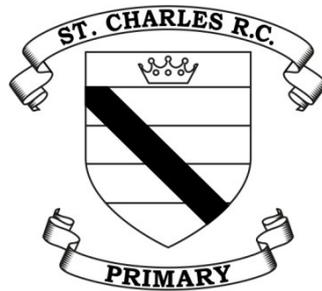


St Charles RC Primary School

Anti-bullying Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

St Charles RC is a Roman Catholic school. Our mission statement focuses on the school as part of the community. We emphasise in our Mission Statement that our Catholic school has the life and teaching of Jesus Christ as its foundation. Through the ethos of the school we will endeavour to work with the children so that they will come to know Jesus Christ as a person and a friend who guides them through life. We work towards helping each person in the school community to grow in fullness to develop, mature and fulfil their potential. They will learn how to interact with others positively, to work and play co-operatively, to share new experiences and respect each others differences.

We aim to work with parents and parish members to teach the Catholic Faith and the moral values of the gospels. We aim to nurture the children that they may grow into caring, confident, self-motivated adults.

The children will be made aware through our teachings in school, that bullying is an unacceptable form of behaviour and will not be tolerated. In this way we serve them and through them the wider community.

As a catholic school, we work to ensure that the whole school curriculum offers role models and opportunities for children to learn how to interact with others, to share their experiences, respect each others differences and generally grow into caring, confident, self-motivated adults.

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracizing, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Staff, parents and children at St Charles RC Primary school work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated. Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents concerns and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the Headteacher.
- A separate list of any racist incidents will be kept

Why do bullies do it?

There are many theories why some children bully others and it is important to understand not just the individual person's reasons for bullying, but also the social function bullying has in maintaining the power relationships between certain individuals and groups of children in the classroom and in the wider community.

These social functions may be tied up with race, sex and class and may be fed by, or contribute to, events outside of the school.

At St Charles RC we try to create caring and supportive relationships at all levels within our community. For this reason, we take a very serious view of any incidents of bullying or intimidating behaviour that may occur from time to time. The school's anti-bullying policy is simple. Bullying will not be tolerated.

IF YOU ARE BULLIED - TELL SOMEONE Tell a school friend, brother, sister or a parent.

Talk to your class teacher, another adult or talk to someone at home.

The bullies

Bullies come from all types of home backgrounds, from all races and from all cultures and both sexes. They may feel inadequate, lack self-esteem, feel insecure. Some bullies appear not to appreciate the actual effect of their actions by describing their victims as deserving of the treatment they have handed out. There are also "anxious" bullies who may in fact be subject to bullying themselves. Bullies often tend to be larger and physically active.

The Victims

Often the victim is a child who is not particularly assertive, who may feel inadequate and who lacks self esteem. The child is unlikely to fight back, has few friends and is quite anxious and fearful. He/she may resort to crying or temper outbursts when threatened. These children are often on the edge of a group. Bullying may have a detrimental and lasting effect on their lives and cause many difficulties in later life.

Strategies for anti-bullying atmosphere

The staff are responsible for delivering the anti-bullying message and reinforcing it regularly. Through our Catholic ethos and RE lessons, through assemblies, collective worship and personal and social education, the staff will create opportunities for expressing feelings and resolving conflicts. Classroom practice and curriculum will be used positively as a vehicle. The implementation of the policy demands sound cooperation between staff, pupils and parents. Teachers should not accept false excuses: If the bullying was an accident, did the children act by helping the victim or getting help or sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

Welfare Assistants

Welfare assistants will attend meetings designed to assist them in developing an approach to discipline and bullying which is consistent with school policy. Lunchtime supervisors will be encouraged to organise activities and games for children within the playground. To achieve this, minimal equipment is required (e.g. a piece of chalk to mark the playground or a skipping rope or small ball (P.T.A. - Indoor games). When lunchtime supervisors interact with the children in this way it has a positive effect on the playground dynamics and can reduce the potential for conflict as the children are occupied and focussed in a useful activity. Consideration should be given to limiting the opportunities for bullying and exploring what changes can be made to the playground environment.

Anti-bullying Policy

Make sure that children are actively encouraged to talk about bullying not only in the classroom but on an individual basis. Parents must tell the child that in order for the bullying to stop you have to get help from the Head teacher or someone else at the school. Bullied children often feel completely helpless and it is important to help them regain control and take responsibility, with adult support, for what happens next.

