



ANTI-BULLYING POLICY

Our Mission Statement sets the ethos in which this policy is grounded: “Serving with Love, Striving for Excellence.”

We believe that St Vincent de Paul Catholic Primary School exists to provide the opportunities for each individual child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities.

Our values above are built on mutual trust and respect for all. Both our Anti-bullying Policy and our Behaviour Policy support the way in which all members of the school can learn and work together in a supportive way to develop those values. It is essential that every member of the school community feels valued and respected, is treated fairly and above all is happy and safe.

This policy is a means of promoting good relationships, so that we can all work together with the common purpose of supporting our school community to be considerate to others and recognise our shared sense of responsibility.

Aims and expectations

As a school we aim to provide a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. By developing positive approaches and attitudes to the diverse needs of others, we enable children to become responsible and active members of our diverse society.

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

There are a number of statutory obligations on schools with regards to behavior, which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspectors Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

For the full legal requirements see the DFE ‘Preventing and Tackling Bullying’ document.



What bullying is and isn't

The DFE (Department for Education) defined bullying in its 2014 key guidance document 'Preventing and Tackling Bullying' as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally'

As a school, **we do not label a child as a 'bully'**, but rather recognise the behaviour as **'bullying behaviour'**.

In school, following input from the children, we have adopted the acronym **S.T.O.P** to support our understanding of what bullying is: 'Several Times On Purpose'.

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same student who is subjected over and over again to mean and hurtful actions by others. The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise, the school will deal with these in line with our Behaviour Policy.

What do we know about bullying?

Bullying harms children and is not 'a rite of passage' to adulthood. Research shows that bullying in childhood diminishes a victim's ability to cope in difficult situations. This is why at our school, we take extensive measures to both prevent and tackle all forms of bullying.

Bullying may take place for a variety of reasons and these may not be immediately obvious. It may be related to:

- Age
- Gender, race, ethnicity, religion or culture
- Ability, special educational needs or disability
- Appearance or health
- Circumstances e.g. young carers, social background
- Sexual orientation
- Sexual harassment or sexism



Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
- Verbal (name calling, racist, sexist or homophobic remarks)
- Material (theft, extortion)
- Indirect (spreading rumours, tormenting text messages/emails, malicious use of social media)
- Social exclusion
- Cyberbullying

For a more extensive and detailed set of descriptions, please see the 'Preventing and Tackling Bullying' document.

Early signs of distress

Things to look out for:

- Uncharacteristic changes in temperament
- Becoming uncharacteristically withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Attention seeking
- Erratic attendance
- General unhappiness / anxiety / fear
- Uncharacteristic late arrival at school
- Uncharacteristic reluctance to attend school

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Non Statutory Guidance 2007 relating to Section 93 of the Education and Inspections Act 2006, 'The Use of Force to Control or Restrain Pupils'. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, others or property or prejudice good order and discipline. The actions that we take are in line with government guidelines.



Prevention

At St Vincent de Paul Catholic Primary, we use the KiVa Anti-bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools.

A bullying situation does not just involve a bully and a victim. 'Bystanders' to bullying can either join in with the bullying (assistants and reinforcers) or stand on the side-line and do nothing (silent approvers). The KiVa Curriculum that we have adopted teaches the children about all roles and the importance of stopping bullying.

The KiVa Curriculum is taught to all classes in Key Stage 2 (Years 3-6). Each lesson lasts for approximately 45 minutes and is delivered, at least, once a month. During lessons, the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practise anti-bullying actions. The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develops and agrees on an anti-bullying class rule.

In Key Stage 1, we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying.

Tackling bullying incidents

St Vincent de Paul Catholic Primary has a dedicated task force to tackle bullying, the 'KiVa Team'. The team consists of two adults in school who have been specially trained to tackle bullying incidents: Mrs Crane and Miss Kendrick. In addition to this, a staff member from each bubble has been trained up to tackle bullying within their specific bubble. When a parent or student reports a case of bullying, the KiVa Team will decide if it is bullying or a conflict or fight between children. All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa Team and all children involved will be spoken to individually. After this, the children who were involved in the bullying meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa Team. Follow up discussions with all students take place after an agreed amount of time to make sure that things are improving for the victim.



All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa Team. Parents of those involved in a bullying situation are notified by the KiVa Team; however, discussions are primarily held between adults at the school and the students. Yearly KiVa workshops are held to inform parents of the KiVa process and resources that are currently used.

Guidance:

STAFF

- To ignore is to condone. Listen carefully and, if necessary, make a note of the incident.
- All staff to be aware of the times and areas, when and where bullying could happen e.g. corridors; toilets; areas of the playground.
- Offer the victim immediate support and help.
- Ensure all pupils are aware that there are consequences to any anti-social behaviours and that incidents will be dealt with and the consequences made visible if necessary.
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully.
- Stress that it is the 'behaviour' and not the pupil that is unacceptable.
- Try to support the bully in changing the behaviour, by using practical, attainable targets.



PUPILS

- Children need to know and use The Anti-bullying Code:
 1. Tell them - "Stop it! I don't like it!"
 2. Tell someone else about how you feel (friend / adult / parent etc.)
 3. Tell someone again if necessary

What to do if someone is being bullied:

- When someone is being bullied, take action. Watching and doing nothing can suggest support for the bully.
- If you see someone else being bullied, tell an adult (do not try to intervene).
- If you witness severe bullying (e.g. physical violence) then inform an adult immediately.
- You can write concerns down and put in a school 'Worry Box'.

