

**Saints Peter and Paul  
Catholic Primary School**



**Anti Bullying Policy**

## **1. Statement of Intent**

We at Saints Peter and Paul's Catholic Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school. This policy should be read in conjunction with other relevant school policies e.g.

Behaviour Management, Health and Safety, PSHE, Safeguarding Policy, Acceptable Use Policy (Internet and e mail), Bully and Harassment Policy. Through this policy we strive to ensure that the principles of the DFE Bullying Charter are lived so that we build a school community where bullying is not tolerated.

Many pupils experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy. In extreme cases it can lead to pupils taking their own lives.

### **1.1 Aims and objectives of the policy**

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To reduce and, if possible, eradicate instances of all types of bullying

### **1.2 Statement of Principles**

**A.** We, at Saints Peter and Paul Catholic Primary School, seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

**B.** We are committed to a value system within which children and adults involved with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable.

**C.** We seek to ensure that those acting on behalf of our school will:

- Actively listen to children
- Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.

**D.** All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.

All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

**E.** Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

**F.** Create an understanding with Parents, children and staff of what bullying is.

## **2. Consultation**

This policy was drawn up after consultation with pupils, parents, governors and staff. Views and opinions were gathered through questionnaires. The school will continue to gather stakeholders' views on the content and impact of the policy.

### 3. What is bullying?

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

(DCSF definition within Safe to Learn: Embedding Anti-bullying work in schools’ guidance).

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive
- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

### 4. Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- **Cyberbullying:** e.g. chat-room/ blogs/message board, email, gaming console, Instant messaging, mobile phones including photos, social network site e.g. Facebook, What’s App, Snapchat, video hosting sites (YouTube)

- **Damage to property:** e.g. graffiti, personal property

- **Inciting others to bullying behaviour** e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator

- **Literature:** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia

**Physical hurt/attack:** e.g. physical intimidation, mimicry, unwanted or inappropriate touching

- **Psychological:** e.g. damage to reputation (sexual, denial of identity, gender /ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats

- **Verbal:** e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping

- **Victimisation** after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

### 5. Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- **Homophobic / Transphobic** (any incident perceived by the alleged victim or any other person to be targeted around their sexuality, incidents perceived to be insulting someone's gender)
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairment.)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

### **There are different types of bullies:**

- **Aggressive bullies** – physically aggressive individuals or bully groups
- **Anxious bullies** – children recruited into bully gangs by intimidation
- **Victim bullies** - children often victims at home and bullies at school
- **Passive victims** - children with poor social skills/are unassertive

### **6. Signs and Symptoms of Bullying**

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self harming and disruptive/challenging/bullying behaviour
- General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids entering/ leaving school with others.

### **7. Preventing Bullying**

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. The strategies employed must impact upon the lasting behaviour of the perpetrator.

Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Anti-Bullying week, assemblies or lessons
  - Clear Anti-Bullying policy which all members of the school are aware of
  - Anti-Bullying message embedded throughout the curriculum and through Antibullying week in November each year
  - Reward system for positive behaviour
  - Circle Time – opportunities for children to discuss sensitive issues in a safe environment
  - \* SCARF – PSHE Policy
  - ELSA Work related to theme of Anti Bullying
- Messy Play work related to theme of Anti Bullying

- Lunchtime Buddies / Play Leaders – older pupils supporting the younger pupils at Lunch play time
- Pupil consultation – through questionnaires and School
- Positive role models reflected through staff behaviour
- Ethos of the school

## **8. Responding to Bullying**

### **8.1 Responding to allegations**

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child reporting directly to a member of staff, or indirectly via the worry box, or through our buddy systems and school council.

### **8.2 Responding to Bullying Incidents**

When bullying has been reported or observed then the following 7 steps will be taken:

1. **DISCUSSION WITH THE VICTIM** When a teacher finds out that bullying has happened she/he starts by establishing what has happened before the incident, what the incident was and what has happened since.