Complaints system for bullying

1. All concerned teachers and parents need to be informed of how and when the complaint will be investigated. For instance they need to be informed that
 - a) The bullies will be interviewed both separately and together;
 - b) That the victim and anyone else who witnessed the incident will be interviewed;
 - c) That whatever the outcome of the investigations all parties will be left in no doubt as to the effects of bullying and the school's policy;
2. Parents of both bullies and victims will need to be informed in interview/meeting of the outcome of the investigations and of any immediate sanctions or threatened sanctions should there be a recurrence.
3. Victims will need a guarantee that any repercussions will lead to the immediate imposition of the agreed sanctions.
4. 4. Should the complaint not be satisfactorily dealt with, then parents and victims should be informed of the general complaints procedures. The school's discipline policy is informed by the views of: The pupils The parents The teachers The class/playground assistants The dinner ladies The caretaker The governors A whole school approach to bullying Central to the life of the school are the values of the Gospel. These permeate all aspects of school life. The children grow to recognise that every person is unique, made in God's images and likeness. God's message of love, tolerance and respect for the individual is reinforced within our teaching and is central to collective acts of worship. Pupils are very aware of their responsibilities to each other and the need to help make our school bully free and not to tolerate unacceptable behaviour towards another person. Every child has a right to be safe

and happy in school and not to have their education spoiled by other children's bullying behaviour.

WHAT CAN YOU DO TO HELP PREVENT BULLYING IN OUR SCHOOL?

IMPLICATIONS FOR PARENTS

Parents need to: Contact school if they are aware or suspect bullying is taking place. Encourage children NOT to be aggressive with other people. Support the school if further action needs to be taken.

IMPLICATIONS FOR PUPILS

Pupils need to: Trust staff to take action if being bullied. Be aware of rewards and sanctions and understand that their actions will have consequences. Tell staff they are being bullied or inform about a friend being bullied. Not stand by and do nothing or laugh when bullying is taking place. Try to be helpful and kind to other people at all times. Accept sanctions if found bullying.

IMPLICATIONS FOR GOVERNORS

Governors need to: Make sure they understand and know about the bullying policy. Support staff in implementing the policy. Take an active role in the review and maintenance of the policy.

IMPLICATIONS FOR TEACHING STAFF

Teachers need to: To be prepared to find time to listen to children and take them seriously in a way which will not lead to their being humiliated or embarrassed by ensuring privacy.

- To look out for possible bullying behaviour and be aware of bully hot spots.
- To establish routine opportunities for children to talk about bullying.
- To include teaching about positive behaviour through the curriculum.
- To make clear the limits of acceptable behaviour.
- To implement the rewards and the sanctions as quickly as possible.
- To recognise that we as teachers sometimes need help and to seek it if appropriate.
- To examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- To make sure everything we do gives the message "BULLYING IS NOT OK". To encourage collective responsibility for ownership of a problem.

STRATEGIES AND INITIATIVES TO DEAL WITH BULLYING TIPS

For children and young people who are trying to cope with bullying

1. Laugh at or ignore comments or teasing. Remember that these people are ignorant. They want your scared reaction and humour or silence might throw them off. You would have to keep it up for a while and then I think they would get bored.
2. You must try to be assertive in what you say and how you carry yourself.
3. If it is a group bothering you, look the weakest one of the group in the eye and say "That isn't funny" and then walk away.
4. You can sign up for self defence courses which will give you more confidence. These lessons don't necessarily mean you "fight back", and they can help your confidence.
5. Stay with a crowd - bullies usually pick on children alone.
6. Ask one of the gang members when they are alone why they find it necessary to gang up on one person.
7. It might help to ring up one of the bullies and ask how they would like it if this were happening to them. This will only work if you have some sort of relationship with that person.
8. Seek the advice of your parents and if they have any ideas, give them a try. You need their help and support.
9. Do not stop if the bullies confront you. Keep on walking. Get someone to witness what they are doing so that a teacher intervenes without your telling on them.
10. Stop thinking like a victim. You do not deserve this. Walk tall; pretend you are confident, even if you are not. Look at the bullies and smile as if they are not frightening you to death, even if you do not feel that way inside. Keep walking away and ignoring them, if nothing else. They will get bored eventually.
11. Keep a diary of all events, time and place and what is said. It is not right that bullying is allowed to go on, nor is it right that the bullies should be allowed to get away with such appalling behaviour.

