each year.
- The children also complete an annual Feeling Safe survey.
- The results of these surveys are analysed and areas of concern brought to the attention of the Senior Management Team.
- Discussions on preventing bullying are put onto the School Council agenda.
- The school elects a team of anti-bullying ambassadors from the student body.
- There are permanent updated displays in the school on the theme of bullying.

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Procedure and Reporting

Bullying is deliberate and repetitive therefore, recording complaints of physical or emotional issues in the class log as they happen on a day to day basis is crucial, as repeated incidents of a similar nature indicate 'bullying'.

Responses of staff

All staff should be aware of the indications of potential bullying and should act in response to these, using the guidelines: Zero tolerance.

It may be that victims do not tell that they are being bullied, and staff know to be aware of the signs and monitor the child. Often teachers and parents do not know bullying is happening. It is important to take all possible steps to find out about bullying and report it when it is found.

When a child reports bullying to us, we will:

1. Listen
 - We will listen to the whole story and investigate
 - If the timing is difficult, we will listen to the initial concern and tell the child we will listen to the whole story
 - If the child is very upset, we will identify an adult to whom the child can talk immediately.

2. Reassure
 - We will tell the child that the incident will be dealt with
 - Explain to the child how we will investigate

3. Respond immediately by
 - Listening
 - Taking action as quickly as possible
 - Making a record of what has happened
 - Considering whether the action should be public or private
 - Establishing whether the behaviour is part of a pattern
 - Completing an investigation which includes talking to all the people involved including perpetrator(s), victim(s), and the outsider(s)
 - Ensuring the bullied child feels safe
 - Sharing information with appropriate members of staff
 - Informing the Headteacher
 - Initiating sanctions (may include loss of playtime, letter of apology, contacting parents....a fixed term exclusion may be considered. Particularly if the child concerned bullies again)

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4. Involve the parents/carers
 - If the investigation shows that bullying has taken place, the parents of all children involved will be contacted

5. Make a record of incident and actions that have taken place
 - The Headteacher must be informed of any bullying incidents
 - A record should be made by completing a behaviour incident sheet- full details of the type of incident must be recorded.(See appendix A for 2 sheets ...for support staff and class teachers)
 - For bullying or prejudice based incidents, a copy must be handed to the Headteacher and placed in the school file
 - Bullying and prejudice based incidents will be counted and reported to Brighton and Hove Authority on a termly basis.

6. Protect the bullied child by
 - Removing the bully from the situation
 - Check with the bullied child/key adults/parents/carers/external agencies that things are better at regular intervals (daily/weekly)

7. Support the 'bully' by
 - Addressing their behaviour and enable them to recognise what they have done wrong using Restorative Justice if appropriate
 - Putting a package in place, in liaison with the family, to help with possible concerns over self-esteem, anxiety, academic achievement, insecurity, unpopularity, friendship
 - Engage the help of outside agencies, e.g Brighton and Hove Inclusion Support Service: Social and Emotional Mental Health and SafetyNet etc.

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Anti-Bullying Flowline.

1. Incident reported
 2. Immediate appropriate response *
 3. Record incident
 4. Inform parents of all parties involved.*
- **Initially this will follow the 'no blame' model of a discussion with all parties involved with emphasis on feelings and reconciliation. Children working together to resolve problems and understand effects of their 'bullying' behaviour on others.**

If a parent reports bullying we will:

1. Make a record
2. Inform the headteacher and appropriate adults
3. Investigate
4. Report back, reassure and deal with as necessary

What do we tell children to do if they are being bullied?

- Stay calm
- Be firm
- If possible remove yourself from the situation
- Tell an adult straight away (ask a friend to help you)
- Keep speaking out until someone listens and stops the bully

The role/involvement of pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time' or at school council. Pupils will be actively involved in anti-bullying work through the school curriculum and when appropriate, pupils may be involved in group support for vulnerable individuals.

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The role/involvement of Governors

The Governing Body supports the Headteacher in all strategies to eliminate bullying from the school, while still recognising that it is likely to occur in school from time to time.

It is the responsibility of the Governors to monitor and review the Anti-bullying Policy and its effectiveness. They require the Headteacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. The following are examples of hurtful behaviour which may not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved.
- Children may retaliate against the hurtful behaviour of others.

Although not all hurtful behaviour is intentional, they remain a matter of concern and will be dealt with by the school. Where pupils cause hurt or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

Monitoring the Policy

To ensure the policy is effective, it will be monitored in the following ways:

- Termly review of central record and updates to the the LA
- Children will take part in the annual LEA Bullying Survey and results will be analysed
- Questions about bullying will be included in the yearly children's questionnaire
- The school council will discuss bullying at their termly meetings
- A question regarding bullying will be included in the yearly parent's questionnaire.

If monitoring highlights any areas of concern, the school will plan strategies to overcome these.

The EPR co-ordinator will monitor planning to ensure the curriculum is dealing with bullying issues.

Review

This policy will be reviewed in accordance with the footer, by members of the Quality and Standards Governors Committee.