2. **CONVENE A MEETING** The teacher arranges to meet with the pupils who have been involved; this may include by-standers. The victim must give permission for this to take place and feel easy about it. The meeting will include bystanders or colluders who joined in but did not initiate bullying.

3. **EXPLAIN THE PROBLEM** During the meeting the individual or group are made aware of how victim is feeling.

4. SHARE RESPONSIBILITY The teacher works with the group /individual to solve the problem.
5. ASK THE GROUP FOR IDEAS Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
6. MAKE STAFF AWARE AND MONITOR SITUATION All necessary staff to be made aware of the incidents / child's feelings. Staff to monitor within lesson time and during break times. Inform class lunchtime supervisor to enable them to monitor during this time.
7. FOLLOW UP MEETING About a week later the teacher discusses with the individual / group, including the victim, to see how things have been going. Record on CPOMS.

The above procedure is Stage 1. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are considered:

STAGE 2 Contact parent/carer and convene a meeting.

STAGE 3 Contact other agencies e.g. Behaviour Support Team, MHST, Police (If a child is over 10 years of age they are criminally responsible).

STAGE 4 Put a Pastoral Support Plan (PSP) in place possibly leading to a fixed term exclusion.

The above stages will also include any necessary intervention or support for the needs of the bully.

## **9. RECORDING AND REPORTING INCIDENTS**

All bullying and hate incidents are recorded by staff using CPOMS

The Headteacher (the Anti-bullying Co-ordinator) will report the incidents to governors, when deemed necessary.

## **10. PREJUDICE RELATED INCIDENTS**

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual. These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as a bullying incident using school reporting form.

Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudice related incidences. (See Equality Scheme).

## **11. BULLYING OF STAFF BY PUPILS, PARENTS/CARERS OR OTHER STAFF**

Bullying can occur between adults. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The Senior Managers and Governors of the school strive to support the emotional health and well being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff or being bullied by a child and or parent. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

The rights of the child and member of staff must be considered. However, where a conflict exists between the interests of the child and those of the adult, the child's interests must be paramount as required by the children's 1989.

## **12. INVOLVING PARENTS**

The school has an open door policy and the Head Teacher will strive to speak with parents to discuss any concerns immediately. Parental involvement in the response process has been outlined in the Response to Bullying section above.

Parental questionnaires will be sent out annually to collect views from parents on aspects of school life including Anti bullying processes.

## **13. ANTI-BULLYING COMPLAINTS**

If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the class teacher or Head Teacher. There is a School Complaints procedure if parents are still concerned.

Parents will be advised of this procedure by the Head Teacher and a copy will be made available from the school office or available via the school website.

## **14. MONITORING AND EVALUATION THE POLICY**

- The policy will be part of the everyday life of the school. It will be maintained regularly through display of posters, PSHE curriculum, Assemblies etc.
- It will be an item on school council. Agendas, at staff and Governors' meetings when necessary.
- Its effectiveness will be monitored through annual parent, pupil and staff questionnaires and reported incidents.
- The policy will be reviewed annually.

## **15. USEFUL CONTACTS**

Useful contacts

A list of useful contact numbers, websites etc for bullying issues,:

### **Phone numbers**

- Childline 0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day.

- FAMILY LIVES – 0808 8002222 – a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the deaf or hard of hearing

## **Websites**

- Anti-Bullying alliance –information, resources and advice relating to bullying

<https://anti-bullyingalliance.org.uk/>

- Kidscape - Bullying advice, helpline, information, Anti-Bullying resources and training

<https://www.kidscape.org.uk/about-kidscape/>

- NSPCC – - advice on what to do if you are being bullied

<https://www.nspcc.org.uk/>

- Think U Know - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16

<https://www.thinkuknow.co.uk/>

Approved by: Joanna Date: 6/11/23

Last reviewed on: 31/10/22

Next review due by: 31/10/24