

## **BURY CATHOLIC PREPARATORY SCHOOL**

### **Mission Statement**

Each child in this school family is as important to us as they are to God.

### **Aim**

We aim to educate all our children in a secure and learning environment, working together to ensure that we provide the positive experiences of success that gives confidence and motivation for future learning.

## **ANTI-BULLYING POLICY**

### **Introduction**

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

### **Definition of bullying**

Bullying establishes itself as soon as young children begin to engage in social groups- someone is left out...someone is different...someone gets hurt. From Nursery onwards we work together with our parents to intervene early to support children in forming collaborative and empathic relationships.

Bullying is:

- Meant to hurt
- Deliberate
- Repeated over a period of time.

Bullying manifests itself in several ways, including:

- Name-calling
- Teasing
- Physically hurtful behaviour
- Verbally hurtful behaviour
- Taking, breaking and threatening behaviour
- Excluding.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Children bully others for several reasons:

- For attention
- To feel power
- To feel in charge
- To feel important.

## **Inclusion**

At Bury Catholic Preparatory School we recognise that all our children have the entitlement to be included in all aspects of school life. In order to ensure that our children are valued as individuals and able to benefit from the opportunities on offer, we:-

- help individuals celebrate and value their differences and to acknowledge and respect the differences of others;
- help everyone to feel secure in reporting incidents of bullying;
- encourage everyone to view themselves as an important part of the school community where their participation is valued and views appreciated;
- raise the awareness of the nature of bullying through inclusion in PSHCE, class tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour;
- develop a programme whereby all incidents of bullying and harassment are dealt with fairly and appropriately;
- communicate with other members of staff and
- thoroughly evaluate and monitor.

## **Procedures**

### Child being bullied

Tell someone you trust. This could be: a friend; the Action Station (set up by school council); a member of the School Council; a teacher, a 'playground pal', any staff member including the school secretary, caretaker, or Head teacher. School questionnaires should be used to give your views on bullying. Use the School Council as a way of making your feelings known.

### The person who you tell will:

Listen to the story and decide the best way to help. This might include: talking the situation through; logging the incident in the class teacher's behaviour file; interviewing other witnesses; talking to the bully and bystanders; planning ways to improve the situation; monitoring the situation over an agreed period of time.

## **Roles and Responsibilities**

Staff working in school will be alert to signs of bullying and will act promptly and firmly against it in accordance with school policy.

### The Governors:

- Support the Head teacher in all attempts to eliminate bullying from the school. They do not condone it and all incidents are taken very seriously, and deal with them appropriately.
- Monitors all incidents of bullying and regularly reviews the effectiveness of this policy.
- Requires the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governors will ask the Head teacher to conduct a full investigation and report back to the governing body within two weeks.

### The Head teacher :

- Has a responsibility to implement the school anti-bullying strategy and to ensure that **all staff** are aware of school policy. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request;
- Ensures that all children understand that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher ensures that all staff receive sufficient training in line with the DCFS guidance “Bullying: don’t suffer in silence” and that **all staff** are equipped to identify and deal with incidents of bullying;
- Always listens to anyone who feels he/she is a victim of bullying;
- Collects and monitors records of bullying each term
- Ensures that bullying has a central role in our Healthy School initiatives.

#### Staff:

- Always listen to the pupil who feels he/she is a victim of bullying;
- Discuss with the victim choices to be made to make the situation better;
- Record the incident in class teacher’s behaviour book;
- Seek advice from other staff or parents, who know the pupil well, so that well informed decisions can be made about the support offered;
- Inform the Head Teacher or PSHE co-ordinator if you have any concerns;
- Plan lessons so that pupils are given an opportunity and are encouraged to, discuss appropriate behaviour and the consequences of bullying, experience co-operative group work, circle time and friendship, mediation and support groups if necessary;
- Set a good example by being seen to be consistent and fair in their use of school strategies and with regard to race, gender and disability.

#### Pupils:

- Always tell a member of staff if someone you know is upset or being bullied;
- Tell someone if you are being hurt or bullied;
- Go to your School Council members or Playground Pals;
- Be available for any child to discuss bullying issues;
- Write your views down on the pupil questionnaire.

#### Parents:

- Are encouraged from the first day a child joins us to be involved, they are kept well-informed and encouraged to speak to staff about anything that concerns them;
- Should inform the class teacher or Head teacher as soon as possible if a pupil is distressed or regularly reports worries or fears over another pupil’s behaviour in school.
- Will be given opportunities to liaise and work closely with the member of staff who is supporting your child.
- Should sensitively monitor progress and report back continuing concerns of a similar nature.

