



St. Patrick's R.C. Primary School



Anti Bullying Policy

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Rationale

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. We intend that the policy is clearly understood, applied consistently and shared by all children, staff, governors and parents.

This policy should be read in conjunction with the school's safeguarding policies, particularly the Child Protection and the Behaviour Policies.

The views of the children in our school are key in establishing effective policies and procedures. As such, the School Council routinely discusses the impact and effectiveness of this policy and adjustments are made accordingly.

Aims & Objectives

- To seek to eradicate all forms of bullying.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop children's confidence in dealing appropriately with any bully incidents.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To monitor, evaluate and improve the school's measures for dealing with bullying.

Bullying Definition

The School's definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Procedure

There are two components to effective anti-bullying practice: **prevention** through creating safe environments and **actions** to deal with incidents of bullying.

Prevention

We seek to provide a welcoming school environment that enables the children to feel secure and safe. This positive atmosphere supports open discussion with adults around school. However, it is worth considering **where** and **when** bullying may occur and **who** might perpetrate it. Vigilance can prevent a situation developing.

The following are possibilities:

Where? – Quiet/ semi-hidden areas of the playground, toilets, routes to school

When? - Before (occasionally) and after school, break time, lunch time, classroom (very seldom)

By whom? - The physically stronger, those with a knowledge of other's weaknesses, the less inhibited, the bright, those lacking in tact/low conscience, those with low self-esteem.

It may also help to be aware of those who may be the targets of bullies:

- children who like to play alone
- children who are immature for their age group
- children with low self esteem
- children with SEN
- children with a different race and background
- children who enter the class at a different time to the majority.

Core strategies employed by St. Patrick's to prevent bullying:

- anti-bullying week
- awareness raising of how to deal with low-level issues and different situations
- through PSHE lessons and other curricula opportunities
- good role models including adult modelling of appropriate responses
- children's awareness of their rights and responsibilities
- e-safety
- lunchtime leaders and organised play activities
- lunchtime intervention groups
- vigilant and well trained staff
- good communication
- worry boxes

Actions

When bullying is suspected or discovered:

- Talk to the suspected victim, and any witnesses to find out what has happened - it is vitally important to have, as full knowledge of the incident and of the children as is possible.
- Identify the perpetrator and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.
- If the perpetrator owns up the sanction procedures outlined in the Behaviour Policy will be followed.
- Incidents of bullying are recorded in the school Behaviour Incident log.
- If there are concerns, these are monitored and an informal log of incidents may be recorded.
- If all parties agree, they may be involved together to discuss the issues.
- Support and empower children to resolve the conflict and understand their role in the issues.
- Establish an agreement between the children where needed.
- Inform parents.
- Follow up with further discussions with individuals as and when appropriate.
- When necessary support children individually or together.
- Giving the child who has been bullied an opportunity to express their feelings while keeping them safe.
- Providing a means for the children who have been bullying to take responsibility for their actions and give them an opportunity to take some restorative action.
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see Behaviour Policy).

Further Information:

Children and young people who are worried about bullying can seek help and advice from ChildLine on: 0800 1111 or www.childline.org.uk or call the NSPCC on 0808 500 8000.

Parents who are worried about their children can contact Parentline on 0808 800 2222 or www.familylives.org.uk

Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone bullying in any form and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

If any parent is dissatisfied with the way the school has dealt with a bullying incident, they should initially contact the class teacher. If the concern remains they should contact the Head Teacher. If any parent remains unhappy with the outcome, the school's complaints policy will be made available.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:		Date:	
Chair of Governing Body:		Date:	
Chair of School Council:		Date:	

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

Appendix 1. Further Information about Bullying

Bullying Fact Sheet

- 1 Three factors are implicit in bullying activities:
 - It is repetitive over a period of time
 - It involves an imbalance of power - the powerful seeking to dominate the powerless
 - It can be verbal, physical and/or psychological
- 2 At least 10% of children in school are involved in bullying as victims or bullies at any one time. The figure is likely to be much higher.*
- 3 Boys usually bully other boys and girls; girls bully girls.
- 4 Boys bully more often than girls in a ratio of 3:1.
- 5 Boys tend to use threat and physical violence while girls employ verbal and psychological forms of bullying.
- 6 Common misconceptions about bullying are that:
 - It is a minority problem
 - It does no real harm
 - It is character forming
 - The victim often 'asks' for it
- 7 All bullying damages the self-esteem of victims and bullies and affects their lives as grown-ups.
- 8 Non-verbal bullying e.g. staring a child out, winking and nudging, can have as severe an impact on some children as physical violence.
- 9 Bullies are often disruptive and hyper-active in class.
- 10 Bullying children are likely to have parents who bullied.
- 11 Bullies thrive on their sense of power and look for signs of weakness and defensiveness. A firm rebuff can prevent bullying.
- 12 Bullies depend on a code of silence for their success. Breaking that code is often the first step in prevention.
- 13 Children who watch bullying take place without doing anything about it collude in the bullying.
- 14 Bullies need help.
- 15 The most effective deterrent to bullying is other children.
- 16 Bullying is less likely to happen in schools where the problem is recognized and there is a defined school policy.

*Besag, Valerie E Bullies and Victims in Schools. Open University Press 1989

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2018