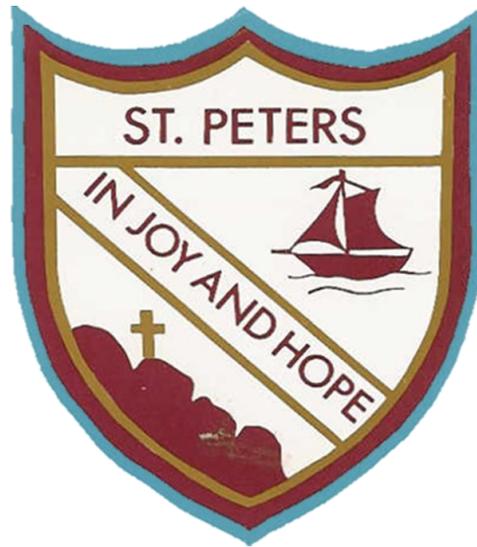


St Peter's Catholic Primary School



Anti-bullying Policy

Agreed by Governors: May 2021

Chair of Governors Signature _____

St Peter's Catholic Primary School Anti-bullying Policy

1 Introduction

At St. Peter's Catholic Primary School, we do not tolerate bullying; we will stand up for our right to be safe in our school environment. We are a value based school and our 22 core values are: friendship, respect, happiness, patience, freedom, co-operation, responsibility, peace, caring, honesty, empathy, love, tolerance, justice, appreciation, humility, forgiveness, positivity, trust, resilience, determination and courage. These values underpin our commitment to ensuring bullying does not go undetected or unchallenged.

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. It is usually unprovoked, repeated and can continue for a long period of time.

We think about Anti Bullying through our curriculum particularly during PSHE lessons, by celebrating Anti-Bullying Week and completing work on Cyber-bullying and E-Safety throughout the year. Therefore all children are fully aware of the different types of bullying they may be subject to.

Our School Council Representatives believe bullying is...

"When a person is repeatedly hurting you; physically or emotionally". Physical

Bullying – "Hitting, kicking, biting and punching you constantly"

Cyber Bullying - "Bullying you online using different devices such as computers, mobile phones and Apps"

Emotional Bullying – "Hurting your feelings, leaving you out of games, making you feel bad about yourself and spreading rumours"

Verbal Bullying – "Making nasty comments and calling you horrible names"

1 Aims and objectives

1.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

1.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

1.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

1.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2 The role of governors

2.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

2.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of

bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

2.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and will ask her to conduct an investigation into the case and to report back to a representative of the governing body.

3 The role of the headteacher

3.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

3.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

3.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

3.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4 The role of the teacher

4.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

4.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied, and parents are informed.

4.3 Using our school system of CPOMs we keep records of all incidents of bullying that occur in school or near the school e.g. on the children's way home or to school. If any member of staff witnesses an act of bullying, they should record the event on CPOMs. Details/logs of incidents, interviews are kept and follow up work done as result of the incident with the bully and bullied pupil. If a parent or non-staff member reports witnessing an incident off site this will be recorded on CPOMs by a member of SLT and Class teachers will be alerted.

4.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the class teacher and Head teacher would invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

4.5 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

4.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

4.7 Through direct teaching in PSHE and indirect teaching of the promotion of classroom rules and positive

behaviour, we aim to promote anti-bullying values.

6. The role of the parents

6.1 Parents who are concerned that their child might be being bullied, or are concerned their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying log, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.