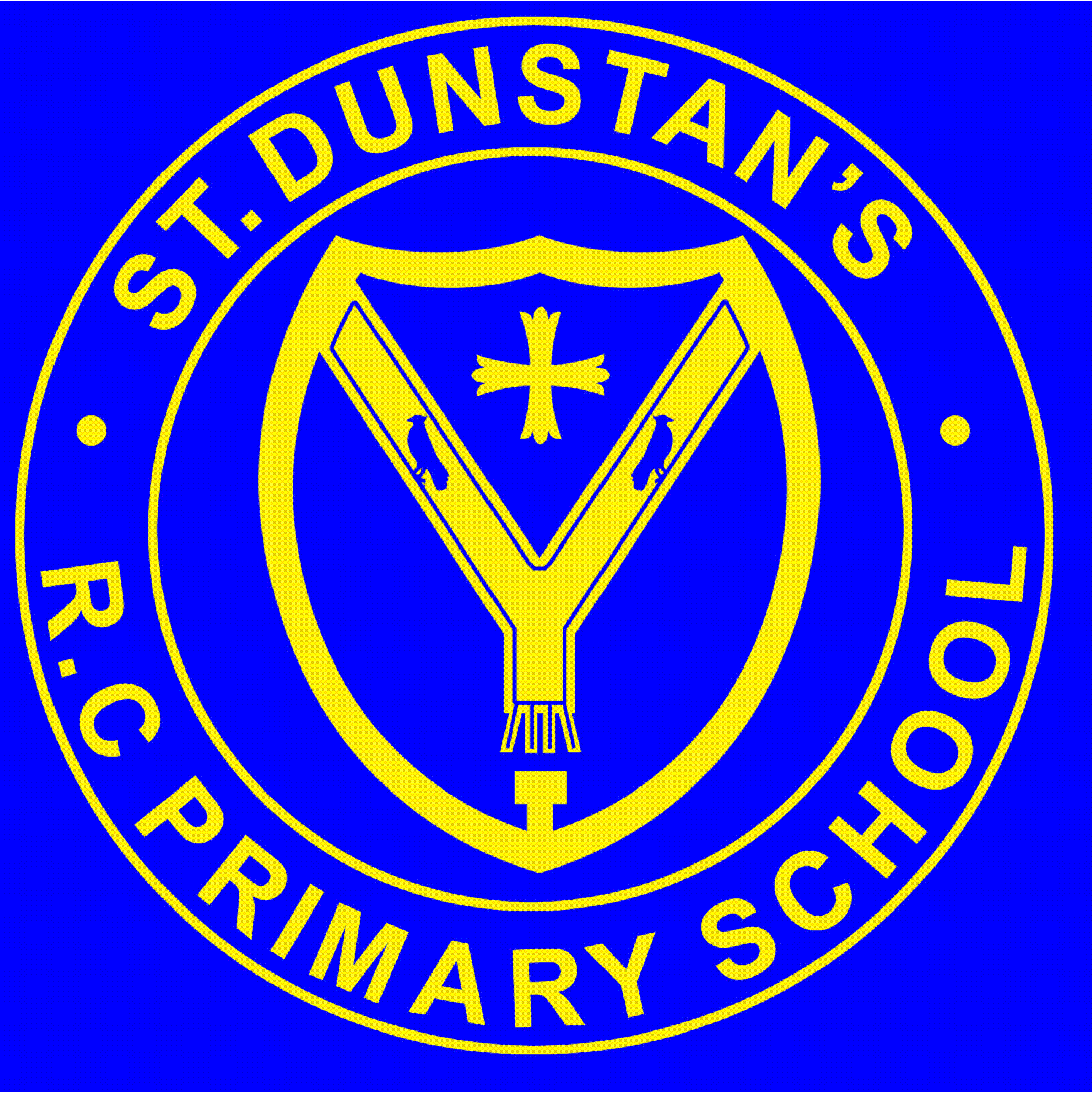
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| Anti-bullying Policy |
| St Dunstan’s RC Primary School |
| February 2022 |

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| Date Policy Approved: | **Wednesday 16th March 2022** |
| Date Endorsed by Governors: | **Wednesday 16th March 2022** |
| Date of Next Review: | **March 2024** |

**Mission statement**

“We journey with Jesus beside us.”

