
ALL SAINTS ROMAN CATHOLIC PRIMARY SCHOOL

POLICY ON DEALING WITH BULLYING

INTRODUCTION

This policy on bullying is an extension of the school's policy on behaviour and should be considered in this context.

RATIONALE

- The school will not tolerate bullying whether verbal or physical.
- The school will react firmly and promptly where bullying is identified.
- The school will support children who are being bullied.
- The school will aim to help bullies to change their behaviour.
- The school will monitor and record all observed or reported incidents of bullying in a consistent way.

A definition:

Bullying is seen as 'any malicious or hurtful unprovoked attack on another person who is not able to defend him/herself in the situation. Bullying behaviour includes physical violence, name-calling, teasing, ostracising, threats and extortion. It can be a physical assault on a person/persons or property, and is likely to be **sustained over time**.'

THE NO-BLAME APPROACH TO BULLYING

The staff have considered and agreed to adopt the 'no-blame approach' to tackling bullying. The approach is based on the belief that:

- Bullying and anti-social behaviour is almost inevitable in a community of young people. It can be countered by teaching more appropriate behaviour i.e. if children can't relate properly to other children, we teach them.
- The best way to do this is to foster empathy with the feelings of others, in particular with the feelings of the bullied child.
- Negative, punitive measures taken against the bully are likely to promote resentment and to aggravate rather than solve the problem.

All allegations of bullying in the school will be referred to the Head Teacher, or the senior member of staff in the Head Teacher's absence. The following steps will be followed **in the event of a bullying incident**:

- The Head Teacher is informed of an incident
- The Head Teacher has a meeting with the bullied child (and, if necessary, the bullied child's parents), explains the rudiments of the no-blame approach and the reasons for it and obtains consent from the child to arrange a meeting with the bully/bullies/spectators. The Head Teacher

makes notes about the bullied child's symptoms e.g. not wanting to come to school, not sleeping, feeling ill etc.

- A list of all spectators and bullies is drawn up and all are invited to a meeting, including the bullied child if they are willing to be present
- The meeting is led by the Head Teacher and begins by making clear that it is a meeting and not an opportunity for telling off. The Head Teacher sets a positive tone for the meeting and explains that the point of meeting is to try to solve a problem that exists in school. The people invited to the meeting are there to help solve the problem and not to blame or get anyone into trouble.
- The Head Teacher explains in as sensitive a way as possible that the bullied child is unhappy and describes the feelings and symptoms mentioned previously by the child.
- The Head Teacher then asks the group for ideas on how to help the bullied child feeling like this. The Head Teacher writes down all the responses without reacting to these and trying to ignore or discourage side issues i.e. the Head Teacher needs to keep the children focused on ideas which relate to how the bully can be helped.
- The Head Teacher summarises the points in the form of an action plan, for example, "right then, we are going to help XXX by trying to involve him/her in our games, by keeping an eye out for anyone picking on him/her ..."
- The Head Teacher arranges a date for another meeting in a week or so.
- The second meeting should go over the action plan and ask for reports of progress. Positive remarks should be encouraged and the bully should be able to say if things have improved for him/her. The group are all thanked for their help and praised for what they have hopefully achieved.
- If things have not gone well, the problem needs to be re-analysed within the group, consideration given to whether anyone else should be invited to the group and further action and a meeting planned.

GUIDANCE FOR STAFF

- Children often complain that someone has hurt them or called them a name, but sometimes real bullying can go unnoticed, and children may not tell a teacher about it. Staff need to be watching and listening, particularly when on playground duty. Watch out for children being left out or ostracised.
- General unfriendly behaviour in a class can be dealt with in "circle time".
- If a parent or child does complain of being bullied, it must be recorded in the complaints book, and discussed with other members of staff, either informally or at the next staff meeting. Any measures taken, and the outcome, should be recorded with the original complaint.

ADVICE TO PARENTS

- Parents should try to take an active interest in their child's/children's social life and chat about friends and their activities in and out of school. As well as keeping up to date with their friendships you may well learn of disagreements or difficulties. Watch for signs of distress in your children. Examples of possible symptoms are an unwillingness to attend school, headaches, stomach-aches, etc, toys or equipment gone missing, requests made for extra pocket money. There are many reasons why your child may be unsettled in school and bullying is always a possibility.

- If you think your child is being bullied, inform the school immediately and ask for an interview with the Head Teacher. If you are dissatisfied with the outcome speak to a governor about the problem.

ADVICE TO CHILDREN

- Don't stand by and watch a child being bullied – fetch help.
- Show the bully/bullies that you and your friends disapprove.
- Give sympathy and support to children who you think may be being bullied.
- Be careful not to tease or make personal remarks and imagine how you would feel in their position.
- Report incidents of bullying to a trusted adult because the person being bullied may find it difficult to do so.

If you are being bullied:

- Try to ignore the bully and not let them see that you are upset.
- Walk quickly and confidently – even if you don't feel that way.
- Get your friends together and say no to the bully.
- If you are different in any way, be proud of it – it's good to be an individual.
- Avoid being alone in places where you know bullying happens.
- If you are in danger, try to get away.
- Tell an adult you can trust.

Related policy: Child Protection

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Autumn 2004

Spring 2006

Guidance for staff added: Summer 2013

Spring 2014

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Signed:

Chair of Governors: _____

Head Teacher: _____