

St Patrick's RC Primary School



Anti- Bullying Anti-Bullying Policy



St Patrick's RC Primary School

The School Mission Statement 2000

Our school exists to proclaim God's Kingdom

St. Patrick's community will provide a Christian environment, which is safe and caring where everyone can achieve a sense of real worth.

We encourage the development of a living Catholic faith and engage pupils in a quality curriculum to develop their potential.

These intentions are most effectively realised with a dynamic partnership between school, home and parish

Anti-Bullying Policy

This policy supports our school Mission Statement and is aimed to protect all who work in St Patrick's community.

The policy aims to provide St Patrick's with:-

- an understanding of the nature and effects of bullying;
- a degree of consistency in addressing bullying;
- guidance in developing strategies;
- an insight into the support available to schools and services within the Borough.

'Every Child Matters' is the key message of the new Children Act 2004.

The 5 outcomes are:

Stay Safe
Enjoy and Achieve
Be Healthy
Make a Positive Contribution
Achieve Economic Well Being

These will all be achieved better when children and young people are free from bullying or, if bullying occurs, when they are supported and helped to recover, as recommended in this policy.

Contents

The School Mission Statement

Definition -	4
Acceptable & Unacceptable Behaviour -	6
Values Statement -	7
Who does this Policy involve? -	8
Recording and monitoring bullying incidents -	9
Prevention Strategies in schools -	10
Reaction Strategies -	11
Promotion, Implementation & Monitoring -	12
Guidance for Parents and Carers -	13

Appendices

Key References and Contacts - information, advice and training	14
--	----

1 Definition

St Patrick's School believes that bullying describes a situation in which one or more persons persistently target(s) another in a way that causes distress to that other person. It is not the action itself which defines a situation as bullying as much as the effect it has on the victim and it is this effect that should be the cause for concern and intervention.

There are many definitions of bullying but most consider it to be:

deliberately hurtful and/or repeated often over a period of time
difficult for victims to defend themselves against.

Bullying can take many forms but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- indirect - spreading nasty stories
exclusion from social groups
being made the subject of malicious rumours
sending malicious emails or text messages

Name calling is the most common direct form. This may be because of individual characteristics but pupils can be called nasty names because of their ethnic origin, nationality or colour, sexual orientation, or some form of disability.

1.1 Identification

Identifying bullying is not easy and the following messages should be considered when determining whether a situation is a bullying one:

- Those being bullied are not in a position to stop the process;
- It is not usually as noticeable or obvious to others;
- It is the effect that is the key determining factor, not the action;
- It is a persistent situation, not isolated incidents;
- It has the intent to hurt or upset the victim;
- It is not limited to physical hurt - it can be social or psychological.

Definition is only be guide, not a limit to what is and isn't bullying. If a child or young person feels bullied, it should be treated as such by those it is disclosed to until fully investigated.

St Patrick's school will produce leaflets/posters which explain who to contact about bullying. These will be displayed around school and circulated to all parents, carers and governors.

In our school you can contact Peter Mooney our Assistant Head Teacher to talk about bullying

2 Acceptable & Unacceptable Behaviour

The detrimental effect of a bullying situation can be brought on by incidents that may, for others, be considered unimportant or not serious enough to warrant intervention. It should be remembered, however, that it is the effect that is the cause for concern, and not just the actions. Incidents of bullying behaviour could include:

Teasing, Name Calling or Insults

Exclusion or Isolation

Extortion or Theft

Threats of Aggression / Threatening Looks

Physical Assaults

Indirect Insults to Family Members

Gossiping or Sending Nasty Notes (or text messages, emails, photos etc)*

*Please note that new technology brings new opportunities for bullying.

2.1 Severity

The severity or seriousness of a bullying situation cannot be determined in terms of actions or frequency. Whilst policy and guidelines play an important role in addressing bullying, cases should be treated individually and dealt with depending on the effect and circumstances surrounding them.

