



“Hand in hand, united by happiness and Friendship,  
we listen to God's Call, we learn from God's word  
and we share God's Love”

## **Policy 4PC-Anti-bullying**

**Approved July 2015**

**Review Annually**

***Head Teachers signature:***

***Governor's signature:***

# St. Augustine's Catholic Primary School

## ANTI-BULLYING POLICY

### **“A Learning Community United by Christ and the Teaching of The Gospel”**

All aspects of school life at St. Augustine's endeavour to foster the understanding that we are all made in “the image and likeness of God”. Therefore, bullying, aggression and any other types of anti-social behaviour are contrary to our Catholic ethos.

#### **Dealing with Bullying**

As a caring school we counteract bullying in a proactive educative manner for the following reasons:

- Bullying denies the dignity of the individual.
- Bullying makes pupils unhappy.
- Pupils who are being bullied are unlikely to succeed at their school work and in their friendships.
- Some pupils, if bullied, may not attend school.
- Pupils who observe unchallenged bullying are likely to copy this antisocial behaviour.
- Children who bully are themselves children who need support to change their behaviour.

#### **A Definition of Bullying**

“Bullying is the wilful, conscious desire to do harm to someone else, repeated often over a period to time.”

“Kidscape” ([www.kidscape.org.uk](http://www.kidscape.org.uk)) suggest a range of behaviour that constitutes bullying:

- Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional – tormenting, threatening, ridicule, humiliation, facial expression, exclusion from groups or activities.
- Sexual – unwanted physical contact, abusive comments, name-calling.

- Racial – taunts, graffiti, gestures.
- Cyber-bullying –bullying via mobile phone or online (e.g. email, instant messenger and social networks such as Facebook, Twitter, MSN, Myspace, Oovoo, Instagram, Snapchat, Skype). This is more likely to take place outside school but needs to be investigated with the support of parents. The schools Internet Safety Policy supports the responsible use of technology.

## **The Curriculum**

Learning opportunities must be planned across the curriculum and through aspects of school life. The following issues should be explored.

- What is bullying?
- What causes people to bully each other?
- How does it feel to bully or be bullied?
- What are the effects on bullied pupils, on pupils who bully others, on bystanders?
- What to do if someone tells or thinks bullying is taking place.
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted by bullying?

Religious Education provides opportunities to explore issues in depth. Literacy, drama, historical events and current affairs will also provide material.

The school's Spiritual, Moral, Social and Cultural (SMSC) programme addresses many of the behaviours required for good relationships. Our Anti-Bullying Policy and procedures are kept 'high-profile' through our Anti-Bullying Week Assemblies, School Council and newsletters. Our policy is reviewed annually.

Opportunities should be found for pupils to receive praise and recognition for behaviour which fosters good relationships with others.

Incidents in the playground both positive and negative should be used to explore difficult situations without using aggression, violence or offensive language.

## Identifying the Problem

Children who are being bullied at school will not always be prepared to tell staff. They may disclose it to another child or keep it to themselves.

All the children should be aware of the following procedures if they feel they 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.
- If you are scared to tell on your own, ask a friend to go with you.

## (Don't Suffer in Silence – D.F.S.C.)

Staff should be aware of the following types of behaviour, which may be signs of bullying:

- Unwillingness to come to school.
- Argumentative and aggressive.
- Withdrawn, isolated.
- Complaining about missing possessions.
- Refusal to talk about them.
- Being easily distracted.
- Damaged or incomplete work.

## Investigations

Disclosures, whether to a member of staff, parent or peer group, will always be treated seriously and investigated thoroughly. Children who disclose the bullying of others need particular support.

Children involved in bullying others may feel justified in their actions and refuse to admit to wrong doing. Fake allegations may also be made. It can often be difficult for staff to build an accurate picture of events or to be sure who is telling the exact truth.

## **Procedure**

1. "Bullies" and "Victims" should be interviewed separately.
2. "Witness" information should be obtained, if available, relevant and appropriate.
3. A written record kept of the incident, investigation and outcome in the 'Behaviour and Safety' file.

## **Recording of Incidents**

Staff should record:

1. Who was involved?
2. When and where the incident happened?
3. What happened?
4. What action was taken?
5. How was it followed up?
6. Why? What were the circumstances?

A synopsis of all incidents including any of a racist nature will be kept by the Headteacher.

## **Dealing with Incidents**

1. Members of staff should remain in control of the situation. Support staff should report incidents to teaching staff or the Headteacher.
2. Action should be taken as quickly as possible.
3. Reassure the "victim".
4. Inform colleagues.
5. The Headteacher will inform both sets of parents should the allegations be substantiated.

If the incident is a 'one-off' and has not had serious consequences a problem-solving approach may help. Each pupil should be given the opportunity to talk and focus on finding a solution to a personal disagreement.

## **Sanctions**

Where children do not respond to preventative strategies to combat bullying the following sanctions will be taken:

1. Removal from group (class).
2. Withdrawal of break and lunchtime privileges.
3. Withholding participation in any school trip or sports event that is not an essential part of the school curriculum.
4. Fixed period exclusion.
5. Permanent exclusion.

## **Support for Victims**

Individual children will need different forms of support. They may need reassurance and 'mentoring' for some time following an incident. Class teachers, Dining Room Assistants, Learning Mentors and Education Assistants need to be informed if there is a child that may need support/need monitoring on the playground. Those on playground duty will need to be vigilant during this time.

The child's school work and relations with peers will be carefully monitored.

## **Monitoring and Evaluation**

The following criteria will be used to monitor the policy:

- All staff will need to be vigilant and responsive to bullying behaviour.
- A majority of pupils feel that the school is trying to reduce and prevent bullying behaviour.
- A majority of pupils feel there is little or no bullying.
- Pupils feel that they would inform adults of bullying.
- Pupils say they would not join with others in bullying behaviour.

The following monitoring procedures will also take place

- Informal and formal discussions.
- Questionnaires to parents and children, at least annually.
- Interviews with children.

This Policy is linked to the Schools Equalities Policies – Gender, Race and Disability and the internet safety policy which, with the Anti-Bullying Policy contribute to the building of a community not just as a school but as a community in Radford.

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<sup>i</sup> Parents have been advised that children of Primary school age should legally not be accessing such websites.