



**Good Shepherd Catholic
Primary & Nursery School**

ANTI-BULLYING POLICY

**Reviewed: November 2017
Next Review: November 2020**

Definition

1. Bullying is an act of individual or group intimidation - physical, verbal, emotional or through exclusion - which is recurring. Bullying is in direct contravention of our Mission Statement and all we stand for at Good Shepherd School.
2. Parents shall include anyone with parental responsibility.

In our School we will follow the example of Jesus by

- **Loving God and each other**
- **Valuing and respecting everyone and our environment**
- **Trying our hardest at work and play**
- **Working together with our family and parish**

Our **aims and objectives** to build up a non-bullying school environment are to:

- ensure that children, regardless of race or gender, feel safe and secure at all times, while at, or on their way to and from, school
- raise children's and adults' awareness of bullying
- build up children's confidence and self esteem to enable them to report any bullying
- prevent incidents of bullying occurring where at all possible
- reward positive non bullying behaviour

We have employed a number of **strategies** in order to tackle the issue of bullying. These include:

- teaching children to say, "Stop! I don't like it," when any other child is doing something to them they are unhappy about. This prevents any one representing something as a game when it is clearly not perceived as such by the recipient.
- identifying and supervising "hidden" areas which might otherwise provide a location for bullies to threaten other children.
- providing equipment and games for children to be enjoyably occupied during extended leisure periods such as lunchtimes.
- exploring PSHE (personal, social and health education) issues during class periods such as "Circle Time".
- setting up mechanisms such as "Peer Mediators" in which concerns may be raised (Juniors)
- stories to develop empathy and help children take responsibility for their actions. (Infants)
- older children (usually 4 per day) going into the infant playground at lunchtime to help and play games

The school has implemented a 'Reflective' slot where children are sent to Senior Leaders and other Teachers to spend time reflecting on their actions. This is not related to attainment or achievement in learning but focuses on the social, emotional wellbeing of a child. It is a measure to support early identification if there is a potential problem so that appropriate interventions can be made.

We are aware of the new risks from cyberbullying, by cameras, recording devices, mobile phone or the internet, and deal with this even though it usually occurs outside of the school day. We also ensure that the Acceptable User policy is shared and signed by pupils and parents. We expect all Y1 – Y6 pupils to sign the policy appropriate for their key stage.

We have adopted the following **procedures** to deal with, and record, incidents of bullying.

1. If, after saying, "Stop! I don't like it" to a bully, s/he does not stop, the child being bullied (victim) tells a teacher or helper. The adult warns the bully about his/her behaviour.
2. If it occurs again at any time, a 'time out' sanction is given and the reason recorded in the class incident book.

3. On the next occasion, the child is sent to the Head Teacher or Deputy Head Teacher. The behaviour and possible underlying reasons are discussed. A letter may be sent home to the bully's parents.
4. After a letter has been sent home, if there is further concern, the bully's parents are called into school to see the Head Teacher and the class teacher. Disciplinary measures follow the school's behaviour policy, and may result in the bully being required to leave the premises at lunch break and return for the afternoon teaching sessions. Or a fixed term exclusion may be imposed if required.
5. Bullying of a racist or homophobic nature is also logged separately by the Head Teacher. Racist incidents are reported to the Local Authority (LA) on a termly basis.

If there is a very serious bullying incident, it may be dealt with at Stage 3 or 4 without Stages 1 and 2 first being gone through.

Support is provided for the victim in giving him/her an opportunity to talk about his/ her fears and worries. This may be to the class teacher, the learning mentor, a teaching assistant or midday supervisor - or whomever the child feels comfortable talking to. Victims do not "ask for it" and may need to have a trusted friend who will give them moral support and keep a watchful eye on the situation. The friend would normally be a classmate and the arrangement may need facilitating by the class teacher.

Bullies also need help. They need to be able to talk about why they behaved as they did, and to be encouraged to empathise with the victim which includes an apology. They may need to explore strategies for controlling their actions. The learning mentor plays a key role in assisting children to think through their behaviour. Bullies may sometimes also be victims and will talk things through with the class teacher, learning mentor or other adult.

Everyone involved in a bullying incident is listened to. Witnesses, who are neither bully nor victim, are also encouraged to state the facts without prejudice in order for us to be as fully informed as possible.

Resources, which involve children in drawing and writing, help children explore their feelings and develop their peer relationships. The Inclusion Manager and learning mentor keep a central collection of resources and can advise staff on suitable ones to use.

Parents are involved whenever we have concerns about a child. This may be because we have worries about the well-being of the child, or because the child is exhibiting anti social behaviour. Sometimes parents come to see us because they have noticed a change in their child's attitude to school, for example, an unwillingness to come to school. Such concerns must be investigated as a matter of urgency

Parents are made fully aware of our discipline, behaviour and anti-bullying policies when their child starts at our school. Copies are available on request from the school office. It is also made clear on our website

Raising awareness in the pupils of the existence of our concerns and our whole- school approach to bullying has been effected through

- A special focus on cyber-bullying through the ICT scheme of work
- A special focus on the topic through Anti Bullying Week
- designing and displaying posters
- exploring feelings and empathy through narrative writing, poetry and drama
- discussing issues in circle time
- invitation to visitors, such as our community police officer and parish team, to talk to the children
- relevant assemblies

Please also refer to the DCSF's Guidance "Safe to Learn: Embedding anti-bullying work in schools" & KCSIE (Keeping children safe in Education)

