



*Haydock English Martyrs Catholic Primary School.
'Lighting the flame for life-long learning.'
(October 2020)*

Anti-bullying and Harassment Policy

School Mission Statement.

We provide a stimulating, varied education which challenges all to achieve, encouraging everyone to live in the spirit of Jesus. As part of the wider community we will work towards success.

Introduction – What is Bullying?

(Taken from Guidelines for dealing with bullying Harassment and Hate Crime in Schools, 2011, St Helens LEA).

There are many definitions of bullying, but most consider bullying to be
"Deliberately hurtful behaviours repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves."
(Hansen v Isle of White Council).

The Government defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, physically or emotionally."
(DCSF 2007).

Defining Features / Types of Bullying.

(As decided by staff and children).

Bullying:

- Behaviour that is deliberately hurtful, threatening, manipulating or intimidating lowering child's / children's self esteem
- Is usually more than one incident, persistent and can continue over a period of time. (However, all single incidents will still be treated seriously).
- Demonstrates an abuse of power between the two sets of children.
- Can be by one or more children and/or against one or more children.
- Can be in ridicule, disrespectful, verbal, physical and / or emotional.
- Can challenge or question race, ability, gender, appearance, sexuality, religion, medical, moral, culture.
- Hurtful behaviour that can be face to face or using technology such as social networking sights or mobile phones.

This may involve:

- Frightening and intimidating children physically and/or verbally.
- Physical abuse – hitting, kicking, punching, pinching, biting.
- Encouraging others to participate in bullying.
- Persistent excluding of children from games or friendship groups.
- Persistent ridiculing and name-calling.
- Taking or demanding money or property from others, or damaging other people's property.
- Peer pressure.
- Deliberately using opportunities to hurt another child.
- Manipulating / forcing others to do something against their will.

Bullying may take place face to face or through technology – mobile phones and / or social networking sites.

Aims.

We aim to:

- Do all we can to prevent bullying, displaying a school ethos where bullying is regarded as unacceptable. We encourage all to live in the spirit of Jesus, valuing each child as an individual.
- Provide a safe, supportive and secure environment within which all can achieve.
- Produce a consistent whole-school approach to bullying.
- Provide opportunities through the curriculum to educate children about types of bullying and its effects, coping with bullying and the consequences of bullying.
- To produce positive attitudes to others.

Signs and Symptoms.

- Identification of bullying involves awareness and discretion by all staff as well as a strong line of communication between staff and parents.

Following are some useful indicators that can suggest that a child is being bullied:-

- Unexplained bruises, scratches, cuts, bite marks etc.
- Belongings repeatedly going missing.
- Refusal to explain why he/she is unhappy.
- Distressed at the thought of going to school / refusal to go to school.
- Sudden loss of confidence / low self-esteem.
- Loss of appetite.
- Sudden changes in behaviour or out of character behaviour.
- Truancy.

Reporting incidents of Bullying.

- When initial incidents occur, the child / children involved in inflicting the bullying will be dealt with in line with the school's Behaviour Management Policy.
- A record of such incident will be found in class and / or key Stage Discipline files.
- A 'Worry box' is available to all pupils, with reporting form as designed by pupils as a way of communication between children and adults. This is closely monitored by the Learning Mentor who follows each case through, involving other staff when necessary.

The role of Governors.

- The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body will respond to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of the Head Teacher.

It is the responsibility of the Head Teacher to:

- Implement the school's anti-bullying ethos ensuring that all staff are aware of the school policy and how to deal with incidents of bullying. The Head Teacher reports to the governing body when necessary.
- Ensure that all children know that bullying is unacceptable in our school. For example, through whole school initiatives and assemblies.
- Promote anti-bullying in line with the school mission statement, encouraging the ethos and positive relationships within the school.
- Lead by example, being a good role model for the children to follow.
- Become involved when an incident of bullying occurs, at stage 4 of the discipline procedures. (See the Behaviour Management policy).

The Role of the PSHCE Co-ordinator.

It is the responsibility of the PSHCE Co-ordinator to:

- Implement strategies to prevent bullying, such as the 'Buddy Schemes' and 'Be Safe Week.'
- Co-ordinate the PSHCE Curriculum and purchase relevant resources to support the message that bullying is unacceptable.
- Promote whole school initiatives; Anti-Bullying Week.
- Make available, to staff and children, information and external agencies available linked to bullying.

The Role of the Teacher.

It is the teacher's responsibility to:

- Take bullying incidents seriously. They keep their own records of all incidents that happen involving children in their class.
- Use curriculum opportunities such as Circle time, Come and See topics and the PSHCE curriculum to discuss and investigate issues of bullying with the children as a preventative tactic. Teachers will also use these opportunities if an incident of bullying occurs to address the situation.
- Deal with both the victim/s of the bullying and the child/children carrying out the bullying. Each incident is investigated thoroughly involving all parties.
- Inform the Head Teacher and the child's / children's parents (of both parties) when necessary.
- Involve the Additional Needs Co-ordinator if necessary in consultation with parents, if the discipline procedures have failed or if the 'victim/s' needs more support. External agencies may become

involved on recommendation from the Additional Needs Co-ordinator.

- Liaise with the Learning mentor to support and deal with incidents of bullying, as a preventative and/or if an incident occurs. Liaise with the Learning Mentor regarding vulnerable children. Liaise with the Learning Mentor regarding children who would benefit from 'Social Skills' groups, dealing with issues such as friendships, feelings and empathy.
- Support all children in their class, establishing a climate of trust and respect, praising, rewarding and celebrating the success of all children, promoting a positive attitude.

The Role of the Learning Mentor.

- Support and working with the victims of incidents and / or bullying and addressing issues that arise and preventing further incidents.
- Supporting and working with the 'bully' and dealing with causes and issues that arise, preventing further issues.
- Co-ordinate school based activities dealing with friendships etc, 'Buddy Schemes, playground toys.
- Co-ordinate and guide School Council as the pupils' voice regarding PSHE.
- Co-ordinate Social Skills groups.
- Hear pupil views (questionnaires) and acting upon the results.
- Attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Liaise with teachers, parents, the Headteacher and external agencies regarding individual children as a way of preventing and dealing with any incidents.

The Role of Parents.

Parents should:

- Contact their child's class teacher if they have any concerns, and should feel comfortable in doing so.
- Adhere to the 'Home-School Agreement' by encouraging their child to follow and respect school rules and be a positive member of the school.
- Be informed of what we regard as bullying in order to create clarity and consistency throughout the school community.

The Role of the child.

- It is the responsibility of the child to report any incidents that happen to them or that they witness, to their class teacher and they should feel able to do so.

Monitoring and review.

- It is the responsibility of the teacher to monitor any suspected bullying or reports of bullying and to keep all concerned parties informed of any progress.
- This policy is monitored continually by the Head Teacher and PSHCE Co-ordinator.

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