

ST FRANCESCA CABRINI CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING POLICY

Aims:

At St Francesca Cabrini Catholic Primary School, we aim to provide a safe and secure environment for all members of the School community. This is dependent upon maintaining high standards of behaviour, care and control, ensuring that everyone is treated with respect and dignity. Every student has the right to develop their full potential regardless of their gender, ethnicity, cultural and religious behaviour, sexuality, disability or different educational needs. They have a right to enjoy learning, free from intimidation, both inside and outside the classroom and within the surrounding community. Bullying deprives people of the right to make progress and to achieve their potential. Specifically, it deprives students of the rights to an education within a safe secure and positive environment. Our School Community will not tolerate bullying of any kind.

We say '**NO to BULLYING**' – Recognize it – Report it – Remove it.

Definition of Bullying:

Bullying is defined as the persistent, targeted and deliberate abuse of power by one person or a group of people of another person or group which is deliberate, systematic and targeted with intent to hurt, threaten, or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. Bullying can include a wide range of behaviours.

These may be:

- **Physically aggressive:** hitting, kicking, pushing, taking or damaging belongings.
- **Verbal:** name calling, mocking of accents, nasty teasing or spreading of rumours.
- **Emotional:** deliberately leaving someone out or ignoring someone.

Children and young people may have occasional disagreements with each other. This kind of behaviour is **not** bullying but will also be taken very seriously by the school.

Setting an Anti-Bully Ethos:

The school will endeavour to set positive role models in all relationships with the school community.

The message that bullying is unacceptable will be regularly reiterated at year group assemblies.

Anti-Bullying will feature in the PSHE programme on a regular basis and 'off' timetable events will be used to promote good citizenship.

The School Council will be invited to discuss and set up strategies for peer group mediation where appropriate.

Identifying Bullying:

Bullying is distinguished from other displays of aggression as it involves ongoing domination of one person by another or by a group. It usually forms a pattern of behaviour rather than an isolated incident.

Taking Action over Bullying:

All members of the community should be alert to the possibility of bullying and should report it if they suspect it happening. Students who identify that bullying is taking place should alert a teacher that they trust. This will usually be their class teacher, team leaders or a member of the SLT. The person who receives a report of suspected bullying from a student **must** take the report extremely seriously and be seen to be doing so. Once an allegation of bullying has been made a written account needs to be completed by student and teacher.

Investigation and Monitoring:

All allegations of bullying will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with an incident of bullying s/he will seek advice from more experienced staff or the SLT. Students will always receive feedback if they have made allegations of bullying. If allegations are made about a teacher bullying his/her student, the Headteacher **must** be informed and will then decide the most appropriate course of action. Incidents of bullying will be recorded and monitored, by age, gender, ethnicity and disability. All parties involved in any incident including parents, will be kept informed at all stages of the investigation. Team Leaders/SLT are to monitor to ensure the bullying has not resumed. Persistent or violent bullying will lead to tougher disciplinary measures including fixed term or permanent exclusion.

Desired Outcome:

Incidents of bullying will be pursued until the situation is resolved and all parties can return to the safe and secure environment that most supports effective teaching and learning.

Evaluation and Review:

This policy will be reviewed regularly and will reflect national advice and guidance.

Appendix A

Practical Guide for Teachers Dealing with Reported Incidents of Bullying:

A lot of the following may seem self-evident but it is important that action taken by staff is consistent across the school. The following are guidelines intended to provide a framework for action.

Immediate responses:

Always take reports of bullying seriously.

It is very important to react quickly but objectively. It is our discipline policy to take written accounts from students involved in incidents this is an appropriate strategy for recording all forms of bullying behaviour. The students may write freely but are encouraged to use the student Incident Report Form Appendix B. Take action as quickly as possible:

It is vital to investigate the incident properly. If the situation is dealt with purely by reassuring interviews for the victim and warnings for the bully, some crucial piece of evidence may be missed. Therefore all matters should be passed to the relevant Team Leaders who are unable to investigate immediately will pass all relevant information to the main office for a member of SLT to investigate on their behalf.

Reassure the victim:

Students will need to be reassured that the bullying will not get worse as a result of it being reported. It is important that the victim is not made to feel apprehensive about reporting it to a member of staff.

Offer self-protective strategies:

This will vary according to the situation, but reassurance is a key strategy. Attending school with friends, avoiding areas where you may meet the bully, going to the library staying in sight of members of staff on duty or peers, leaving expensive items at home are all quick and easy strategies that can be offered.

Speak to the bully:

Make the student aware that the school has a strong anti-bullying policy on bullying and that it will not be tolerated. Encourage the bully to see the victim's point of view.
(Sharp 1990 6-7).

