



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

POLICY AGAINST BULLYING

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Policy Against Bullying

This policy applies to all incidents of bullying involving staff, pupils and parents/carers.

At St Charles Borromeo Catholic Primary School, in accordance with our Mission Statement, we promote positive behaviour and the self-worth of all members of our community. We recognise the importance of establishing and maintaining effective policy and practice to deal with bullying, should it occur. All bullying behaviour is unacceptable in our school. Any incident of bullying should be reported to someone with authority, in the knowledge that it will be dealt with promptly and confidentially.

AIMS AND OBJECTIVES

We aim to promote good behaviour through positive reinforcement and in accordance with our Behaviour Management Policy. In incidents where bullying occurs, we will act promptly to ensure that everyone involved understands that bullying is not tolerated in our school.

Our objectives are:

- To raise the profile of bullying as an issue, including child on child abuse
- To use strategies that will help to prevent bullying.
- To respond to bullying incidents swiftly and appropriately.
- To acknowledge that both the victim and perpetrators of bullying need support.
- To recognise that all members of our school community have a responsibility for challenging bullying – children and young people, staff, governors, parents/carers – and to explain how we can meet our responsibilities.
- To record all bullying incidents and report their incidence to the Governing Body.

DEFINITION OF BULLYING

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- It is persistent
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.

Policy Against Bullying

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- putting undue pressure on another to do something against their will
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the Internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- child on child abuse

All members of staff at St Charles Borromeo School recognise that children are capable of abusing other children and their peers and this will be dealt with under our Child Protection and Safeguarding Policy and in line with KCSIE. All staff are aware that this type of abuse can happen both inside and outside of school and online.

St Charles Borromeo School recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as 'sexting' or 'youth produced/involved sexual imagery')
- 'upskirting' which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating person into a group and may also include an online element).

We recognise that some child on child abuse issues may be affected by gender, age, ability and culture of those involved (i.e. for gender based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child on child abuse is unacceptable and all reports will be taken seriously

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

PROCEDURE

The effectiveness of this policy depends upon all incidents of bullying being reported when they happen.

What children should do if being bullied?

- Tell a friend, adult at school or someone at home.
- Put a note in the class suggestion box with your name on it – you don't have to name the bully but you need to let someone know you are being bullied.

What adults should do if being bullied:

- Tell a colleague or senior member of staff or the Chair of Governors.

What parents should do if they think their child is bullying or being bullied

- Discuss their concerns with the class teacher.
- These concerns may be referred by the class teacher or parent to the Headteacher if necessary. If the problem continues the matter can be referred to the Chair of Governors in writing.
- Endorse and support the Policy against bullying, by acting responsibly and calmly.
- Not automatically dismiss the suggestion that their own child could be involved but work positively with the school to change behaviour.
- In the case of cyber bullying, help your child save evidence, i.e. print copies of emails and do not delete messages from mobile phones.

WHAT PARENTS SHOULD NOT DO

- Parents must not confront any other child or parent.
- Parents must not encourage their child to respond to the situation in an inappropriate way, resulting in a breach of school rules.

POLICY INTO PRACTICE

Children's behaviour at playtimes is monitored by the staff on duty, who record details of significant incidents in the relevant key stage playground book. Teaching staff are made aware of any incidents that take place during playtime which involve a child or children in their class. The headteacher regularly reviews these books. Where bullying involving a child is suspected or has been reported, immediate action will be taken.

Staff will ensure that they:

- listen to the person's concerns.
- offer support.
- act on the information given. With younger children a "No Blame Approach" may be considered appropriate. (See Appendix A).
- make it clear to the victim that the school can and will support him/her.
- make it clear to the child/children using bullying behaviour that this behaviour is unacceptable and that it must stop immediately.
- actively encourage improved behaviour from the bully.