PARENTS

- Watch for signs of distress in your children, e.g. unwillingness to attend school, headaches, illnesses, missing personal items, requests for money, damaged clothes etc.
- It may be manifested as stomach pains, sleeping problems and tiredness.
- Listen when they talk to you about their social life, eg. friends, playtimes, walking to and from school.
- Do not assume all they tell you is 'bullying'. Bullying is persistent / repeated anti-social behaviour.
- If you think your child is being bullied, inform the school immediately, using the Kiva screening form which you can find in this document Appendix 1.
- If necessary, keep a written record.
- Do not encourage your child to 'hit back'. It may make matters worse and not be in your child's nature. Instead, encourage your child to make friends.



Examples of strategies for staff

- Ensure that children can differentiate between 'telling tales' and telling about bullying. (Telling tales – deliberately getting someone into trouble without any positive outcome. Telling about bullying – helping someone)
- Ensure that children can identify between 'bullying' and 'falling out' or arguing with their friends (peer conflict)
- Is the bullying a compensatory activity? E.g. no friends, academically poor, etc.
- Use drama lessons for social skills work, eg. Bullies and Victims (name-calling, how do others feel?) Dealing with anger and frustration
- The bully will need 1:1 work e.g. work on empathy / choices etc.
- Use Social Stories or similar if appropriate
- Let the bully and victim talk together, if appropriate, with a teacher present
- Restorative practices to be used by trained adult so as not to escalate the situation
- Discuss the bully's aggression / behaviour with his/her parents / carers
- Praise good behaviour in the bully
- Give appropriate responsibility to the bully
- Use the curriculum for opportunities to counteract stereotyping and prejudice, eg. cultural, racial, social, body image, sexual orientation - homophobic bullying etc.
- Make sure adults and older pupils are modelling good behavior; we need to monitor our own behaviour rigorously to set good examples
- Any damage done by the bully must be redressed as soon as possible
- All children in school need to understand what bullying is, and its consequences

Working with pupils who are victims

- Let the victim and their parents/carers know there will be a determined effort to stop the bullying
- Help him/her restore his/her self-esteem and confidence, eg. write down good things they think about themselves, especially those to do with the curriculum
- Make sure that the victim does not believe that the bully is right
- Take his/her mind off the bullying by helping master a new skill or by joining a positive playtime activity eg drama club, sports activities, music club
- Help establish victim in a new peer group for play etc.
- Ask older pupils to be supportive
- Ensure victim has an adult contact
- Establish a nurture group with a trained adult e.g. Circle of Friends, Positive People etc.
- Give self-protective strategies:
 - ❖ Ensure children know the Anti-bullying Code
 - ❖ Talk through individual strategies for that child
 - ❖ Rehearse strategies e.g. keeping calm and walking away, stay with the group of children that are your support.
 - ❖ Stay calm – walk away quietly but confidently. Always tell someone; Kiva adult on yard. Don't be ashamed
- Ensure regular follow up after intervention has finished



Working with the child showing bullying behaviour

- Discuss with the parents / carers the issues
- Determine if there are issues at home that could be causing the behaviour
- Let the child and their parents know what the school plans to do
- The school will put in place appropriate strategies depending on the needs of the child e.g. Behaviour Chart / IBP / Positive People Group etc.
- Refer to outside agency if appropriate – Bully Busters
- Ensure regular follow up after intervention has finished

Reporting to Governors:

Any bullying incidents will be reported to Governors via the Head teacher's termly report.

Review:

This policy will be reviewed annually along with the Behaviour Policy.

Related Policies:

Behaviour Policy and Behaviour Code / E-Safety/ Equal Opportunities / Racial Equality / Complaints Policy

Related Reading:

Bullying - Childline - Childline Coping with Bullying -

ChildLine.org.uk Bullying UK: Bullying advice

KiVa International – KiVa



Screening form for suspected bullying cases

To be filled out by the adult who is the first to know about a (suspected) bullying case

Please tick the relevant bullet points.

- 1. Date when bullying was reported:
- 2. The person (include name) who is reporting bullying:
 - ◆ the victim
 - ◆ peer of the victim
 - ◆ victim's Parent or Carer
 - ◆ teacher/staff member
 - ◆ someone else

3. Bullied student _____ Class: _____

4. What type of suspected bullying behaviour has occurred? Please give concrete examples about situations.

- 5. How many times has this occurred? _____
- 6. When was the last time this occurred? _____
- 7. How long has this suspected bullying been going on? _____

8. Students who have actively taken part in suspected bullying:

Name _____ Name _____

Name _____ Name _____

Name _____ Name _____

Signed by person completing this form.....

To be filled out by **KIVA Team Only** the cases of continuous bullying are further directed to the KiVa team to tackle.

- 9. On the basis of the information acquired this is:
 - a conflict or a fight between children
 - hurt feelings due to misunderstandings
 - continuous bullying
- 10. Action regarding the case:
 - Classroom teacher discusses with the students who have taken part in behaviours mentioned, and, if necessary, informs their parents
 - The behaviour and conduct of individuals is to be monitored by the head teacher
 - The KiVa team to investigate further and carry out the Kiva Bullying Protocol

Signed: _____ Date: _____