

St. Paul & St. Timothy's Catholic Infant School



Love - Learn - Believe - Achieve

Anti-Bullying Policy

Current Leader: Mrs Starkey

Review Schedule: Annual



St. Paul and St. Timothy's Catholic Infant School
Mission Statement

Love, Learn, Believe, Achieve
in the spirit of Jesus

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

"The mission of schools ... is to develop an understanding of all that is true, good and beautiful."

"An inclusive education finds a place for all."

"Educating is an act of love; it is like giving life." (Pope Francis)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

St. Paul & St. Timothy's Catholic Infant School

Guidelines for

Anti-bullying

Introduction:

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

We want our school to be a happy and safe place in which children can learn without fear of unkindness or bullying. If such episodes do occur we want to give our children the confidence to ask for help and support.

What is bullying?

*A dictionary definition of bullying: Bullying is an act of **repeated** aggressive behaviour in order to **intentionally** hurt another person, physically or mentally. Bullying is characterised by an individual behaving in a certain way to **gain power** over another person.*

*LA definition of bullying: Bullying may be defined as **deliberately hurtful behaviour**, usually **repeated over a period of time**, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types are:*

- **Physical** (e.g. hitting, kicking, theft using physical aggression to you),
- **Verbal** (e.g. racist or homophobic remarks, remarks against those with protected characteristics, threats, name calling to your face),
- **Emotional/Indirect** (e.g. isolating an individual from the activities and social acceptance of their peer group, spreading rumours) and
- **Technological** (e.g. using technology to hurt an individual, text messages, internet etc).
(Liverpool Children's Services – Anti-bullying Strategy – Strategy for Change)

Signs of bullying:

We recognise that from time to time bullying, both verbal and physical, can happen in schools. Due to the age and maturity of our children these sorts of episodes may evolve from rough play, which is actively discouraged in our school. Children who are being bullied or who are not able to articulate their concerns about being involved in rough play, may present a change in behaviour. Staff are trained to look for:

- Any change in behaviour or personality
- An unhappy child
- A withdrawn child
- A lack of concentration
- A lack of progress

- An increase in absence
- Episodes of not feeling well in school
- A reluctance to come to school
- Dysregulated behaviour
- A disclosure to parent, carer, staff or another child
- Another child reporting episodes of unkind behaviour, rough play or bullying

Aims:

We aim to:

- Develop understanding and tolerance in all who share in our school community. This includes children, staff and parents/carers.
- Promote an ethos of love and care that will instil respect for all people.
- Ensure that there is an atmosphere of openness and support, so that any child, adult or family who feels that bullying has occurred, will have someone that they can speak to.
- Work with children, families and staff to develop an awareness of what constitutes bullying as opposed to single episodes of unkindness or rough play.
- Tackle all incidents of rough play/unkind behaviour as soon as we are made aware that there is an issue and to be sensitive to the needs of all involved.
- Provide appropriate support for any children involved in rough play/unkind behaviour and their family to prevent future incidents.

Strategies for Teaching and Learning:

We understand behaviour as a form of communication. To stop a repetition of any unwanted behaviour we need to understand what it is communicating and work with the child, their family and if necessary, external services.

We try to be proactive in developing an awareness of bullying by: -

- Reminding children of the importance of telling someone if they feel hurt, unhappy or upset.
- Assuring the children that they will be supported
- Seeking to equip our children to be resilient, tolerant and self-confident. We encourage them to take responsibility for their own actions and to act when someone or something is unfair, unkind or hurts them or someone else. We want our children to have high self-esteem and to be able to 'stand up for themselves' through positive actions and words.
- Reassuring our children that they have the support of every adult in the school and that they can speak to any trusted adult about their worries and concerns.
- Discussing behaviour and bullying through our PSHE, RSHE and Philosophy for Children programmes.
- Training staff in e-safety including addressing cyberbullying.
- Inviting relevant theatre groups into school
- Having assemblies on bullying, what makes a good friend, making the right choices etc.

