

St. Teresa's Catholic Voluntary Academy

Anti-bullying Policy



September 2015

At St. Teresa's Catholic Voluntary Academy bullying, sexual and racial harassment are considered as very serious, unacceptable forms of behaviour and subsequently are treated as separate issues within our behaviour management policy statement. This policy aims to reduce incidents of bullying, educate all members of the school community and encourage data sharing. Bullying can affect children and adults (this policy includes staff as well as pupils).

Statement of Intent

We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. All people are equal in the sight of God, unique and created in God's own image and loved by God. The school shall make no discrimination or differentiation on the grounds of race, colour or ethnic background and shall treat every person with equality, esteem and the respect and dignity due to a child of God.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know the incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell staff.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

S.T.O.P. Several Times on Purpose. This is displayed in all classrooms.

If someone does bully you, you must-

S.T.O.P . Start Telling Other People

Definition of bullying

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

(Dan Olweus, creator of Olweus Bullying Prevention Programme).

This definition includes three important components:

1. Bullying is aggressive behaviour that involves **unwanted, negative actions**.
2. Bullying involves a pattern of behaviour **repeated over time**.
3. Bullying involves an **imbalance of power** or strength.

Bullying can be physical (violence, frequent fighting, damage to property and rough treatment), verbal (name calling, teasing, threatening, sexual or racist taunts) or relational (rumours, social exclusion or by phone/ computer).

Bullying can be racial, religious, cultural, related to SEN or disabilities, appearance or health conditions, home circumstances, sexual orientation, sexism or cyber bullying.

Cyber bullying is the use of Information Communications Technology, particularly mobile phones and the Internet, deliberately to upset someone else.

Cyber bullying can take any of the following forms:

- Threats and intimidation
- Harassment and stalking
- Defamation/hate or bias-bullying

- Exclusion
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending or forwarding personal or private information or images
- Manipulation

Cyber bullying is a criminal offence under the Protection from Harassment Act, the Communications Act 2003 and the Malicious Communications Act. Cyber bullying can happen at anytime and sometimes can be by someone the victim doesn't even know.

Reporting and responding to bullying

A child being bullied MUST tell - a teacher WILL LISTEN and ACT. Any parent/carer suspecting that their child is being bullied must contact school immediately so that action can be taken to STOP this. If the teacher is aware of bullying then they will take appropriate action immediately to ensure a prompt response. The Headteacher MUST be informed and the Senior Leadership Team is responsible to ensure work is done in school to prevent bullying.

If any person (child, parent or staff) witnesses bullying in any form, they must speak to the Headteacher or a member of the Senior Management Team immediately. The School has the expectation that no person will be a bystander and allow bullying to happen without seeking help.

The following steps will be taken if children bully or sexually/racially harass others:-

- The child will be told that their behaviour is unacceptable and the reason why will be explained.
- If the bullying is happening during playtimes/lunchtimes then the child will stay inside school during these times.
- The Headteacher and the SLT will be informed immediately of any incidents involving physical violence and verbal abuse to children/adults. Any violence or severe negative behaviour against another person will result in the perpetrator being placed on a behaviour plan (in line with the school's behaviour policy) or other disciplinary action.
- Parents/carers will be notified and asked to come into school to see the Headteacher/designated teacher/class teacher to discuss the matter.
- This may result in a personalised behaviour plan/ log setting attainable goals for the child to work towards improving their behaviour.
- If the harassment/bullying is occurring at home time then parents/carer will have to collect the child and escort them home to ensure they don't threaten/bully other children, for a set period of time.
- If the child does not respond appropriately they will be sent home from school for a fixed period. It will be made clear to parents/carers that after exclusion there will be a general review of the child's behaviour. Any exclusion will be decided by the Headteacher with cases being looked at on an individual basis. If it is necessary to formally exclude more than once and there is no improvement in the child's behaviour it will be necessary for the Headteacher

and School Governors to consider further measures in accordance with the 1986 Act.

