

LONDON BOROUGH OF HAVERING



**ST. URSULA'S  
CATHOLIC PRIMARY**

**POSITIVE RELATIONSHIPS POLICY  
(Anti-bullying Policy)**

*"With God at the heart of our St Ursula's family, we welcome all as  
we learn and grow together"*

**Autumn 2022**

Bully- Free Zone  
by Bethany Walker aged 10 (2012)

I knew what they were telling me was wrong  
I knew I shouldn't do it  
But I knew that if I said no  
Then I would get into trouble

After a while it got me down  
After a while I had no friends  
After a while I really wanted to tell an adult  
But that would mean more trouble

Then it turned serious  
Then it turned violent  
Then it turned impossible  
I couldn't hold it in

I went to my mum  
She couldn't believe it  
She went to the headmistress  
Who knew what to do

That got *them* into trouble  
That made *them* scared!  
That made them stop  
And now I feel safe!



## **St. Ursula's Catholic Primary School**

### **Positive Relationships Policy**

#### **Policy Introduction**

Every child has the right to feel safe at St Ursula's Catholic Primary School and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that this policy is clearly understood and shared by all children, staff and parents/carers.

Our Positive Relationships Policy is based on our core values as expressed in our school's mission statement: *"With God at the heart of our St Ursula's family, we welcome all as we learn and grow together."*

This policy should also be read in conjunction with:

- Safeguarding and Child protection Policy
- Equalities Policy
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy
- Whistleblowing Policy
- SEND Code of Practice

We are committed to providing a caring, friendly and safe environment at St Ursula's Catholic Primary School. Bullying of any kind is unacceptable and the information below details our anti-bullying approach.

#### **St Ursula's Catholic Primary Definition of Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying can take many forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Department for Education: Preventing and tackling bullying March 2014). Children can both bully and be bullied.

#### **Bullying can be:**

- Physical - hitting, kicking, pushing - taking and damaging belongings
- Verbal - name calling - taunting, mocking- making threats - making offensive comments - language used to undermine a sense of identity – racist, sexist
- Indirect - spreading rumours, gossiping - being involved as a bystander - Excluding, deliberately ignoring
- Cyber - use of mobiles or the internet, cyber bullying is nasty or threatening behaviour, either direct or indirect, using phone calls, text messages, emails, instant messaging or chat-rooms.

**Roles in bullying:**

- gangs of bullies with ring-leader and followers
- bystanders

**How we create positive relationship, How we work to prevent bullying and how we deal with bullying incidents**

The school will follow set procedures to resolve incidents and these will include supporting the instigator and the victim. In addition to appropriate sanctions the instigator will receive support exploring and modifying their behaviour to prevent further incidences of bullying through an allocated support programme. At St Ursula's, we will deal with bullying in a manner that is appropriate to the severity. Any discipline will take account of special educational needs or disabilities that the pupils involved may have.

- We encourage positive behaviour and all pupils are encouraged to follow the school's 5 star code of conduct.
- The RSE curriculum, RE curriculum and school work on British Values and Bounceback include: Social skills, Self-esteem, Conflict resolution, circle time, self/peer assessment, how to find help, recognising and celebrating differences and similarities, how to make, build and keep positive relationships, conflict resolution, peer pressure
- The school celebrate termly positive relationship weeks that focus on positive behaviour and reporting unwanted behaviour to an adult. Anyone who knows that bullying is happening is expected to report it to a member of staff.
- Parents and carers are encouraged to be involved in the promotion of positive behaviour and when applicable, in the resolution of bullying behaviour.
- Bullying incidents are reporting on SIMS behaviour tracking system.
- Bullying incidents that are recorded are monitored on a regular basis and the strategies and procedures evaluated for their effectiveness.
- Parent Governors are able to feedback to the Head teacher regarding parental perceptions of the effectiveness of this policy.

**St Ursula's Catholic Primary Identification of Prejudice-Related Bullying**

At St Ursula's we seek to advance equality of opportunity between all pupils, pupils who share a characteristic and those who do not. The list of protected characteristics of identified groups of pupils that are potentially at risk are:

- SEND
- Gender /sex
- Race/ethnicity
- Religion/belief
- Emotional and mental wellbeing
- Sexual orientation
- Gender reassignment
- Name calling is the most common direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or skin colour; sexual orientation; or some form of disability.

### St Ursula's Catholic Primary use of Restorative Justice

Restorative Justice is a problem solving approach that deals with conflict. We believe that young people have the ability to take responsibility for their own choices and that staff in school should give children the opportunity to do so.

Children directly involved in conflict are best placed to resolve the conflict or a problem themselves. St Ursula's Catholic Primary School uses the restorative approach and practice to build relationships and deal with conflict management.