Actions can be changed, but feelings are a personal issue. Those investigating bullying disclosures should avoid judging the effect of a situation by their own feelings and take into account the feelings of the victim.

In our school you can contact Peter Mooney,
Assistant Head Teacher to talk about bullying

3 Values Statement

St Patrick's School believes that bullying is a behaviour which can be described as a form of 'peer abuse' and that it can be an inherent part of childhood behaviour. Despite this, it will always remain an unacceptable aspect of behaviour due to the severe and distressing effects it can have.

Central to this policy is the well-being of the bullied child. Prevention and reaction strategies should aim to protect the victims and potential victims from further abuse. Punishments, sanctions and school regulations, as essential as they may appear, are secondary to the safety and well-being of a victim of bullying.

Working in the interests of child safety and well-being the school will alter their stance on certain issues if it is necessary to protect a child from further abuse. This may include avoiding the use of punishments or sanctions where there is a concern over repercussions. Where possible this should be done in negotiation with the victim and all other professionals who have a vested interest.

We also recognise that many children may display bullying behaviour at some time and the policy also aims to promote preventative environments for all children and to help children who bully to change too.

3.1 Government Guidance for Schools

The school supports the guidelines provided by the DfES in the 'Don't Suffer in Silence' pack and has a copy for reference.

4 Who does this Policy involve?

The School believes that all adults working with children and young people have a duty to protect children. We strongly promote the involvement of all staff working with children in anti-bullying strategies. They will have access to adequate training, resources, authority and support to tackle bullying as part of their role.

The School also believes that children themselves must take an active role in reducing and responding to bullying and advocates strongly the use of peer support strategies as a core element of an anti-bullying programme. Peer support means training and encouraging children and young people themselves to help each other.

School will use all the measures it has at its disposal to prevent bullying in the first place. The involvement of whole staff groups, pupils and external groups (professional and associates) will provide a greater barrier to bullying than a limited programme of reaction. The more we do to prevent bullying, the less of a problem bullying will be.

4.1 Support

Training is available in Rochdale to anyone who works with children and those in a position to support changes in bullying behaviour - professionals, parents, governors, children and young people.

In our school training is available annually through the staff development programme.

5 Recording and Monitoring Bullying Incidents

Schools will keep accurate records of bullying incidents and their responses to them for monitoring purposes and to protect us from legal action.

Our school records and monitors bullying incidents by completing a pupil incident record. This identifies the adults involved in dealing with the incident and the measures taken to reach a successful outcome. These are filed in the Head Teacher's office.

Where necessary school will seek support with bullying intervention and, where possible, will work in partnership with parents and other agencies.

6 Prevention Strategies in Schools

St Patrick's School anti bullying strategy operates on 4 levels:

Prevention

Integrated preventative work within the curriculum - including relationships, responsibility for others and the effects of negative treatment. The curriculum for Religious Education, Personal Social Health Citizenship Education and the new social, emotional and behavioural skills curriculum ('SEALS' - Social and Emotional Aspects of Learning) being introduced to schools for 2005 are extremely important. (Appendix1)

Peer Support

Active peer support provision is also very important either formally arranged or ensuring that informal opportunities for friendship development and peer group enhancement are available.

Procedures

Procedures for disclosure are available at an early stage, e.g. circle-time, safe areas, school council and peer mentoring. Procedures for recording and monitoring are outlined in the staff handbook.

Promotion

The school actively promotes our anti-bullying procedures and strategies to all members of the school community - pupils, parents, staff and governors through leaflets, posters and publication of the school's anti bullying policy.

St Patrick's School prevents bullying through:

1. The curriculum
Religious Education, PSHCE, Circle Time and assemblies
2. Peer support including Pat's Pals and The School Council
3. Procedures for telling someone especially their class teacher or the member of staff on duty when the incident occurs
4. Promotion of anti bullying strategies

7 Reaction Strategies

On disclosure of bullying or suspected bullying (disclosure is defined as either direct revelation of incidents or perceived belief by a third party that bullying may be occurring) staff should take measures to address the situation and protect the victim from further abuse. The School does not accept that anything should stand in the way of a procedure to ensure the protection of a child or young person. It is the responsibility of all staff to ensure this protection and it should not be considered optional. Any issues which may hinder this procedure should be addressed to the headteacher immediately, such as lack of knowledge about procedures amongst staff or lack of opportunities for disclosure.

