

LADMOUNT CATHOLIC PRIMARY SCHOOL ANTI BULLYING POLICY

All pupils at Ladymount Catholic Primary School have a basic right to partake of the education provided and have the right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who support them in school

The key person to take this policy forward is Margaret Jackson, Headteacher and in her absence the Deputy Headteacher, however, all staff will take ownership of this policy.

At Ladymount Catholic Primary School we try to ensure that as far as reasonably possible, the structures and procedures in the School Behaviour Policy and Equal Opportunities Policy, alongside consistent monitoring, prevent bullying. We aim to develop a caring and supportive environment for all, through a school ethos based on kindness and respect where differences are both accepted and appreciated. We encourage children to understand what bullying is through PSHE, circle time, assemblies, dance workshops, drama productions, drama workshops, displays and our RE programme. We encourage children to be empathetic to the feelings of others and support them with strategies for what to do if bullying occurs.

Definition

We believe that bullying behaviour is:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats –One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, teasing, making racist remarks
- **Psychological:** spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person
- **Sexual:** unwanted physical contact, abusive comments.
- **Vandalism:** Deliberately damaging or taking another child's belongings.
- **Threatening:** Either verbally or by e-mail/text message
- **Group bullying** any of the above, but where two or more children conduct the bullying behaviour.

These examples are judged to be bullying only if the action is deliberate, one sided and there are repeated instances. It is important to clarify the types of behaviour that we feel are unacceptable but are not examples of bullying:

Examples of such types of behaviour include:

- Where two children of equal size and strength have a fight or constant fallings out in and out of school.
- Where one child calls another a name on one occasion.
- Where a child has hit or kicked as a response to being hurt him/herself.

These types of behaviour are not regarded as bullying but they are regarded as unacceptable forms of behaviour, and would be dealt with according to our Behaviour Policy.

Our 5 strategies for dealing with bullying as in line with Wirral Children's Services Anti-bullying strategy are:-

1. POLICY AND PRACTICE

Identifying the problem

Children who are being bullied are not always prepared to tell those in authority for a number of reasons. When a disclosure of bullying is made, we will always treat it seriously. For pupils who are unable to tell staff of their problems, we know that sometimes their behaviour can give clues about the problem. Such behaviours include:

- An unwillingness to come to school
- Acting in a withdrawn way, isolating themselves from others
- Complaining about missing possessions
- Refusing to talk about the problem
- Being easily distressed
- Presenting damaged or incomplete work

These behaviours may be particular indicators of problems for certain pupils, for example those with special needs or from a minority racial or cultural background. Staff will use their knowledge of individual pupils to be vigilant for any changes in their behaviour that might indicate bullying. When staff have particular concerns about a pupil, then they will discuss it with a more senior member of staff. Pupils are also encouraged to be open with their parents who can then pass their concerns to the school. At Ladymount we have a weekly briefing so that any children causing concern who need monitoring can be highlighted to all staff.

Preventing and investigating the problem

Bullying will not be tolerated at Ladymount Catholic Primary School and all incidents will be taken very seriously. All pupils, their parents and staff members are encouraged to tell us of any concerns and we will act upon them. All investigations of bullying allegations will be thorough and involve the staff interviewing both the bully and their victim separately. Where others have witnessed the bullying, they will be interviewed so that as far as possible we know exactly what has happened. These conversations could be discreet meetings or informal opportunities if the situation warrants.

The Headteacher or Senior Teacher (member of the Senior Leadership Team) will then investigate the incident by firstly talking with the bullied pupil, listening to and noting the feelings expressed. A written record of the incident, investigation and outcomes will be made and an Action Plan will be formulated.

The child's class teacher and Headteacher will be informed (or the Deputy Headteacher in the absence of the Headteacher).

A meeting will then be arranged for all those directly/indirectly involved in which the feelings of the victim will be described and sanctions will then be applied.

Parents will be informed and asked to attend a meeting with the Headteacher (or the Deputy Headteacher in the absence of the Headteacher).

The parents of the victim will be fully informed of the ways in which the incident is dealt with, and of the support that will be given to their child after the incident. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the victim will feel that his/her feelings and safety is paramount to the staff at the school. Further support will

be given to the victim in the form of regular monitoring by his/her class teacher, which will be detailed in the Action Plan agreed between the child, parents, class teacher and Headteacher.

Examples may include:

- observation of the child in both the classroom and playground environment,
- a diary shared with the teacher or head teacher about his/her feelings
- The child will be made fully aware of the support available to him/her.
- A buddying system with another supportive child
- A Self Esteem book to rebuild self confidence

Regular feedback will be given to the child's parents, either through written comments in a self esteem book, by regular telephone conversations or meetings with the child's class teacher and, where appropriate, the Headteacher.

