

St. Mary's & St Patrick's RC Primary School  
Anti-Bullying Policy



**“We are a Catholic Family Learning Together”**

**“Teulu Catholig ydym ni yn dysgu gyda gilydd”**

***Each person in our school is unique and it is our intention that they will develop spiritually, morally, socially and academically to their full potential – with Jesus as their guide, the Holy Spirit as their inspiration and God as their loving Father.***

Policy Adopted on	November 2022
Head teacher	Mrs Nicola Kelly-Fisher
Chair of Governors	Mr P.Donoghue
To be reviewed on	November 2024

## St. Mary's & St Patrick's RC Primary School

### Anti-Bullying Policy

*'I would like to speak to you, young people: be committed to your daily duties, your study, your work, to relationships of friendship, to helping others; your future depends on how you live these precious years of your life'. Pope Francis*

For all of us working at St. Mary's & St Patrick's, it is both our duty and our privilege to be charged with providing the Catholic model needed by our children in the areas of life referenced by Pope Francis, above, through the manner in which we conduct ourselves daily in our school community. The promotion of excellent behaviour is a central part of the Catholic mission of our school as we encourage all: pupils, staff, parents and governors to follow the model of Jesus Christ.

We do all we can to achieve this aim by promoting the virtues identified in our Pupil Profile, which states that:

**Pupils at St. Mary's & St Patrick's are growing to be . . .**

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



If we are able to put this profile into practice successfully, standards of behaviour will be excellent. All staff will keep it in mind, as positive relationships are continually developed. The school's positive Catholic ethos will be in evidence from all staff and pupils will be treated with the respect they deserve.

### Rationale Regarding Bullying

We recognise that bullying takes places in all areas of life, including in schools. We will not take the sort of attitude that says 'bullying doesn't happen in our school'. Instead, staff will be vigilant and observe pupils closely day to day. We realise that, from time to time, children will have disagreements and that they may upset one another. This is a part of life and we will do all we can to help and guide pupils when these situations occur but this is not bullying, which involves a concerted effort from a person or group of persons to upset, belittle, isolate or physically hurt someone else. This can have a significantly detrimental impact on a child's well-being. Bullying will not be tolerated and children, staff and parents are asked to inform the Classteacher, Deputy headteacher or the Headteacher immediately if there is any cause for concern in relation to bullying and the matter will be dealt with promptly.

### School Procedures in Cases of Bullying:

1. The alleged child / children will be supported and encouraged to talk about the situation.
2. The Deputy Headteacher or Headteacher (or an appointed responsible person) will investigate. This will involve speaking with the child / children, the alleged child / children and any other children who may be able to help in identifying what has happened.
3. The Headteacher (or appointed person) will consult with the staff involved.
4. If it becomes clear that bullying has taken place, the child / children will be supported and advised about how to deal with the situation.
5. The child who has chosen to behave this way will be spoken to and advised how to change their behaviour. Expectations will be made clear.

6. Any disciplinary action will be proportionate and it will be in keeping with the school's Behaviour Policy. The concept of restorative justice will be used if possible and reasonable. If possible, reconciliation will be the outcome in line with the Catholic ethos of our school.
7. Parents/carers involved will be informed of the process and its outcome/s.

#### Guidance Given to the Child / Children:

1. Always talk about it. Do not keep it to yourself. Inform a friend, teacher or your parent.
2. Try to ignore them or say 'No' really firmly, then turn and walk away. Speak with a member of staff; they will help you.
3. Try not to show that they are having an effect on you; this is usually what they want. Try to stay as calm as possible.
4. Don't fight back, if you can help it.
5. At break and lunchtimes, stay with your group of friends if possible.
6. Practise 'walking tall'.
7. Understand that it is the other child / children who has the problem.
8. Realise that the school's staff are here to help you. We want everyone to be happy and secure in school. That's a big part of our job!
9. If it helps you, talk with one of the school's trained playground peacemakers. You can speak with them at any time for peer support. If necessary, buddy up with a Playground Peacemaker for support. Staff will help with this.