* And this means-
* We have the encouragement and strength we need to achieve our goals and make good choices
* We make everyone feel appreciated and treat each other with kindness and respect
* We love God and others and know God’s love for us is everlasting

Our mission statement underpins everything we do in school and, in particular, the way that we behave towards each other throughout our school and the wider community.

**Rights Respecting School**

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

Our children are taught what their rights are and what they mean as part of our curriculum, whilst understanding that no right is more important than another.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child

**Nuture Principles**

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

**Intent**

**“We** **journey** **with** **Jesus** **beside** **us.”**

At St Dunstan’s, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore, this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

The governors and staff of the school are committed to their legal responsibilities to: “Determine measures with a view to encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Schools Standards and Framework Act 1998).

We acknowledge the fact that Race Relations Amendment Act (2000) requires the school to have due regard to:

➢Eliminate racial discrimination ➢Promote equality of opportunity

➢Promote good relations between people of different racial groups

**Aim** **and** **Objectives**

The aim of the policy is to prevent and deal with any behaviour deemed as bullying and to promote an ethos where bullying is regarded as unacceptable, so that a safe and secure environment is created for everyone to learn and work in (Article 19, the classroom offers a safe base). This will happen through:

➢Raising awareness of, and defining bullying as well as gaining an understanding as to why some children bully.

➢Positive action to prevent bullying within the curriculum

for example, RE, PSHE, Citizenship and taking other opportunities to revisit prior learning within other areas of the curriculum.

➢Development of a consistent response to any bullying incidents that may occur. ➢Provision of support for all members of the school community who may be involved in a bullying situation.

➢Developing and supporting home, school and community partnerships.

**Definition** **of** **Bullying**

Bullying can be described as being:

“A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name – calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life or a series of such threats.”

This also encompasses online/cyber bullying.

Homophobic bullying is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.

At St Dunstan’s School, staff, parents and children work together to create a happy, caring and learning environment. Bullying, whether verbal, physical or indirect (e.g. spreading nasty rumours) will not be tolerated. It is **everyone’s** responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying can be brought to the attention of staff either by the victim, their friends, their parents or other interested people.

**Roles** **and** **Responsibilities**

School responsibilities for preventing and dealing with bullying:

***Governors***

➢Ensure existence and regular review of Anti–Bullying policy.

➢Ensure all members of staff have knowledge of the policy.

➢Contribute to monitoring of bullying incidents and effectiveness of strategies used.

➢Include updates on anti-bullying work in termly meetings.

➢Enable young people’s views to be heard.

➢Be available for higher level disciplinary and support work around bullying incidents.

➢Be available to hear any parent/carers’ complaints or concerns.

***Headteacher***

➢Ensure that all staff are aware of legal responsibilities.

➢Ensure all staff inducted into policy and procedures.

➢Contribute to and have an overview of formal disciplinary proceedings.

➢Ensure the policy is published to all staff, parent / carers and pupils once a year.

➢Ensure that anti-bullying and supporting / pastoral curricular measures are

regularly reviewed and featured in School Improvement planning.

➢Provide reports to school governing bodies’ detailing any incidents of bullying, including any incidents of homophobic bullying.

***Staff with management responsibility for pastoral care*** ➢Contribute to development and implementation of policy.

➢Support classroom teachers in dealing with minor incidents and developing preventative strategies.

➢Investigate and deal with more serious and / or persistent incidents.

➢Contribute and collate records and review procedures.

➢Contribute to formal disciplinary proceedings, liaise with and support parent/carers.

➢Co-ordinate access to support for victims and perpetrators.

➢Liaise with governors and outside agencies. ➢Lead on development of preventative strategies.

➢Ensure pastoral system supports Equal Opportunities and Inclusion.

➢Evaluate policy and strategies.

***Staff with management responsibility for curriculum***

➢Deal with minor and more persistent incidents as part of normal school behaviour systems.

➢Ensure staff follow appropriate procedures.

➢Investigate and deal with any teaching or learning aspects of incidents.

➢Ensure the curriculum supports equal opportunities, inclusion, and anti-bullying preventative strategies.

➢Contribute to record keeping and review.

➢Liaise appropriately with other staff and parent/carers.

➢Contribute to policy at the appropriate level.

***Classroom teachers***

➢Ensure good relationships and classroom organisation (duty of care)

➢Ensure appropriate delivery of the curriculum and revisit this regularly.

➢Consider how teaching and strategies can support good social relationships and the development of social skills.

➢Support and reinforce policy in dealings with pupils and parent/carers.

➢Deal with incidents and refer where necessary.

