



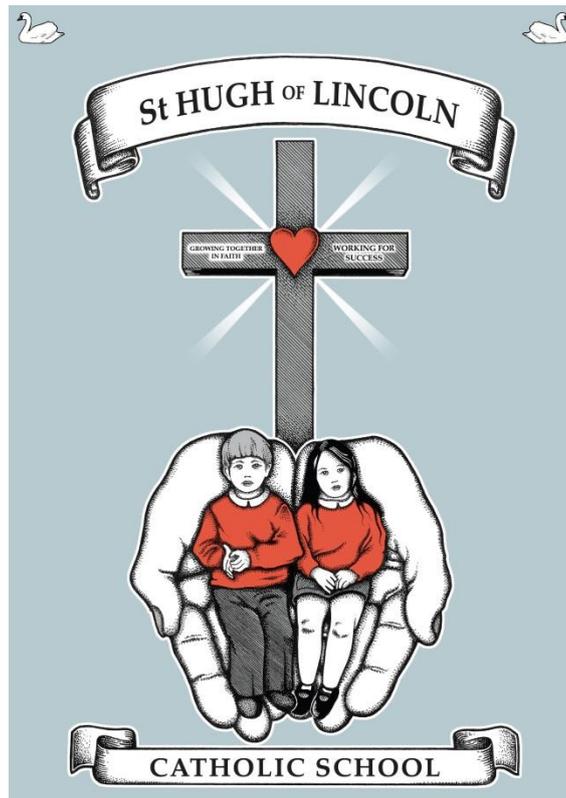
## St Hugh Of Lincoln Catholic Primary School

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# Anti-Bullying Policy

Date of Policy: May 2018

Review date: May 2019



The Governing Body and staff of St Hugh of Lincoln Catholic Primary School aim to ensure that pupils learn in a supportive, caring and safe environment. The school's behaviour policy sets out a number of principles and strategies associated with this aim and should be read in conjunction with this policy. In a supportive, caring and safe environment, pupils will attend school without fear of being bullied. We are committed to tackling bullying and require everyone who works with children to take it seriously and know what steps to take to achieve positive outcomes for those involved.

## Anti-Bullying

Bullying is anti-social behaviour and affects everyone. It is a failure to recognise that we are all created by God, in the image of God. This failure is contrary to our school aims, 'Live like Jesus, One family learning together, Valuing everyone, Each and every day'. An anti-bullying culture promotes inclusion, positive behaviours, and respect for all others across the school community.

'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

We deal with concerns about bullying using a Restorative Approach, which means that all those involved and affected can have their say about what happened, can agree on what needs to happen to repair the harm caused and can make agreements about the future. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at school.

Through the sharing of this policy it is intended that the following will be achieved:

- An ethos that values positive relationships and develops the capacity to recognise other people's feelings and treat each other with respect.
- Raising the awareness of bullying through the RE (Religious Education), EPR/ SEAL (Education in Personal Relationships/ Social and Emotional Aspects of Learning) and Citizenship areas of the curriculum.
- Ensuring that everyone understands what bullying is, the harmful effects of bullying, preventative measures, responses to it, relevant resources and where and how to access support if needed.
- Ensuring that every member of the school knows that this is a 'Telling School' by publicising a 'Child's Code of Practice' and keep everyone informed so they know what to do, where to get help and how to be supportive.
- Promoting, encouraging, expecting and praising good behaviour, adopting a 'zero tolerance' to bullying behaviours.
- Establishing a member of staff responsible for co-ordinating anti-bullying issues (Pastoral Director).

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- Establishing a clear protocol for the recording of concerns about bullying.
- Ensuring that each reported incident is taken seriously.
- To ensure that there is follow up to each incident by supporting children who are the victims of bullying.
- Ensuring that relevant adults are kept informed at all stages.

### **Roles and Responsibilities:**

#### **The Head teacher**

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parent/carers, LA and outside agencies. The Head teacher ensures that all staff are appropriately trained to be equipped to deal with incidents of bullying. The Head teacher co-ordinates the recording system and keeps all records of bullying. The 'School Bullying Incident Forms' are completed when incidents are reported and stored in the Head teachers Office. These forms are completed in conjunction with the class teacher and any other staff that may have been involved.