#### Guidance Given to the child /children who are choosing to Code of Behaviour:

1. Be honest and admit that you have not treated another child / children fairly and that you've broken our Code of Behaviour. Take responsibility for your actions.
2. Think about the impact of your behaviour on the other child / children. How has it made them feel? Empathy is a very important and helpful skill to have.
3. Try to work out why you do it; for example, is something irritating you, do you have a problem at home or in school, is someone picking on you or treating you unfairly?
4. If there is a problem, always talk to someone about it. Staff are here to help you.
5. Apologise to the child / children and mean it. Commit to making sure that this behaviour doesn't happen again.
6. Think about how you might make amends. (Restorative justice theme).
7. Think about how you might control your anger or frustration (staff to give advice in these situations).
8. Ask your friends to help you

How to advise children to deal with anger:

1. Get away from the situation. This is not 'running away'. This is just the best way of helping yourself and others and it stops you from getting hurt.
2. Take several deep breaths and count to ten.
3. Go for a walk or run.
4. Get help from an adult. Talk to your teacher, the headteacher or to any other adult in school who you trust. They will help you.
5. If you get angry or frustrated and you hit out at others, you are in the wrong. Take yourself out of the situation and talk about it!
6. Ensure that the child understands that: we should not respond to violence and aggression with violence and aggression.

Further Actions:

1. If necessary, staff will be informed of any ongoing issues at the weekly staff meeting under the standard agenda item of 'causes for concern'.
2. The responsible adults involved in dealing with instances of bullying will reflect on each incident according to its particular circumstances and liaise with external agencies if it is deemed appropriate to do so in order to support children as effectively as possible.
3. If necessary, work in partnership with any external agencies that may be able to help and liaise with parents/carers in the medium term

## Sanctions to Deal with Challenging Behaviour

At times, pupils' behaviour will not be as expected. When this is the case, staff will respond in the agreed manner, consistently. A restorative approach will be employed when dealing with challenging behaviour. Staff will mediate to restore relationships.

## Personnel Involved in Behaviour Management and Support

Challenging behaviour will be dealt with consistently throughout the school. Where there is a case of persistent ongoing challenging behaviour, another member of staff and/or an external agency may intervene, such as: Headteacher, Deputy Headteacher, ALNCO, ELSA, Educational Psychologist and the Behaviour Support Team.

## Lunch times

All adults working at St Mary's & St Patrick's should comply with the School's Behaviour Policy. Kitchen staff and Lunchtime Supervisors will be given the same respect as all other staff within the school.

Lunchtime staff are asked to:

- Give and expect to receive respect.
- Within reasonable limits, deal with minor incidents.
- Inform the class teacher at the end of lunch break of any incidents that need to be dealt with by a member of staff.
- Inform the Headteacher of any serious misbehaviour.

## The Curriculum and Learning

We acknowledge that an appropriately structured curriculum and a well-planned and engaging learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and effective feedback all contribute to excellent behaviour. It follows that lessons should have clear objectives that are well understood by pupils. Learning activities need to be differentiated to meet the needs of children at different levels of attainment. Teachers will respond to pupils' learning positively. Our curriculum is designed to produce happy, curious, independent learners who are able to think for themselves in a thoughtful and reflective manner. All of the above will contribute towards the promotion of excellent behaviour.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to pupils about the extent to which they and their efforts

are valued. All teachers will have high expectations of their pupils. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help to develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable pupils to work and play in co-operation with one-another. Praise should be used to encourage good behaviour as well as good learning. Even poor behaviour will be dealt with in a positive manner.

## Communication and Parental Partnership

We give high priority to clear communication within the school and to positive partnerships with parents, as these are crucial in promoting and maintaining high standards of behaviour. When the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. The school will communicate policy and expectations to parents. They will be formally informed of behaviour concerns. In addition, we acknowledge that brief, informal discussions with parents can be very beneficial. They will take place according to the judgement of staff. When formal meetings take place, parents will be treated with respect and their views will be taken into account.

## Governors

- Governors will consult with the Headteacher on the development of Behaviour Policy.
- Governors will do their utmost to evaluate the curriculum and realise that its quality and delivery have a part to play in promoting good behaviour.
- Governors will require regular reports on attendance and exclusions at their meetings.
- Governors will take account of the advice of the Headteacher and the LA in matters relating to behaviour management.
- Governor's Annual Report to Parents will contain information on standards of behaviour and attendance.