The most effective immediate responses to bullying are problem solving rather than accusation. This enables the teacher to work with the students involved to resolve the situation immediately and identify long term strategies to prevent it re-occurring. The Method of Shared Concern developed by Swedish psychologist; Anatol Pikas is an example of a problem solving approach.

This approach acknowledges:

That there is a problem and does not focus on trying to find out exactly what has happened, during a series of individual discussions with students involved in the situation, each agrees how they personally will help to resolve the situation. The teacher follows a specific script in the individual discussions. An example of the script follows.

The teacher and the student meet in any empty classroom where there are no interruptions. They are sitting on chairs of equal height and in a way, which suggests that they are having an informal chat. The teacher is relaxed and neutral; this is not a ‘disciplinary’ meeting. The teacher waits until the student glances at them before they begin to speak.

Teacher:	I hear you have been nasty to XXX. Tell me about it.
Student:	(long pause) It's not me!
Teacher:	Nasty things have been happening to XXX. Tell me about it.
Student:	(long pause) Well, some people have been calling names just messing. I think a bag got damaged or something.
Teacher:	It sounds like XXX has been having a bad time.
Student:	I suppose so.
Teacher:	OK, I was wondering what you could do to make things better for XXX. Student: Me?
Teacher:	Yes, you.
Student:	(long pause) Well, I suppose I could make sure I don't call XXX names.
Teacher:	That would be excellent. Try not to call XXX names over the next week and we will meet next Tuesday at the same time to see how you got on.
Student:	Is that all? OK
Teacher:	Goodbye. Student: Goodbye.

It is not important that the student has denied direct involvement in the bullying behaviour – the teacher may know that this is not true but does not challenge the student’s account. The aim of meeting is an acknowledgement that the student who is being bullied is ‘having a bad time’. This acknowledgement is the point of common concern and enables the teacher to ask the student to take an active role in changing the situation. The following week the teacher discusses how successful or unsuccessful each student feels they have been in stopping the bullying. Success is praised and the students are asked to maintain or increase their efforts.

This is followed up by a group meeting, which includes both those who have been bullying the student and the student who has been bullied. In this meeting long term strategies for stopping the bullying are agreed. The outcomes are not intended to improve the quality of friendship between the two parties but rather identify ways in which they will be able to tolerate each other in the days, months and years ahead. Source: Sharp (NAPCE) Reducing School Bullying.

Involve other staff:

An incident report must always be written up on an Incident report when the facts have been ascertained. A copy **must** always go to the headteacher or deputy headteacher, and in the students file. It is envisaged that bullying incidents will be dealt with through the usual disciplinary channels. Other colleagues may need to be informed if incidents have occurred or of a situation where staff need to be more vigilant.

Involving Parents:

It is usually a good idea to contact home, in the case of all pupils concerned. Don't allow parents of victims to keep their child at home 'until something is sorted out'. There is a need to involve both parties in any discussion if the situation is to be satisfactorily resolved. Families who do find out subsequently about bullying often become distressed and angry if they have not been kept informed.

Parents talking to teachers about bullying:

Try to stay calm and bear in mind that the teacher may not know that your child has been bullied or may have heard a different version of what happened. The school is not responsible for issues that occur off the premises during the weekend breaks or holidays however will investigate all matters if they are students of the school, so it is important that you are as specific as possible about what happened and give dates, places, and names of other children involved. Let the college know if things improve as well as if problems continue, if need be arrange an appointment with your child's Form tutor or Year Manager.

Remember.

'We say NO to bullying' – Recognise it – Report it – together we will – Remove it.

Final reminders:

We must all be aware of changes in the behaviour of our students, while not over reacting to situations. A victim might seem withdrawn, isolated and underachieving. A bully might seem to have a larger than usual group around them, be talking behind someone's back, be shouting insults in the corridor or have undue power over a group. Share any concerns you have with other staff and the senior leadership team, so that they are aware that there might be a problem.

It must never be assumed that the bully is a bad person. Bullying behaviour can be changed, and methods to do this explored. It is not necessary to keep the issue a secret, as we do not want to miss potential problems. Bullying incidents should not be withheld from parents and if they are contacted it is important that the facts are clear and the way forward can be agreed upon.

Appendix B

ST FRANCESCA CABRINI PRIMARY SCHOOL

ANTI-BULLYING POLICY

STUDENT INCIDENT REPORT FORM

1. Name: _____ Tutor Group _____

2. Date of Incident:

3. Where did it happen?

4. Describe what happened to upset you: (continue on the back of this form if necessary.)

5. How often has this happened to you?

6. Did anyone else see what happened?

Name of person/s

Signed _____ Date _____

WE SAY ‘NO TO BULLYING’ – RECOGNISE IT – REPORT IT – REMOVE IT

Adopted September 2017

Reviewed Spring 2020

Ratified by Governing Board March 2020

Date of next review 2023