7.1 Non-Punitive Intervention - or the 'no blame' approach, or the 'support group' approach

The School promotes the use of non-punitive intervention as a first step in reactions to bullying disclosures. Our first concern is the safety and well being of the victim, not the punishment of the bully. We acknowledge that at times sanctions and interventions may be necessary but that the ultimate aim is to stop the bullying and protect the victim from further abuse. Children and young people who bully also require support to understand the effects on others and to develop more appropriate social and communication skills to change their behaviour and this should be made available.

7.2 Recommendation

ALL staff (teaching and non-teaching) in school should have a clear understanding of procedures in responding to bullying disclosures. Procedures should be consistent throughout the school and time should be provided for staff to adequately deal with the disclosure. Staff should be supportive of colleagues - both in creating time and in being a joint part of the solution.

Our school will protect the victim first by listening to them and will deal with the child who is bullying by using any number of a strategies which can include;

- exclusion from the playground/classroom for an agreed period
- individual or group work on self esteem
- contacting the parents of the child
- using peer support/circle of friends
- using support of the health practitioner

8 Promotion, Dissemination, Implementation & Monitoring

The Staff of St Patrick's School has the responsibility for promoting the content of this policy in school working with children, parents and other professionals as required. The dissemination of the policy is also an opportunity to develop it.

8.1 Partnerships

Promotion of this policy should be made to all partnerships - whether children and young people, parents or other professionals and every effort should be made to ensure they understand its content and meaning.

8.2 Evaluation and Monitoring

The policy will be reviewed annually or more often if the need arises. The policy will be summarised and distributed regularly to all concerned.

8.3 Consultation

Consultation in writing this policy actively involved children, parents, governors and staff. Where possible, consultation will be made with our partners as to the needs for updating or amending the policy. Developing our policy is an agreed activity and is written into the annual plan of the School.

The school acknowledges the DfES recommendation that all schools adopt 'Bullying - A charter for action' - (Appendix 2)

Our school reviews its policy regularly as indicated in the School Improvement Plan.

Review **involves** consultation with staff, children, parents, the school health practitioner and the LA **by** questionnaire, discussion and written communications.

It is distributed to all staff and governors, a summary is sent to parents as they join the school and a full copy of the policy is displayed in the school reception area.

9 Guidance for Parents and Carers

The Governors of St Patrick's School believes that parents and carers are paramount in reducing and protecting children from bullying. School will always try to work with parents and carers where their child is the victim or the perpetrator of the bullying actions.

9.1 Parents' Rights

The School recognises guidelines for parents set out in the DfES 'Don't Suffer in Silence' pack. On becoming aware of bullying behaviour involving their child, parents' courses of action entitle them to:

- See the school's anti-bullying policy;
- Have an appointment with school staff or management;
- Have an action plan drawn up to prevent further bullying, which includes clear responsibility and review dates;
- Have their concerns heard by the governors of the school;
- Contact the Executive Director or representative for guidance;
- Contact the Secretary of State for Education to lodge a concern.

School will address parents' concerns at an early stage, and take their concerns seriously providing them with the appropriate support to reach a satisfactory conclusion.

Our school values the support of all parents and carers and will ensure that they are fully involved by:

- listening to them
- helping parents to understand by keeping them informed
- working alongside them to reach a satisfactory conclusion
- using support agencies to provide practical programmes of support to address the parent's needs. (Appendix 1).