➢Complete records of concern.

➢Implement and/or support strategies for victims and perpetrators. ➢Review actions taken with victim and perpetrator at specified date.

➢Liaise appropriately with staff and parents/ carers.

***Support staff (teaching assistants, lunchtime organisers)*** ➢Ensure good relationships and group organisation.

➢Contribute to the delivery of curriculum and /or extra-curricular activities as appropriate.

➢Support and reinforce policy in dealings with pupils and or parents/carers.

➢Liaise with appropriate members of staff to support victim and perpetrator.

➢Contribute to record keeping and review.

➢Contribute as appropriate to preventive / support strategies to develop pupil social skills.

**Procedures** **for** **dealing** **with** **and** **responding** **to** **bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is **always** on a caring, listening approach as bullies are often victims too – that is why they bully.

* Discussions at length with the victim. This will require patience and understanding. **Remember** **–** **listen,** **take** **seriously,** **act.**
* Identify the bully/bullies. Obtain witnesses if possible.
* Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Remember to keep calm in order to establish what has actually happened. Make it clear that bullying is not acceptable at St. Dunstan’s School.
* If they own up then follow the procedure outlined below.
* If they do not own up, investigate further. If it clear that they are lying, continue with the procedure. Children usually own up when presented with all the facts.
* Have separate discussions with the parents/carers of bully and victim.
* Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incidents (please note that only the headteacher has the authority to exclude). Think carefully and calmly about the sanction. The punishment has to reflect the severity of the incident **and** **it** **has** **to** **be** **enforced.**
* Continue monitoring the situation by observing at playtimes/ lunchtimes and having discussions with the victim to ensure no repetition. The victim may need lots of reassurance.
* As the behaviour of the bully improves then favoured activities etc can be reinstated and the child should be praised for good behaviour. This will build the child’s self-esteem, which may have been damaged after been caught bullying or could have been low anyway, hence the bullying.

In order to identify any incidents of bullying and the incidents of bullies at St. Dunstan’s School we have agreed to carry out the following strategies:

* Teachers carry out playground duty on a daily basis and ensure that possible ‘hot spot’ areas are clear and that all pupils can be seen at all times.
* All staff watch for early signs of distress in pupils.
* All staff **listen,** **take** **seriously,** **act.**
* Support staff are to report any incidents to the class teacher who must take the report seriously and take appropriate action – time must be found for this.
* All incidents must be investigated and the reported to the headteacher.
* Written records must be kept and given to the headteacher within 24 hours of the incident.
* Parents of both the victim and the bully must be informed.
* The bully must understand that it is the action which is not acceptable.
* The victim must be reassured and given strategies to deal with the problem if it reoccurs. These strategies will depend on the incident.
* The childline telephone number must be displayed clearly in school.
* Staff to have access to websites or telephone numbers of other agencies which may be of help.

**Strategies** **for** **the** **Prevention** **and** **Reduction** **of** **Bullying**

At St Dunstan’s School it is imperative that all children feel safe and that they are in a caring environment where they can speak freely about their concerns for their welfare and well-being. Teachers have a duty to reassure the children that bullying is not acceptable and to remind the children of the strategies to deal with any such incidents. They must understand that staff will **listen,** **take** **seriously** **and** **act.**

There are a number of strategies in place at St Dunstan’s which can deal with this effectively:

* **The** **curriculum** – it can be used to raise awareness of various issues related to bullying. Care should be taken to include SEN pupils in an appropriate way for their individual needs.
* **Co**-**operative** **groupwork** **from** **the** **age** **of** **5** – children working together on shared tasks can encourage trust building, problem solving and the development of friendships
* **Circle** **time/PSHE lessons** – circle time generates a positive atmosphere that can usually spread into other areas of the classroom activities. By the use of circle time pupils are able to explore relationships with adults and peers and other issues of concern in a safe environment. It can enhance effective communication and self-esteem of each member of the group.
* **Assemblies** **-** this offers the opportunities to discuss issues in general and to remind the children of the strategies that are in place. It is also the platform to launch any new initiatives and to raise awareness e.g. anti-bullying week.
* **Annual** **questionnaires** **–** to parents, children and staff in order to evaluate the effectiveness of anti-bullying awareness within the school and to act on the findings.
* **The** **school** **council** – representatives from each class have the opportunity to voice any concerns they may have to report what they consider to be bullying and discussions take place and feedback is given to their classmates.

This policy will be reviewed every 2 years

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