- inform parents of all concerned.
- talk to the persons concerned to see if a reconciliation, involving a genuine apology is possible at this stage.
- if not, sanctions, will be taken. These may include suspension or exclusion from the school.
- reassure the victim that it is not his/her fault, explaining that:
- he/she was right to tell
- if the person or people who were using bullying behaviour get into trouble, it is his/her own fault because we are accountable for our own actions
- he/she will be supported and their well being will be monitored by the class teacher.

In addition, staff will:

- Actively promote the Behaviour Management Policy within the school community.
- Identify and use opportunities in the classroom to develop the children's understanding of what 'bullying' is and raise their awareness of the difference between bullying and one off disagreements.
- Use Circle Time to promote an understanding and recognition of bullying, develop skills for resolving arguments and promote expectations of high standards of behaviour.
- Lead assemblies to help children to understand the importance of respect for all.
- Use the curriculum to teach aspects of bullying, particularly in PSHE and e safety lessons.

Pupils will be encouraged to:

- behave towards one another in accordance with our school Mission Statement
- be open and respectful in their dealings with one another.
- report bullying incidents to staff.
- take responsibility for their individual actions.

Child on Child Abuse

At St Charles Borromeo School we believe that, should sexualised behaviour between peers occur, that is must be addressed. Child on child abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'an inevitable part of growing up'.

All victims will be taken seriously and both victims and perpetrators will be offered support, regardless of where the abuse takes place.

In order to minimise the risk of child on child abuse, St Charles Borromeo School will:

- Take a whole school approach to safeguarding and child protection
- Provide training to staff
- Provide a clear set of values and standards, underpinned by this Policy Against Bullying, the school's Behaviour Policy and pastoral support
- Provide a broad and balanced age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- Engage with specialist support and interventions where appropriate
- Provide a range of reporting processes.

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663.

Where bullying involving adults on school premises is alleged, the appropriate complaints procedure will be followed.

APPENDIX A

THE NO-BLAME APPROACH

1. Take an account from the bullied child and really listen. The circumstances of bullying are not especially important but the effects are. Note down the child's feelings and allow the child to express these at length. Pictures and writing may be helpful strategies.

Prompt phrases which could be used are:

- Do you want to tell me more?
- What are your feelings about this?
- How are you feeling about all this?
- I can understand how angry you must be.
- How are you coping?
- Is there anything else you'd like to say
- I know it's been difficult for you to share that with me and I'm really pleased that you been able to.

2. The next step is to convene a meeting with the perpetrator(s), about 6-8 in a group at the most. One or two of these should be the chief instigators and the others should include observers and those who collude by failing to intervene.

3. Explain to the group that there is a problem for Jo and recount his/her story so that her/his distress is described.

"I've asked to meet you all because I'm particularly concerned about Jo. From what I understand of the situation, Jo is feeling really upset. Jo is afraid of going into the playground."

4. The important thing to remember is NOT TO ATTRIBUTE BLAME but to state that members of the group are responsible and can do something about it.

"I know that members of this group are responsible for some of what Jo is feeling and I also know that you can do something about it. I want us to find ways of making it better for Jo"

5. The next step is to ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas and LEAVE IT THERE. It's really important not to go on to extract a promise of improved behaviour. Suggestions are:

- I wonder if you can think of some strategies to help solve this situation.
- Feels like a hard thing to have said. I'm very pleased that you've been brave enough to share this.
- (Once strategies are out).... I'm wondering how you can do that?

6. This step needs to end by arranging a meeting with each group member individually in about a week to find out how things are going.

“I’m most pleased with the way you have all worked through this situation and all the ideas that you have come up with. What I’d like to do, is to meet each of you individually in about a week to find out how things are going.”

7. Throughout this process your belief that the young people involved are not “bad” and are capable of kind behaviour and can help Jo needs to be conveyed.

Any additional policies referred to can be viewed/downloaded from the school website (www.stcharlesb.surrey.sch.uk). All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xavercet.org.uk