Appendix 1

Key References and Contacts - Information, Advice and Training

1. DfES

On-line Anti-Bullying information service

'Don't suffer in silence' www.dfes.gov.uk/bullying/

Includes news, useful links, contacts, anti bullying packs

Regional Anti Bullying Team - North West Co-ordinators

Andy Ritchie - 07944634393 email: ritchiea@btopenworld.com

Mel Goddard - 07841290191 email: melgoddard2003@yahoo.ie

Key documents:

Bullying 'Don't Suffer in Silence' - an anti bullying pack for schools Ref DfEE 0064/2000 updated regularly.

The Behaviour and Attendance Action Plan Tool kit unit 4 Bullying
Ref DfES 0511-2004

'Stand up for us-challenging homophobia in school' - DoH, DfES Healthy Schools Publication
www.wiredforhealth.gov.uk

Available from: Health Development Agency
 PO Box 90 Wetherby,
 Yorks
 LS23 7EX

2. General Advice & Information

For information or to express concerns about bullying in school please contact the Headteacher in the first instance.

Local Education Authority -
Municipal Offices,
Smith Street,
Rochdale
OL16 1YD

For general information
Tel (01706) 647474
Fax (01706) 658560

email council@rochdale.gov.uk

Learners & Young People's Services
Ann Tipton
Head of Service

Pupil Welfare & Inclusion
Susan Dearden
Team Leader

Tel: 01706 865131

email: sue.dearden@rochdale.gov.uk

Education Welfare Service
Janet Vinter
School attendance issues
Team Leader

Tel: 01706 715638

email: janet.vinter@rochdale.gov.uk

Schools Service
Margaret Moore
Senior Schools Personnel Officer
Advice on policies re staff, e.g.

Tel: 01706 865032

email: margaret.moore@rochdale.gov.uk

Grievance Procedure for all School Based Staff in Locally Managed Schools.

Dignity at Work Anti Bullying and Harassment Policy for School Employees.

3. Rochdale LEA - Curriculum Advice and Information

Personal Social Health and Citizenship Education (PSHCE) & Healthy Schools Co-ordinator

Sue Hackett

Tel: 01706 714547

email: sue.hackett@rochdale.gov.uk

4. Rochdale LEA - Training and Professional Development

REAL Trust - Rochdale Education and Learning Trust.

Offers a variety of courses and conferences for school and service staff

Martine Sinker

Manager

Tel: 01706 865092

Behaviour Management Development Team

Social, emotional and behavioural skills curriculum, resources and staff training

Janet Hook

Tel: 01706 713303

Team Leader

email: janet.hook@rochdale.gov.uk

5. Rochdale's Children's Society - Anti-Bullying Team

Advice, information, support training e.g. policies, peer support groups.

Mel Goddard

Kath Parrington

Tel: 01706 345600

email: tcs-in-rochdale@childrenssociety.org.uk

6. Voluntary Organisations

Childline - Independent helpline for children and young people
Tel: (0800) 1111 open 24 hours

Advisory Centre for Education
Tel helpline 0808 8005793 (2.00pm - 5.00pm weekdays)
Advice line for parents on all matters concerning schools

Advice for Governors e.g. 'Governors' briefing on bullying'
1C Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Anti Bullying Campaign.
Tel 0207 3781446 (10.00am - 4.00pm weekdays)
Advice line for parents and children

Children's Legal Centre
Tel 01206 873820 (Mon - Fri 10.00am - 12.30pm and 2.00pm - 4.30pm)
Publications include: Bullying: a guide to the law

Kidscape
Tel 0207 730 3300
Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday 10.00am - 4.00pm

Parentline Plus
Tel 0808 800 2222
National helpline for parents
(Mon-Fri 9.00am-9.00pm; Sat 9.30-5.00pm; Sun 10.00am-3.00pm).

Bullying

People who are bullied don't have a choice
People who are bullied don't have a voice
People who are bullied have cried
People who are bullied have felt unhappy inside
So please don't do this in our school
Bullies are MEAN, BULLIES are CRUEL.

Even a nasty look
or a little name
is bullying.

Georgina Allen (Y6)