#### **The SENCO**

The SENCo Rachel Pickard has responsibility for the coordination of support for children with Special Educational Needs/Disability in the school. It is therefore essential that any instances involving children on the school Special Needs register, either as perpetrators or victims are also reported to her.

#### **The Pastoral Director**

The Pastoral Director and anti-bullying lead is Edel Rose whose responsibilities are:

- co-ordinating strategies for preventing bullying behaviour.
- implementing the policy and monitoring and assessing its effectiveness in practice.
- ensuring evaluation takes place and that this informs policy review.
- liaising with Headteacher in managing bullying incidents.

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### The School Governors

The nominated Governor with the responsibility for anti-bullying is Mike O' Donovan.

### Staff

Staff in our school:

- Take all forms of bullying seriously.
- Are vigilant and look out for signs of bullying
- Will intervene to prevent incidents from taking place.
- Will address the bullying through the curriculum.
- Distinguish between friendship issues, aggressive behaviour and bullying.
- Aim to establish a climate of trust and respect for all.

### Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' *Department for Education: 'Preventing and tackling bullying'-July 2017*

### What does bullying look like?

Bullying can include:

- physical (hitting, kicking, taking or damaging belongings)
- verbal (name calling, threatening, making offensive comments)
- indirect/ emotional (spreading rumours, excluding someone from social groups)
- cyber (using electronic means to consciously cause hurt) *Ref. Our Online Safety Policy*
- racist (using the colour of skin or ethnic origin to discriminate)
- SEND (to deliberately discriminate, poke fun at or exclude because of a disability or a special educational need) *Ref. SEND Code of Practice:0-25 years*
- sexist and homophobic (to use someone's sex, sexual orientation or perceived sexual orientation to discriminate or poke fun).

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.'

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### In a school, bullying can be:

Young person-young person

Adult-young person

Young person-adult

Adult-adult.

### Responding to and reporting Bullying

#### Staff will:

- listen carefully and calmly to pupils regarding the alleged bullying incidents, and record significant incidents (see bullying incident form attached). Victim and bully should be made aware that records are being made.
- inform the Senior leadership team so that actions can take place and where appropriate inform other colleagues.
- respond promptly to concerns expressed by pupils in the class 'Thought Boxes'.
- treat bullying incidents appropriately for each individual situation.

Where bullying outside school is reported to school staff, it will be investigated and acted on. *DfE 'Preventing and tackling bullying' July 2017*

- **use a Proactive approach**

Children are taught to understand what bullying is and about forming positive friendships through planned learning in different curriculum areas and particularly through RE, class assemblies and PSHE (circle time). Termly e-safety lessons forms a regular part of the ICT curriculum. During national anti-bullying week each year all children in the school are taught to understand bullying and the effect that it can have on people, and learn to discuss strategies for forming positive friendships.

While curriculum opportunities such as those provided through RE and circle time are used to discuss issues including bullying, we recognise that

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children with concerns that they are being bullied, or that someone else is being bullied, are unlikely to share those concerns in that forum.

Pupils are taught that everyone has a responsibility to ensure that there is no bullying at the school. Through learning about *Kelso's Choice* (see Behaviour Policy) all children are taught to be able to distinguish between those problems that children can resolve on their own and those that need adult intervention, such as bullying.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Staff at the school understand that children feel least safe during playtimes and when in the toilets. During playtimes children are required to have a 'toilet pass' to come inside to use the toilets, limiting the number of children who can be in the toilets at any one time. Playground buddies from Years 5 and 6 provide proactive intervention on the Key Stage 1 playground, providing structured play opportunities for younger children and supporting them in being able to form positive relationships with others. Clipboard monitoring is used at playtimes to identify behaviours of individual/groups of pupils.

