

St Bernadette Catholic Primary School



Anti-bullying Policy

Version	1.1
Based on Model Policy:	N/A
Name/Title of responsible committee/individual:	Curriculum
Date issued:	January 2020
Review frequency:	2 years
Target audience:	All stakeholders

Our Mission Statement, ***“learning to grow in knowledge, faith and love through friendship with Jesus and Mary”***, underpins all that we do at St Bernadette Catholic Primary School.

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

St Bernadette Catholic Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the Gospel values together with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff and governors will actively challenge pupils, colleagues or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

Version	Date	Notes
V1.0	October 2016	
V1.1	September 2018	
V1.2	January 2020	Cyber bullying Transphobic bullying

Legal Background

The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

Staff and governors are responsible under the Health and Safety at Work Act 1974 for the health and safety of non-employees, such as pupils, who are at the workplace. We are required to do all that is reasonably practicable to protect their health and safety. We also have a common law duty of care to pupils in school.

We discharge our statutory and common law duties by taking reasonable precautions to prevent bullying and by having procedures in place to record any incidents that do take place, along with appropriate action to stop further incidents. We are committed to supporting our staff in implementing our anti-bullying procedures.

What is Bullying?

1. Definition

- 1.1. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 1.2. Bullying is generally characterised by:
 - **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
 - **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
 - **Targeting:** Bullying is generally targeted at a specific individual or group.

Our Catholic ethos reflects the teachings of the Church and endorses the gospel values. There are two important concepts which underpin all our policies and which are integral to this policy:

- The dignity and worth of each person made in the image of God
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.

2. Types of bullying

- 2.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.
- 2.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- 2.3. Bullying is acted out through the following mediums:

- Verbally
 - Physically
 - Emotionally
 - Online (Cyber)
- 2.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 2.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 2.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 2.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 2.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 2.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 2.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

How do We Try to Prevent Bullying?

- 2.11. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 2.12. All reported or investigated instances of bullying will be investigated by a member of staff.
- 2.13. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 2.14. All types of bullying will be discussed as part of the curriculum.
- 2.15. Diversity, difference and respect for others is promoted and celebrated through various lessons.

- 2.16. Seating plans will be organised and altered in a way that prevents instances of bullying.
- 2.17. Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- 2.18. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 2.19. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 2.20. All staff members receive training on identifying and dealing with the different types of bullying.
- 2.21. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 2.22. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

We promote excellent behaviour in many ways, including:

- Code of Conduct
- A Behaviour Policy
- Behaviour certificates
- Headteacher's Award
- Assemblies about how to treat each other
- A School Council with representatives in each class to whom we can talk
- Encouragement to talk to an adult
- Talking to parents about acceptable/unacceptable behaviour
- Anti- Bullying PSHCE workshops/presentations
- Use of Buddy System to promote good friendships
- Our response to pupil voice
- Nurture and Social Skills groups
- Use of individual class systems e.g. Worry Box, Training for staff and governors e.g. Protective Behaviours
- Celebrating differences, diversity and uniqueness

What Can Children Do If They Are Being Bullied?

Children are expected to tell someone – friend, member of staff, parent. They are also encouraged to adopt a range of strategies, including:

- Write down what has happened and give it to a member of staff
- Tell the School Council Representative
- Tell the bully that you do not like what he/she is doing and you want it to stop
- Try to walk away
- Do not accept it
- Do not attempt to fight back
- Be proud of who you are.

What Can Children Do If Someone Else is Being Bullied?

- Tell someone – friend, member of staff, parent.
- Stand up and say it is not acceptable
- Write down what has happened and give it to a member of staff
- Tell the School Council Representative
- Be a good friend to the person being bullied
- Include the person in your games, make friends with them, check that they are okay
- Stay with that person at break-times and when a member of staff is not close by.

School Strategies for Dealing With Bullying (Isolated Incidents)

- The class teacher will give children concerned the opportunity to talk together with an adult to discuss the behaviour
- Ground rules will be established to help the children move forward
- We will adopt a problem-solving approach which encourages pupils to find solutions rather than to simply justify themselves
- The perpetrator will be given the opportunity to apologise
- We will follow up to check that the bullying has not resumed
- Parents will be notified
- The headteacher will be informed
- Headteacher makes staff aware of vulnerable children.

