



Anti-Bullying Policy
2018-2019

Approved by:

Date:

Last reviewed on:

Next review due
by:

In light of our mission statement and our anti-discrimination policy, the staff and governors of St Ambrose RC Primary School have set down the following policy for Anti-bullying.

Aims

The aims of this policy are to establish clear guidelines for Anti-bullying in our school to ensure equality of opportunity for pupils.

Rationale

Everyone at St Ambrose RC School, every colour, ethnicity, religion, gender identity and sexuality, has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to feel safe and achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

- Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.
- It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- Specific training on preventing prejudiced based bullying including homophobia and transphobia was delivered to all staff in the 2015-16 academic year.
- Records of behavioural incidents address homophobia and transphobia as well as other equalities aspects such as racism and sexism. All incidents are followed up appropriately.

This document outlines how we make this possible at St Ambrose R C School.

Definition of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Actions to Tackle Bullying

Prevention is better than cure so at St Ambrose R C School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum

whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Reporting procedure

- Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- All significant reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. Older pupils may be asked to write a report themselves. (Appendix 1 & 2)
- If bullying includes racist or homophobic abuse then it should be reported to the Headteacher.
- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
- Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring

Strategies to deal with bullying

There are various strategies that can be applied if more than one pupil is involved in bullying another.

- Role-play and other drama techniques can be used as well as Circle time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.
- Anti-Bullying strategies are also taught as part of National Anti-Bullying week. This week is high profile with parents, children and staff. All children are involved in learning and sharing these strategies.
- Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher

with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

Cyber Bullying

The increasing use of the internet has in some cases led to an increase in cyber-bullying. Children are taught how to keep themselves safe on the internet and about the dangers of inappropriate use of social networking sites outside school. All incidences of reported cyber-bullying will be dealt with in accordance to school policy. There is no access to social networking sites on the school system.

Parental Involvement

- Whilst there is little history of persistent bullying at St. Ambrose, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.
- The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
- The bully will also be reminded of the consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool will be used, where appropriate incorporating a reward for achieving desired behaviours.
- Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.
- Where necessary we have and will call on outside resources to support our action. This policy is seen as an integral part of our Behaviour and Discipline Policy.

Glossary of Terms

The listed terms relate to sexual orientation and gender identity and may be helpful to school staff and professionals working directly with young people.

Gender Identity a person's internal sense of their own gender, whether

male, female, non-binary, or something else.

Sex either of the two categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female'.

Sexual Orientation a person's emotional, romantic and/or sexual attraction to another person.

TERMS THAT SOME PEOPLE MAY USE TO DESCRIBE THEIR IDENTITY

Sexual orientation

Bisexual refers to a person who has an emotional, romantic and/or sexual attraction towards more than one gender.

Gay refers to a man who has an emotional, romantic and/or sexual attraction towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian.

Homosexual this might be considered a more medical term used to describe someone who has an emotional, romantic and /or sexual attraction towards someone of the same gender. The term 'gay' is now more generally used.

Lesbian refers to a woman who has an emotional, romantic and/or sexual attraction towards women.

Gender identity

Cisgender refers to a person whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Non-binary an umbrella term for a person who identifies outside of the 'gender binary', (in other words, outside of 'male' or 'female')

Trans an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

Trans-gender man a term used to describe someone who is assigned female at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transsexual this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Other terms people might use

LGBT the acronym for lesbian, gay, bisexual and trans.

Queer in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed as derogatory by some. 'Gender queer' (alongside non-binary) refers to someone who does not identify within the gender binary of 'male' or 'female'.

Questioning the process of exploring your own sexual orientation and/or gender identity.

OTHER USEFUL TERMS

Coming out when a person first tells someone/others about their identity as lesbian, gay, bisexual, trans.

Gender dysphoria used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Gender reassignment this is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010.

Gender Recognition Certificate this enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you have to be over 18 to apply. You do not need a GRC to change your gender at work or to legally change your gender on other documents such as your passport.

Gender variant someone who does not conform to the gender roles and behaviours

assigned to them at birth. This is usually used in relation to children or young people.

Outed when a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone without their consent.

Pronoun words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir

Transitioning the steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things like telling friends and family, dressing differently and changing official documents.

Homophobia the fear or dislike of someone who identifies as lesbian or gay.

Biphobia the fear or dislike of someone who identifies as bisexual.

Transphobia the fear or dislike of someone who identifies as trans.

Appendix 1

Anti-Bullying Incident Form A1 (to be completed with the victim)

St Ambrose RC Primary School

Name of Pupil:

Year Group/Class:

Date of Reported Incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground Classroom/Lunch Hall Toilets/Corridor On way to school
On way out of school Out of school Other (please specify)

Were there any witnesses?

What, if anything, have you done about it already?

Comments from parents:

Action to be taken:

Action	Time Frame	Lead Person	Review Date: Review of action

Follow up action checklist: Victim

Has the victim had the chance to say what happened?	Yes/No
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	Yes/No
Has the victim been given support to make sure they feel safe and gain confidence?	Yes/No
Has a date been set to review the situation to make sure it has been sorted out?	Yes/No
Has the school put things in place to try and stop it happening again?	Yes/No

Have the victim's parents / carers been involved?	Yes/No
Will the victim be offered extra support if they need it?	Yes/No
Has the victim been informed of the outcomes and actions taken?	Yes/No
Is no bullying has taken place or there is insufficient evidence, is there clear actions to re-assure and meet the needs of those concerned?	Yes/No

Signed:

Pupil:

Parent:

Staff Member:

Review Date 1:

- Resolved
- Unresolved
- Further intervention needed
- Further monitoring needed

Review Date 2:

- Resolved
- Unresolved
- Further intervention needed
- Further monitoring needed

Anti-Bullying Incident Form A2 (to be completed with the person accused of bullying)St Ambrose RC Primary School

Name of Pupil:

Year Group/Class:

Date of Reported Incident:

What happened?
How often has it happened? Has it happened before?
Who was involved?
Where did it happen? Playground Classroom/Lunch Hall Toilets/Corridor On way to school On way out of school Out of school Other (please specify) Were there any witnesses?
What, if anything, have you done about it already?
Comments from parents:

Action to be taken:				
	Action	Time Frame	Lead Person	Review Date: Review of action

Follow up action checklist: Bully

Has the pupil been given a chance to explain the reasons why they bullied?	Yes/No
Has the pupil been told that what they are doing is wrong and that they will be given a punishment?	Yes/No
Has the pupil listened to how the victim feels?	Yes/No
Has the pupil been given time to reflect?	Yes/No
Has the pupil said sorry?	Yes/No
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	Yes/No
Has the pupil identified someone they trust to talk about how they are feeling?	Yes/No
Has the pupil been encouraged to develop their hidden talents and skills?	Yes/No
Has the pupil been given opportunities to develop friendships and join clubs?	Yes/No
Have parents / carers been involved?	Yes/No

Signed:

Pupil:

Parent:

Staff Member: