



St. Patricks R.C Primary, Dipton

Anti-Bullying Policy

Our Anti-Bullying policy and Behaviour Policy policies are closely aligned and aspects will be cross-referenced.

Revision History					
Name	Ver	Reason for change	Status	Date	Review
J Burgess Val McFarlane (Bullying Intervention Group) Standards & Curriculum Committee	1.4	Separation of Behaviour/Anti Bullying Policy	Final	March 2020	March 2022
J Burgess J Murray Standards & Curriculum Committee	1.3	Updates regarding school bank reward system Focus on learning qualities Reference to Keeping Children Safe in Education (KCSIE) Early Help through to Child Protection Policy 2018	Final	October 2018	October 2020
B Seale	1.2	Safeguarding lead governor added a section on the need to consider possible underlying reasons for negative behaviour	Final	Reviewed by governors Standards and Curriculum Feb 2017	Review by Feb 2018
J Burgess	1.1	Updates re Golden Time and School Council 'School Rules'	Final	Reviewed by governors Standards and Curriculum Feb 2016	
J Burgess M Shiels	1.0	Annual review	Final		

Anti-bullying Policy

Our Principles

St Patrick's RC Primary School has a caring and nurturing ethos. We believe that kindness, tolerance and acceptance are vitally important to ensuring that our children can thrive, socialise and learn together. Our staff lead by example and are trained and confident in dealing with conflict and bullying. Parents are involved in our anti-bullying work and are key to the success of this. No school is free from bullying, from time to time, but we endeavour to ensure that any friendship issues are dealt with swiftly and that children feel confident to speak out if they should experience bullying.

Aim of the policy

This policy describes the anti-bullying strategies we use at our school to ensure that every child can play and learn without fear of intimidation from others. This policy links to our behaviour policy and Keeping Children Safe in School Safeguarding our children: Early Help through to Child Protection.

Definition of bullying

Bullying is an imbalance of power. One or a group of individuals intimidating another by threatening, physically or emotionally hurting them. It is usually repeated, and usually deliberate, but the intention, reception and perception of bullying can be different in every case.

We work hard to get the following messages over to children. If you think you are being bullied:

- ✓ Tell us the truth including any aspects you yourself may have been involved in (it gives us an honest picture);
- ✓ You will be listened to;
- ✓ We will help.

We will try to:

- ✓ find out the facts;
- ✓ stop any inappropriate behaviour;
- ✓ make you feel safe.

If children do not want to directly approach a member of staff, they have access to 'Worry Boxes' in each class – these can be used to share their concerns. They can also approach a Playground Pal who will inform an adult straight away on their behalf.

Role of Parents

Parents are advised to inform the school immediately if they suspect that their child is being bullied. The school will investigate and respond to findings and support as appropriate. If a child is guilty of bullying behaviour the school would expect the support of parents in dealing with the problem. In such circumstances, parents will be made aware that the school is not only concerned with the victim but also that the bully realises such behaviour is not acceptable in a caring community. The process of dealing with a bullying situation will only be successful if parents are supportive.

Role of Staff

- To thoroughly investigate the incident/s from all perspectives. This is to ensure all pupils involved are given a fair hearing in order to determine the exact nature/extent of the issue.
- Given all information, staff must establish whether the issue constitutes a 'fall-out' where both sides have been involved or whether this is, in fact, bullying.
- If bullying is identified, staff must ensure the victim feels safe and supported.
- Parents or both parties need to be informed to ensure that the issue is resolved successfully with ongoing support for both victim and perpetrator.

All staff, including Lunchtime Supervisors have been trained by BIG this year in anti-bullying awareness, recognition and resolving skills.

Working with the victim

The victim will be offered support and be closely monitored by staff and the Playground Pals to ensure that they feel safe and that the issue does not occur again. They may be offered in school counselling, if necessary/beneficial.

Working with the perpetrator

Children who bully others often have their own issues. As well as any punitive measures, support should also be given to the perpetrator to ensure that their particular issues are resolved and they feel happy and can socialise without intimidating others. They may also be offered counselling if necessary.

Monitoring and Recording

Awareness Raising

St Patrick's RC Primary School have regular anti-bullying awareness raising events which include assemblies, classroom friendship workshops, posters and displays. All children in the school are aware that bullying is not acceptable and that there is a difference between a fall out and bullying. The Playground Pals are trained by (Bullying Intervention Group) BIG and are supervised and supported by the school. School adopts a graduated approach using the CPOMS recording system to log friendship/conflict issues amongst pupils, or any bullying incidents.

Peer on Peer Abuse

Peer on Peer Abuse – including harmful sexual behaviour - taken from Keeping Children Safe in Education Safeguarding our children: Early Help through to Child Protection School Policy 2019, is taken very seriously and all staff recognise that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether, the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator.

In this school peer on peer abuse will not be tolerated or passed off as 'joking around', 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can be such that girls are more likely victims and boys, perpetrators.

Peer on peer abuse may take different forms:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting 'Sexting in schools and colleges;
- Initiating/hazing type violence and rituals.

The following steps are taken in school to minimise these risks:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe;
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued;
- Robust risk assessments where appropriate.

Allegations of peer on peer abuse will be investigated by the headteacher/deputy headteacher
The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service helps professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Guidance on responding to and managing sexting incidents can be found at:
http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex
Victims, perpetrators and any other child affected by peer on peer abuse will be supported within school as well as through the involvement of external specialists, if appropriate.

The Law

Under the Education and Inspections Act 2006 all maintained schools must have measures in place to encourage good behaviour and prevent all types of bullying amongst pupils. These measures form part of the school behaviour policy and should be regularly communicated to all pupils, staff and parents.

The Malicious Communications Act 1988
The Protection from Harassment Act 1997
The Communications Act 2003

Further resources :
www.bullyinginterventiongroup.org.uk
www.kidscape.co.uk
www.antibullyingalliance.co.uk

Further reading

Other useful policies – all available on our school website:

Behaviour policy v1.4

Behaviour policy v1.5 with Covid-19 amendments

Keeping Children Safe in Education Safeguarding our children: Early Help through to Child Protection

Health and Safety policy v1.7

Restrictive Physical Intervention policy v1.0