By using the restorative approach we teach children skills of non-violent communication, active non judgemental listening, development of empathy and rapport, understanding and managing anger, developing and maintaining self-esteem, valuing others, assertiveness, acknowledging and appreciating diversity, connecting across difference.

By using the restorative approach we increase a general commitment to listen to one another.

### St Ursula's Catholic Primary Procedures

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

In cases of conflict or if bullying and prejudice-related bullying is suspected we will:

- Use relaxation techniques to calm down those involved so that they are able to participate in the restorative approach:
  - Look and name 5 things you can see, reducing to 4, 3, 2, 1
  - Listen and name 5 things you can hear, reducing to 4,3,2,1
  - Visualisation – repeat an agreed word/name to self
  - Breathing – inhale through nose, exhale through mouth
- Consistently use Restorative Justice procedures and questions with children, supporting and empowering them to resolve their conflict and understand their role in the issues:
  - What has happened?
  - Who has been affected?
  - How can we involve everyone who has been affected in finding a way forward?
  - How can everyone do things differently in the future?
  - Allow children time to sort things out and establish an agreement, where needed.
- A record of all incidents of conflict or bullying or prejudice-related bullying will be recorded in the School Incident Log on SIMS. If concerns that bullying is relate to extremism, this will also be logged on Myconcerns as a safeguarding conerns.
- Identify the bully and talk about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated.

- If the bully owns up then their parents/carers will be informed and they will take part in restorative justice procedures over an agreed period of time, co-ordinated by class teacher or Home School Support worker. This may be supporting children individually or together.
- If it is needed involve all parties together to discuss the issues if all parties are agreed.
- Parents/carers will be informed of any bullying incidents and of incidents of conflict where injury has resulted or if it is a serious event or a repeat event.
- Follow up with further discussions with individuals as and when appropriate
- If the incidents persist and are causing a health and safety issue then the Headteacher could instigate exclusion procedures.

### The Role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not condone bullying and prejudice-related bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, prejudice-related bullying and report to the governors about the effectiveness of St Ursula's Positive Relationships / Anti-bullying policy.

If a parent/carer is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure.

### The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school positive relationships / anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying and prejudice related bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly at Full Governing Body Meetings.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher leads the school in making our mission statement a reality, where all members of the learning community nurture, value, respect and care for each other.

### The Role of all staff

All forms of bullying and prejudice related bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.

All adults to follow up what they have said, e.g. keeping an eye, follow up discussions

All staff are responsible for the recording of any incident of conflict, bullying and prejudice related bullying of children in the classes they work in, and that they are aware of in the school. Incidents are reported on SIMS. This information must be shared with the class teacher who will inform the child's parents/carers and the Headteacher.

When any bullying takes place between members of a class the teacher will deal with the issue immediately, involving the Pastoral Lead in restorative justice, circle time and where appropriate 1:1 pastoral support eg counselling and support for both the victim and perpetrator of the bullying.

All members of staff routinely attend training, which equips them to identify bullying and prejudice-related bullying and to follow the school policy and procedures with regard to behaviour management.

### The Role of parents/carers

Parents/carers have an important part to play in our Positive Relationships Policy. We ask parents/carers to:

Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with etc.

If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.

If a child has bullied your child, please **DO NOT approach that child on the school site or their parents/carers. DO NOT telephone, text message, email or use any other form of communication with the other parents/carers/family. DO NOT involve an older child to deal with the bully. Please inform the school immediately and we will deal with it following the school procedures.**

It is important that you advise your child not to fight back. It can make matters worse.

Tell your child that it is not their fault that they are being bullied.

Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

If you know your child is involved in bullying and prejudice-related bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents/carers on the playground. Speak to school staff if you have concerns.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Parents/carers who are dissatisfied with the way the school has dealt with a bullying incident, should follow the school complaints procedure.

## The Role of Children

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

Remember that your silence is the bully's greatest weapon.

Be proud of who you are. It is good to be individual.

Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.

Stay with a group of friends/people. There is safety in numbers.

Be strong inside – say “No!” Walk confidently away, go straight to a member of staff.

If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.

Fighting back may make things worse – don't do it.

It is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied:

Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

Do not take direct action yourself.

### **WHERE TO GET MORE INFORMATION, ADVICE AND RESOURCES FOR BULLYING:**

For general support you can find out more information, resources, advice, and free training opportunities for parents/carers, schools, and workers by going to <http://www.anti-bullyingalliance.org.uk/send-programme.aspx>

If parents/carers are concerned about bullying of their children please call our help-line on 0800 808 808 for advice and support.

Signed:

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Headteacher:



Governor:



Date:

10/10/2022

Date for review:

Autumn 2023