School Strategies for Dealing with Bullying (Repeated or Multiple Incidents)

If pupils do not respond to the preventative strategies to combat bullying, the headteacher/senior leadership team will adopt more formal sanctions. These could include any of the following:

- Removal from break or lunchtimes
- Removal from the group
- Community service within school for instance litter picking
- Denying the pupil privileges in school
- Setting the pupil additional tasks to do out of school
- Undertaking service to rectify any damage done
- Removal from any out-of-school activities, e.g. sports matches
- Work with an external agency
- Internal exclusion
- Fixed period exclusion. In isolated and repeated incidents of bullying, evidence is collected and recorded from anyone who may have seen the incident.

3. Cyber bullying

- 3.1. The school has a zero-tolerance approach to cyber bullying.
- 3.2. The school views cyber bullying in the same light as any other form of bullying.
- 3.3. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

- 3.4. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
- 3.5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- 3.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the **headteacher** will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

Parents will be informed.

Bullying Outside School

Teachers have the power to discipline pupils for misbehaving outside the school premises if it is being seen to have an impact in school.

Where bullying outside of the school is reported to school staff, it should be investigated and acted on. Appropriate authorities may need to be notified.

Records

The school keeps records of incidents of bullying, which include detailed records for serious and/or repeated incidents on our CPOMS system. These indicate which children are involved, who has been informed and how it has been managed. The Headteacher is involved and parents are informed.

The Role of the School

- Create an environment where children feel safe to raise their concerns.
- Listen and respond.
- Talk to anyone who may have witnessed the bullying incident
- Teach pupils to understand what bullying is, to recognise their responsibilities towards others, to be resilient and reduce their own vulnerability. This includes respect and forgiveness.
- Act to eliminate bad behaviours through education and sanctions and ensure that bullying stops.
- Act to resolve incidents, strive to rebuild relationships and restore a safe environment for all.
- Make staff aware of concerning behaviour and vulnerable children so they can provide appropriate support
- Inform parents of any significant incidents involving their children so they can support their child and assist in achieving resolution.
- Record on CPOMS
- Provide follow up support to vulnerable individuals as appropriate.

The Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from the school. It regularly reviews the policy and practices. The governors expect the headteacher to deal quickly and effectively with all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governors are informed termly, via the Headteacher's report, of the number of bullying incidents. The governor with responsibility for anti-bullying monitors and reviews this data.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school antibullying strategy and to ensure that all staff (both teaching and nonteaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments, for example at assembly.

The headteacher sets the school climate for living out the Mission Statement, so that bullying is less likely. When children know that they are important and valued as individuals, bullying is far less likely to be part of their behaviour.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. If teachers witness an act of bullying, the issue is dealt with immediately. They do all they can to support the child who is being bullied and decide on appropriate action for the child who has carried out the bullying. Time is taken to talk to the child who has bullied, to explain why the action was wrong and to help the child change his/her behaviour in future. The Mission Statement is used as the guide for appropriate behaviour.

If a child is involved in bullying, the teacher has dealt with it and a subsequent incident occurs, then the headteacher is informed and the child's parents are invited into the school to discuss the situation. One or more of the sanctions identified may be imposed and external agencies may be invited to intervene.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Parents of both the victim and the perpetrator are informed by the class teacher.

After an incident of bullying, the teacher monitors the children involved.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher **immediately**.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

When parents have been told that their child has been bullying, they will be expected to:

- Talk to their child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in without bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate towards others.

When parents suspect that their child has been bullied, we ask that they:

- Listen carefully to their child
- Talk to the child calmly about it and reassure him/her that telling about it was the right thing to do
- Make a note of what the child says
- Ensure that they refer to the definition of bullying in the policy taking particular note of how often issues are occurring.
- Explain that the child should report any further incidents to a teacher/member of staff immediately
- Make an appointment to see the child's teacher as soon as possible
- Treat the incident seriously but not to over-dramatise any aspect of it
- Not to approach other parents or children directly or spread stories about incidents
- Model good and acceptable behaviour/responses.

Monitoring and Review

This policy is monitored on a day-to-day basis by the headteacher, who reports, on request to governors, about the effectiveness of the policy. Review will take place on an two year basis.