- Restorative approaches may also be used, by enabling the perpetrator and victim to speak openly in a safe forum, through small group work with a member of staff to improve empathy, assertiveness and build positive relationships.
- Support will be available for anyone affected by bullying. If necessary, referrals can be made via the SENCO for outside agency work, such as counselling, advice and intervention from Nottingham Anti-bullying Service. Parents and families can access support via our Faith in Families Social Worker. Staff can seek support through the schools Wellbeing Counselling through the Schools Advisory Service or by talking to his/her line manager.
- Cyber bullying – **do not** reply or respond to any form of cyber bullying. **Do** save any images, emails, texts or comments as E-evidence and present to the Headteacher (or Police/PCSO if necessary). Many chat sites have the facility to block people and report incidents and the user, which the School recommends to do. Service providers can, in most cases, trace where the message/data came from so cyber bullies do not remain anonymous. The Education and Inspections Act 2006 gives schools the powers to regulate pupils' behaviour out of school and can result in items such as mobile phones being confiscated. Sanctions for incidents of cyber bullying will be applied the same as listed above for bullying and incidents maybe referred to the Police if necessary.

Recording bullying behaviour and evaluating the policy

All staff will record any reports of bullying on Serious Incidents Form (see appendix 1) and records will be kept and monitored by the SLT. Anyone who is or has experienced bullying will be given a diary to record any incidents of bullying. The Headteacher, SLT and SENCO will analyse reports to identify any patterns each term.

This policy will be reviewed every 2 years by the Senior Management Team. The school community (staff, pupils and parents) will be consulted about this policy and its effects via an annual questionnaire.

Strategies to prevent the occurrence of bullying

These are central to the Christian ethos of St. Teresa's School, which seeks to develop the school as a social community which promotes a sense of belonging, caring, sharing, co-operation and responsibility.

There is a real commitment through the school to an energetic delivery of Personal, Social and Moral education, which is appropriate to the child's development and experience. This may take the form of:

- Story and Discussion
- Role play/Drama
- Assemblies and Collective Worship
- Playground games
- Annual Anti-bullying week
- All classes have a STOP display. Several Times On Purpose
- .All classes have displayed 'If I don't feel safe or I have a worry I go to -
- All classes have displayed ' We show we are friendly and kind by ---'

- All classes have a worry box and a kindness box. Class rules are displayed and agreed

There is a more direct approach with the teaching of respect, tolerance and empathy for others and their beliefs/wishes as well as the skills required for peaceful problem solving, listening and discussion, actively encouraging trust, identifying and sharing personal feelings/experiences. These are all embedded through the teachings of the Gospels which are woven through all aspects of curriculum and school life.

The teaching of independent learning skills “*Stop it! I don't like it*” – empowering the child to manage conflict situations in the playground and classroom. All classes make use of worry boxes to confidentially share any worries they may have with their teacher.

A co-operative atmosphere for learning/play/sports games and teamwork skills are taught through PE and lunchtime clubs.

An annual Anti-Bullying week is highly organised with a variety of activities for the pupils to take part in to raise awareness. Children lead the assemblies sharing their learning and their views on being a ‘safe, bully free’ school.

Positive reinforcement/affirmation- encourage children to feel good about themselves and others through:

- reward system (certificates, stickers)
- appreciation and celebrations of individuals and their qualities.

Faith in Families Social Worker: conflict resolution, peaceful problem solving, anger management strategies, assertiveness training, talking through feelings, creating a circle of friends, etc. covered in small groups that often bring together the victim and perpetrator with positive peer role models to improve relationships and empathy for others.

Outreach Support: - Faith in Families. Child line. School chaplains

Parents are advised to keep computers downstairs and out of children’s bedrooms in order to closely monitor their child’s computer activity as well as follow guidelines and child protection procedures advised by their service provider.

Annual E Safety workshop for parents and carers

Strategies to help vulnerable children

- Training about bullying and peer mediation given to Peer Support volunteers.
- Staff to identify children who would benefit from having a ‘buddy’ and help to pair up children.
- Referral to the Faith in Families Social Worker.
- Teaching Assistants work closely with SEN pupils or any children who have a disability. Children are also taught to understand disabilities and SEN so are expected to seek help if they witness any bullying.

St. Teresa's Catholic Voluntary Academy: Bullying/Incident Report Form

Name of Pupil	Year Group
Date	Time

<u>Violence</u>	<u>Racism</u>	<u>Bullying</u>	<u>Homophobic/ Disability name calling</u>	<u>Discriminatory/ prejudicial behaviour</u>	<u>Derogatory language</u>	<u>Refusal</u>

Details of incident

Incident reported to

Action taken

Parent Contacted?

Signed by

Pupil

Class teacher