STRATEGIES AND INITIATIVES TO DEAL WITH BULLYING TACTICS

Identified by teachers psychologists

- Contact the parents of the children involved and discuss the problem with them.
- Move bully to different class.
- Move child being bullied to different class.
- Try to change the bully's behaviour by reasoning with him/her.
- Use verbal reprimands to deter the bully.
- Use appropriate punishment to deter the bully.
- Try to change the bully's behaviour by rewarding non-aggression.
- Try to make the victim more assertive and able to stand up for him/herself.

- Advise the child being bullied to ignore/avoid the bully.
- Find ways of increasing the prestige of the child being bullied with the rest of the class.
- Talk to the class, stressing the importance of the children all co-operating and helping each other.
- Encourage another child or children to protect the child being bullied.
- Re-direct the energy of the bully into more constructive channels, e.g. joining a club.
- Tackle the situation immediately it occurs. Lots of attention, fuss, support and empathy for bullied person. Distance the bully - talk about hurt feelings, responsibility etc.
- Work with popular members of class to praise and build up prestige of bullied child.
- Encourage bully or bullied child to self-record their own behaviour. Help them select target behaviour which is more appropriate.
- Teach social skills of “being friendly” to bully.
- Reward positive, friendly behaviour - e.g. using appropriate educational activity valued by bullies.
- Use peers to influence bully. Praising him/her for being friendly.

SOME ADVICE YOU CAN GIVE TO YOUR CHILD IF YOU KNOW OR SUSPECT HE OR SHE IS BEING BULLIED

Tell your child the following:

- That adults, particularly those in school, and parents take bullying very seriously and are prepared to do something about it.
- That bullies will be dealt with seriously and that it is much better to talk to an adult than to suffer in silence. Keep your child informed of all action you take to stop bullying.
- That she/he does not deserve to be bullied.
- That if she/he is different in some way, race, religion, hair colour, wears glasses, is plump, thin, tall or short, he/she should be proud of it. It is good to be an individual.
- If they are bullied, tell an adult, teacher, dinner lady, the caretaker.
- Most adults will be sympathetic and will try to protect the child.
- Most of all they can tell you and you will do something about it.
- Not to fight back. Never be forced to fight a bully. They are cowards. They will probably get their friends involved and try to overpower the victim. If they are in danger from a bully or bullies, get away, give them any possessions they want. Find a trusted adult and tell them what happened and what was taken away.
- Do not delay telling, it is best if the bullies are “caught red-handed”.
- Get your friends together and say NO to the bully.
- Stay with groups of people, even if they are not your friends. There is safety in numbers. If possible, avoid being alone in places where bullying happens.

- Walk quickly and confidently even if you do not feel that way inside.
- Practise. Try being assertive - shout “NO!” loudly. Practise in front of a mirror.
- Try not to show you are upset, which is difficult.

SOME CHARACTERISTICS OF BULLIES

Bullies may:

- Feel inadequate: lack self-esteem
- Feel insecure
- Be themselves bullied by parents/siblings
- Be victims of physical, sexual or emotional abuse
- Be “spoilt”: lack inner controls on behaviour
- Lack social skills for making demands in a non aggressive way (Some research studies show bullies three times more likely to be experiencing home problems than other children)

ANTI RACISM, GENDER ISSUES

All children deserve to receive their education free from humiliation, oppression and abuse. Every person who is a part of St Charles RC Primary School has a responsibility to take action to care for each other. Children can be victims of bullies for many reasons but it is often because they are different in some way in terms of racial origin, gender, social class, sexual orientation, learning disabilities, size and so on.

Any form of bullying, physical, emotional or mental hurt relating to these issues will not be tolerated. It is detrimental to the ethos of our school and therefore against everything we are working towards. Through our catholic school, ethos, RE lessons, assemblies, curriculum areas including P.H.S.E. and S.M.S.C we will identify and address these issues. The school should not tolerate incitement to racial hatred and other activities undermining the general ethos of the school and teachers may punish pupils for this kind of behaviour (Human Rights Act). Human Rights Schools should avoid using other punishments which may be regarded inhuman or degrading. The anti-bullying policy (including racist bullying) should be designed to prevent inhuman or degrading treatment and to deal with any such treatment which does occur.

For further information:

www.bbc.co.uk/education/bully

www.childline.org.uk

www.kidscape.org.uk