Where bullying is substantiated appropriate measures will be taken to reduce the chances of it recurring. Bullying will not be eradicated unless the behaviours of the bullies are changed. Efforts will be made to help the bully recognise why their behaviour is unacceptable and they will be offered help to modify that behaviour. This will include trying to understand why the pupil has bullied, so that recurrence can be prevented.

His/her class teacher and all other adults who are in regular contact with him/her, such as Classroom Assistants and Mid-day Supervisors, will closely monitor the perpetrator's behaviour.

2. MANAGING THE USE OF DATA

Any incidents of bullying will be recorded in the Headteacher's Safe-guarding file, kept in the Headteacher's office. Records are maintained of all instances of bullying, actions undertaken and outcomes.

Governors are reported to on the number of bullying incidents once a term and governors analyse the parent and children questionnaires which include questions in relation to bullying. Governors also partake in monitoring the effectiveness of the behaviour and anti-bullying policies.

3. ENCOURAGING BEST PRACTICE THROUGH EFFECTIVE PARTNERSHIPS

Implementation

It is vital that once written, the whole school community adopts the Anti-Bullying Policy. To ensure that this is the case, it will be presented to the Staff, Governors and pupils. It will be included on the School Website.

Ladymount Catholic Primary School operates a prevention culture to anti-bullying rather than crisis intervention through planned RE activities, assemblies, drama productions and visits.

Training for staff is kept current and meaningful and fed back to whole school staff in staff meetings and Headteacher cluster groups work closely together on this issue. The IT coordinator feeds back to staff and parents regarding e-safety and on-line bullying.

4. CHILDREN AND YOUNG PEOPLE'S PARTICIPATION

The pupils regularly discuss anti-bullying, create posters, power points, dramas to promote a safe culture.

5. SCHOOLS & SERVICES FOR CHILDREN AND YOUNG PEOPLE

On-going dialogue is maintained through Deeside Head teachers Cluster Group Meetings which give feedback from Primary Heads Consultation Group and WASH.

Ladymount Catholic Primary School buys into EQ which provides relevant anti-bullying workshops and training for staff throughout the year and through this the Wirral LA signpost relevant websites, materials, national training such as CEOP and advice to our school.

Bullying outside of the school premises

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Regulate, however, means that the school should monitor and make sure that the bullying is not transferred to the school setting and that the child is not upset or feeling threatened in school, by following the normal procedures. It does not mean that the school can act on information provided outside of school if the school itself has investigated and found no evidence of bullying occurring, or any evidence of the victim being upset in any way. The child/perpetrator would be spoken to about the upset they may be causing to the other child outside of school and restorative sessions would be undertaken. The situation would be monitored closely for a substantial period of time.

Conclusions

Ladymount Catholic Primary School is actively trying to prevent bullying by adopting a whole school approach to behaviour and discipline (see Behaviour Policy), creating an atmosphere where each member of the school is valued as an individual and treated with respect. Where incidents of bullying do occur, they will be investigated thoroughly and actions will be taken to reduce their reoccurrence and help those who have been their victims. However, if after initial investigations with children, it is apparent that bullying is not occurring eg. It is found that 2 children have been falling out with each other over various issues, or a child is dominating which game choice a group of friends play every day. Incidents such as these will be reported to the parents as children falling out, as this is very different to bullying and the children will be given adult guidance on how to work together to resolve their differences.

Review

This policy was reviewed by the Governing Body in the Spring Term 2014– next review Spring Term 2016

Appendix 1

Responsibilities of all stakeholders

The responsibility of staff

Our staff will:

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with their class, including the effects of bullying
- Listen and take time to talk to children who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying to the headteacher, deputy or member of the Senior Leadership Team.
- Display anti-bullying messages throughout the school
- Seek support from outside agencies when required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences for perpetrators of bullying
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the child including parents, even if you have little to report.
- Boost children's self-esteem through praise and reward systems, compliments and encouragements.
- Safeguard all pupils who report bullying
- Use systems in place e.g. School buddies, Peer mentoring, restorative approaches, circle times and PSHE sessions weekly.
- Keep the school playground highly supervised with staff strategically placed.

The responsibility of our pupils

- Staff will ensure that children understand what constitutes bullying and that if they are bullied or see or hear about anybody being bullied they will tell an adult.
- Assemblies and curriculum time will be used to ensure that the children understand that they must be a good friend to all who need one and never join in with bullying behaviour.

The responsibility of our parents/carers

- Inform the school of any suspected bullying even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from bullying.
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff using the "4 Ws", "Who, What, Where and When"
- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in co-operation with the school and listen to evidence presented
- Keep a written record of any reported instance of bullying
- Fill out our Parent questionnaires and help us to move forward together being honest about improvements the school could make
- Read the materials/resources the school sends out and look up the helpful websites that the school recommends.