### **Pupils may report concerns about bullying by:**

- asking to speak to his or her class teacher;
- speaking to a midday supervisor during lunchtime;
- asking to speak to any other member of staff who the child feels confident to talk to;
- writing in the class 'thought box' for the teacher to read;
- talking to a parent, who will approach the school.

### **Staff advice:**

1. Talk to the child who has been upset, find out what happened and how it made them feel. (write a story/poem or draw a picture to illustrate feelings if needed.)-bullying incident form completed by member of staff.
2. Talk to the 'bully' on their own, trying to identify any underlying issues and emotions. Explain how the other child is feeling and get them to explain what they could do to help change this.

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3. Give the 'bully' a specific task e.g. write a letter of apology with them. The Head teacher will involve parents at this stage and they will receive a copy of the letter.

4. Talk with the victim about the actions taken. Teach and model how to use their personal power to deal assertively with children who confront them in future, using a firm tone and 'I feel' statements.

5. Supervise the apology/hand over of the letter/agreement of future actions, ensuring that the apology is genuine and that the victim feels safer as a result.

6. Set times and dates to follow up the incident and ensure that the situation has been resolved.

The following steps may be taken when dealing with continued incidents:

Pupils who have been bullied will be further supported by

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil and offering continuous support
- restoring self-esteem and confidence
- continued involvement of parents and guardians in the process.

The following disciplinary steps can be taken as per the school's behaviour guidelines and can supersede any of the previous steps should the situation change or be deemed serious as to warrant such intervention:

- official warnings to cease offending / detention
- exclusion from certain areas of school premises/ internal exclusion
- fixed-term exclusion
- permanent exclusion

### **Child Advice:**

1. Tell yourself that you do not deserve to be bullied.
2. Try to show that you are not upset-be assertive.

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3. Get your friends to support you and show that you and your friends disapprove.

4. Tell an adult-do not stand by and watch-go and get help.

### Parent advice:

Parents have the responsibility to support the school's anti bullying policy and to actively encourage their child to be a positive member of the school. Parents are able to help immediately if they feel there is potential for a situation to lead to, or may have already become bullying by:

- discussing the matter sensitively with the child.
- Sympathising, listening carefully and try to calmly find out what happened.
- Reassuring the victim that the bullying will stop.
- Encouraging the child to talk to an adult at school.
- Informing the school and discussing the matter with the class teacher or senior member of staff. (It is not acceptable or appropriate to take matters into your own hands e.g. approach the bully at school.)
- Do not advocate a 'hit-back' policy.

### Contact school:

- Call to the office to make an appointment to speak to a member of staff/headteacher
- Talk to their child's teacher before or after school
- Put a note in home/school diary

### Signs to look out for:

- Not wanting to go to school or truanting.
- Becoming shy, withdrawn and lacking in confidence
- Having 'mysterious illnesses' e.g. tummy upsets, headaches
- Arriving home with unexplained cuts/bruises/torn clothing.
- Becoming frightened of walking to school.
- Asking for unexplained extra pocket money.
- Reluctance to meet other children.
- Personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- Temper outbursts, abusive language or impulsive hitting out.

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- Bed wetting and nightmares

### **Evaluating the policy**

This policy will be reviewed and updated annually using guidance from the Department of Education document 'Preventing and tackling bullying- Advice for head teachers, staff and governing bodies'.

The policy review is linked to the School Development Plan.

Pupils, parents and staff are to be involved in this review process through the Parent Forum meetings, class/ School Council discussion and staff meetings

New staff will be given full training in the procedures explained in this policy. All staff will be involved in the process of reviewing the policy.

This policy will be available to all staff and governors via the school's learning platform, and to all parents via the school website.

## A Child's Code of Practice

Bullying is .....

.... TOO IMPORTANT TO IGNORE!

Value yourself and your feelings by TELLING

- Tell your friends
- Tell your parents
- Tell your teachers

.... so that they can HELP

Help yourself by

- Ignoring comments
- Not reacting
- Avoiding those 'friends'
- Avoiding those places

**IF YOU SEE bullying ... TELL SOMEONE!**



## **Anti-Bullying**