### **Procedures for Persistent Bullies**

The following steps will be taken when dealing with re-occurring incidents of bullying by the same offender:

#### Stage One

Those involved: Class Teacher

At this level of disruption one person is directly involved and will deal with the incident. They will:

- Talk to the child alone and make them aware of why their behaviour is inappropriate and discuss how their behaviour is affecting the other child.
- Make it clear that the teacher disapproves
- Use PHSCE to emphasise the need to avoid low level disruption
- Note down the time, date, name of child and nature of the incident so that it is available as a record if this kind of thing happens again
- Arrange to monitor the child's behaviour for a fixed period of time: e.g. one week
- Parents of all the children involved are informed
- At the beginning of each school year the children are made aware of the sanctions that will be implemented if they bully other children and they are reminded of the actions they should take if they feel as if they are being bullied.
- Three incidents of bullying by one child will automatically involve the Head teacher
- Children who have been found to be bullying will complete a 'Think Sheet'; there are separate sheets for infant and junior children, the child completes the sheet at playtime and copies are sent to the SENCO and to the parents.
- The class teacher will separate the children involved and ensure there are buddy groups in place to support both children.

### Stage Two

Incidents involved at Stage Two will automatically involve the Head teacher and parents.

The teacher will be concerned that the child's attitude and behaviour is not responding to the steps taken during Stage One and that there is persistent inappropriate behaviour. In this case:

- The child will have not responded to any action taken at Stage One
- They may have behaved extremely badly and come to the attention of several teachers
- Their notes will detail several incidents
- In addition to any sanctions used at Stage One, others will be used.
- These could include: time out of the classroom, letters of apology, working during breaks, staying in at lunchtime, home contact book (to be implemented for a minimum of one half term) and withdrawal within school.
- Parents will be told of the concerns about their child's behaviour and discussions will then start to take place. This gives an opportunity to share views, ideas and strategies.
- Decisions will need to be taken about starting a behaviour IEP
- If a child is obviously not responding to any sanctions or punishments, it is important to tell parents and to make it clear that outside agencies will need to be involved.
- It is important that the parents of the victim are kept up-to-date so that they can see evidence that the school is dealing with the situation, that they feel able to contribute to these discussions, that they are reassured that their child remains the centre of concern and that they see evidence of the school taking a proactive stance against bullying in line with its policy.
- The class teacher will inform the relevant staff in the out of hours care and the lunchtime supervisors so that consistent strategies are used to monitor and support both the bully and the victim.

### Stage Three

It is at this stage that the school must recognise that what it is doing is not working and that other actions need to be taken.

- The child will be moved onto School Action Plus
- All the sanctions at Stages One and Two will have been used and will continue to be used. Very focused notes, including dates, that describe both the behaviour and the sanction that has been used, should have been recorded.
- Head Teacher and SENCO, will observe the behaviour of the identified child and be involved in appointments, meetings and IEPs (parental input at this stage is essential)
- The child will be referred to outside agencies such as behaviour support units; educational psychologists etc. parents must be involved in these decisions. These agencies will work with the child and it may be possible to continue working with the child within school.

#### Stage Four

It may be that an individual child who is not responding to any of the previous stages needs a statement. If this is the case then the statementing process for the LEA must be followed.

#### Stage Five

- Exclusion: There may be times when all the support that is given does not work and an individual child is so disruptive that they have to be excluded from school. This can for example, happen suddenly if any child violently attacks another pupil.
- It is also the case that a child can be excluded because none of the actions taken by the school are working and the child is jeopardising the security and education of another pupil.

#### **Resources**

All staff will receive training using the DfES 'Bullying-don't suffer in silence' training pack. There are several resources including posters, teachers' books and website addresses available from the PHSCE coordinator. The PHSCE Folens scheme of work used by Key stages 1 and 2. One of the annual 'Healthy School' weeks will be devoted to the problem of bullying, Appendix 1. All staff including those working in the out of hours care and at lunchtime will be consulted and asked to support new initiatives and strategies.

This policy was written in compliance with the DfES guidance (DfES 0064/2000): "Bullying: don't suffer in silence".

#### **Review**

This will be done in the following ways:

- Monitoring entries in the class and Head teacher's Incident File.
- Annual review of policy by staff, parents and governors.

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