

**The Divine Mercy RC Primary School Policies and
Procedures**



Anti-Bullying Policy

Foreword

Protected characteristics:

These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

At The Divine Mercy RC we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.

The Divine Mercy RC Primary School is a happy, safe and welcoming environment where everyone is valued. Our Catholic faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family, our strength is in our love and respect for one another.

Jesus, I Trust in You.

Guidance, Preventing and tackling bullying, used to support this policy can be found below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

At The Divine Mercy RC Primary School we implement a positive Well-Being and Readiness to Learn Policy, which encourages attitudes of self-discipline, caring and friendliness. We have also adopted a whole school approach to well-being through You are awesome and other PSHE programmes, which aims to develop resilient children who celebrate themselves and others, build positive relationships and thrive.

Our first school beatitude is:



Our school values promote our expectations for the children:

The Divine Mercy RC Golden Rules

We use everybody's real name

We are respectful to one another

We walk and speak quietly around school

**We share and play games that do not hurt
each other**

**We look after our school and everybody's
belongings**

We work together to create a supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children and adults who may be subject to bullying and will work actively to minimise the risks.

Definition of bullying

We have defined bullying as “use superior strength or influence to intimidate someone, typically to force them to do something”

It can take many forms, but the three main types are physical (for example: hitting, kicking, theft), verbal (for example: racist remarks, name calling), and indirect (for example: spreading rumours). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Bullying, harassment or abuse of any kind via digital technologies or mobile phones will not be tolerated and complaints of cyber bullying will be dealt with in accordance with the school’s Anti-Bullying and Well-Being and Readiness to Learn Policy.

Aims

We aim:

- to promote the school Well-Being and Readiness to Learn Policy.
- to state clearly that “bullying is unacceptable behaviour”.
- to encourage children, parents, school staff and helpers to report any incidents of bullying.
- to reassure children and parents that action will be taken if bullying is suspected.
- to deal with incidents of bullying immediately.
- to support the Target of Bullying and to help The Person who Bullies to modify their behaviour.
- to provide after-care should an incident of bullying occur.
- to increase awareness of how bullying can affect the mental health of the target of bullying

Dealing with bullying

We have agreed to combat bullying by:

- Following the Well-Being and Readiness to Learn.
- Teaching and observing the School Rules.
- Providing the children with strategies to protect themselves i.e. “Stop it, I don’t like it,” moving away from the person who bullies, asking for help.

- Dealing with all bullying concerns and allegations promptly

In specific instances of bullying the following steps may be taken

A mentor will be assigned to mediate between the Target of Bullying and The Person who Bullies using the Restorative Peer Approach to Bullying Framework.

The Target of Bullying

- The target of bullying will be reassured that action is being taken and be reminded of the strategies for self-protection.
- Opportunity will be given to the child to discuss their feelings and possible future responses.
- If bullying continues the parents / carers will be informed and may be invited to school to discuss the situation.
- Staff will monitor the situation and try to give support.

The person who bullies

- The person who bullies will be given the opportunity to discuss the problem.
- They will be encouraged to make an appropriate apology.
- They will be helped to understand why the behaviour is unacceptable.
- Strategies will be given for dealing with their feelings in a more appropriate way.
- If bullying occurs a warning will be given that parents/carers will be informed if the bullying continues.
- If bullying continues the parents / carers will be informed by a 'Letter of Concern' from the Headteacher and may be invited to school to discuss the situation.
- Parents / Carers may be invited to meet the class teacher or Headteacher at a certain time each week to discuss progress.
- The child may lose privileges.
- The child may be excluded at dinnertime for a specific number of days.
- In rare cases it may be necessary to exclude a child from school until they can agree to behave in a more safe and acceptable way.

Any improvement in behaviour will be given positive reinforcement.

Implications

Implications for the teaching and non-teaching staff

Teachers and TAs will:

1. Give time to listen to children, in a quiet place if this would be helpful. Always take seriously any complaints of bullying and keep records.
2. Give all children regular opportunities to talk about their feelings in a safe, group situation, examples include Circle Time, Assemblies, whole school approach to well-being, CARITAS sessions, Thrive sessions
3. Be aware and observant of potential bullying.
4. Take action immediately if bullying is suspected.
5. Inform the Headteacher of any bullying.
6. Support other colleagues in any agreed action.
7. Recognise that we as teachers sometimes need help and ask for it if necessary.
8. Teachers and TAs should lead by example.
9. Share child version Anti-Bullying leaflet.

Implications for Lunchtime Supervision

Lunchtime Staff will:

1. Give time to listen to children, always taking seriously any complaints of bullying. Using the LEAF system mediate and intervene early in any disputes.
2. Be aware and observant at all times of potential bullying.
3. Take appropriate action immediately if bullying is suspected.
4. Report all incidents to the Headteacher or class teacher. Positive behaviour may also be reported.
5. Support other colleagues in any agreed action.
6. Recognise that as adults we sometimes need help, and ask for it if necessary from SLT.
7. Lunchtime Staff should lead by example.

Implications for Parents

Parents will:

1. Encourage children not to be aggressive, even in response to provocation, giving children alternative strategies.
2. Try to establish the facts and keep an open mind.
3. Help their child to feel able to talk to them about any fears or worries, and take seriously any talk of being bullied (they may not use the word 'bullied').
4. Be aware of what is happening in their child's life and discuss any awareness or suspicion of bullying with the class teacher.
5. Actively endorse and support the Anti-bullying policy.
6. Support the school in any agreed action.
7. Supervise the use of social media at home.

Implications for Governors

Governors will:

1. Be thoroughly conversant with the Well-Being and Readiness to Learn and Anti-bullying Policies of the school.
2. Ensure that everyone is aware of the policy and his/her responsibilities.
3. Support staff in implementing the Anti-bullying policy.
4. Be active in the maintenance and review of the policy.
5. In the event of a complaint being made about the school's handling of alleged bullying conduct a formal investigation into the processes and procedures carried out by the school and ascertain the appropriateness of these.
6. Take account of the Equality policy and policy and objectives

Equalities Statement:

The Divine Mercy RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at The Divine Mercy RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.