Inclusion:

All incidents of bullying, rough play, unkindness will be dealt with in a serious yet sensitive way. All involved, whatever their age, gender, need, culture etc., will be treated with fairness and respect. This will be in line with policies on relationships and behaviour, inclusion and equal opportunities.

Procedures and Parent/Carer Involvement:

Any concerns regarding bullying must be reported to the Head Teacher. In the Head Teacher's absence, this must be reported to one of the SLT.

The Head Teacher will: -

- Speak to all those involved and listen to their perception of what has happened
- Establish whether the incident is rough play, immature observation/inquisitiveness or bullying
- Establish whether it is an isolated incident or rough play. If so, this will be dealt with through the Relationships and Behaviour Policy. If it is established that it is bullying then discussions will be held with parents/carers, seeking their co-operation if an incident is repeated
- Reassure the child who has been bullied and praise them if they disclose to parents/carers, friends or members of staff
- Counsel all involved, the child accused of bullying and the child who has been bullied and develop strategies for both children to avoid further incidents
- Monitor the situation regularly, this may be through SENCO or Pastoral HLTA observations or ongoing discussions with the children involved
- Seek support from other staff, if necessary, to monitor incidents e.g. in class, at playtime or lunchtime
- Continue dialogue with parents/carers and children until a satisfactory conclusion is reached
- Ensure that appropriate interventions or support groups are in place if needed. Some children may benefit from working in small friendship groups, or building skills through Time to Talk or other interventions
- Keep a log of all episodes on CPOMS
- Provide information for all parents/carers on internet safety. Included in this is advice on addressing cyberbullying.

Recording and Reporting:

Understanding behaviour is everybody's business. All staff must take responsibility for dealing with episodes of bullying, rough or unkind behaviour. Any ongoing issues or episodes of bullying must be reported to the Head Teacher and recorded on CPOMS.

Monitoring and Review:

These guidelines will be reviewed annually and in line with the School Development Plan.

Resources:

Resources are available across the curriculum and throughout the school. They are used proactively to encourage an understanding and tolerant society within our school community.

PSHE topics

RSHE topics

Philosophy for Children topics

Come and See topics and books

Library books

Small World People (Inclusion and cultural diversity)

Role Play

Health and Safety:

We want all our children to stay safe and be healthy. By promoting tolerance and praising positive behaviour we hope to send out a message that will discourage unkind behaviour, rough play or bullying. By developing awareness to bullying and encouraging and praising our children for speaking out, we hope to instil in them the confidence to stand up for themselves and seek support when they need it.

APPENDIX

In cases where bullying has been confirmed, the following procedures will apply in conjunction with the school Relationships and Behaviour Policy.

The child being bullied:

- Will be reassured that they have done the right thing by telling
- Will be reassured that the behaviour on the part of the bully is not okay
- Will be reassured that action is being taken and reminded of strategies for alerting trusted adults to future incidents
- Will be given the opportunity to discuss their feelings and possible future responses with staff and their parents/carers
- Will be monitored for the possibility of further bullying

The child carrying out the bullying:

- May need time away from the group with an adult who will co-regulate with them
- Will be given the opportunity to work with a member of staff and their parents/carers to understand what is the root cause of the behaviour
- When regulated, will be helped to understand why their behaviour is not okay (this might be on a different day to any episodes of dysregulation)
- Will be given strategies for dealing with their dysregulated feelings and emotions in a more appropriate way
- Will be supported to think about how they can make things better (some children may suggest that they want to apologise, some may want to draw a picture, write a note or share a game)

In some cases, it may be necessary to work with external partners to understand the cause of the emotional dysregulation. Work together to develop strategies of co-regulation moving towards self-regulation.

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| Reviewed: |
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| May 2015 |
| September 2016 |
| October 2017 |
| September 2018 |
| September 2019 |
| October 2020 |
| October 2021 |
| November 2022 |
| Next Review: November 2023 |