

St. Paul's Catholic Primary School

Part of Bishop Bewick Catholic Education Trust



Growing in God's Love to Be the Best We Can Be



Approved by:

Governors

Date: October 2023

Last reviewed on:

October 2023

Next review due by:

October 2025

As a Catholic School we have the Catholic mission at the core of everything we do. Everyone in school is expected to actively follow and live out our mission statement: "Growing in God's Love To Be The Best We Can Be."

PURPOSE:

The purpose of this policy is to promote a consistent approach and to create a climate in which all types of bullying are regarded as unacceptable. This policy was written with reference to the Equality Act 2010. St Charles' Catholic Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

"Every human being is created in God's image and likeness and therefore is valuable and worthy of respect."

We believe that all pupils have a right to feel safe and happy at school so that they can concentrate on their learning and enjoy school.

The Anti-Bullying Alliance defines bullying as:

'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power'

LEGISLATION AND STATUTORY REQUIREMENTS:

This policy is based on advice from the Department for Education (DfE) on:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

It is also based on the special educational needs and disability (SEND) code of practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

Section 175 of the Education Act 2002,

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006,

<http://www.legislation.gov.uk/ukpga/2006/40/section/88>

which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

TOGETHER WE WILL STOP BULLYING:

St. Paul's Catholic Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher or a member of the Senior Leadership Team (SLT). A clear account of the incident will be recorded onto CPOMS (online reporting tool). All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

We aim:

- To build the children's self-esteem and confidence in tackling bullying and relationship issues through our curriculum
- To create a safe listening environment, where adults and children know they are listened to and where concerns are dealt with appropriately using a restorative approach
- For pupils, staff and parents to understand that bullying is unacceptable and how to deal with bullying effectively
- For children to understand the difference between bullying and falling out
- For our approach to anti-bullying to be consistent across the whole school
- To ensure this policy is shared and understood by all, and as such it has been developed in partnership with pupils, staff, parents and governors.

DEFINITION OF BULLYING:

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

The Department of Education defines bullying as follows: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. (Preventing and Tackling Bullying DfE 2014)

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

UNDERSTANDING BULLYING BEHAVIOUR:

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats and indirectly through exploitation of individuals
- Online / digital - use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
- Racist - racial taunts, graffiti, gestures

- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic - because of gender identity or perceived gender identity

PREVENTING BULLYING:

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

IN OUR SCHOOL WE DO THIS BY:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies, PSHE and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand, with all parties living out our RESPECT values.
- Our Mission and RESPECT values are at the heart of our Commando Joe's character curriculum which develops resilience, empathy, self-awareness, positivity, excellence, communication and teamwork and is linked to our ClassDojo reward system.
- social skills and emotional understanding e.g. RSHE, Citizenship, social and emotional learning programmes such as Zippy's Friends and ELSA and mindfulness
- Securing the safety of the target of bullying. Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt.
- Identifying any safeguarding concern and reporting concerns to Designated Safeguarding Lead.
- Providing assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Working with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.

- Reflect and learn from bullying episodes -consider what needs to happen next to prevent future bullying e.g. RSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, support from Clennell Education Solutions (training for staff and support with vulnerable learners).
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Regular inclusion of anti-bullying messages in assemblies and class time
- Zero tolerance for offensive language or comments
- Celebration and key messages shared during anti-bullying week each year including the use of external workshops
- Playground Ambassadors who work on the yard to support children who may feel upset or lonely.

REPORTING BULLYING:

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils can also report bullying that takes place outside of the school premises.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- School Ambassadors or Y6 Buddies (for Reception class)

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. When pupils report their concern or worry, our staff are trained to listen. We involve children as far as possible in finding solutions.

RESPONDING TO BULLYING:

1. Secure the safety of the target of bullying.

Think about any safeguarding concern and report the concern to the Designated Safeguarding Lead.

Provide assurance to the child that the concerns have been listened to and actions will be taken.

2. Take actions to prevent the bullying from happening again.

Consider who else is involved and what roles they have taken.

Send clear messages that the bullying must stop.

Work with both parties to find solutions.

Identify the most effective way of preventing re-occurrence and any consequences.

3. Whole School Learning - reflection on what we have learnt.

Reflect and learn from bullying episodes.

Consider what has to happen next to prevent future bullying eg: PSHE session, ELSA support etc.

We monitor and review all bullying incidents, including those that take place outside of the school premises, to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and pupil voice sessions with school staff, governors and external visitors.

All staff are required to record any bullying incidents onto CPOMS. This should be completed as soon as possible and the Designated Safeguarding Leads alerted.

PROCEDURES FOR PARENTS:

•If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Headteacher. The Headteacher is always informed of any bullying concerns at and monitors the situation carefully.

•If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.

•The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

•Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school complaints policy. This can be found on the school website in the policy section.

MONITORING:

The Headteacher and SLT and the local governing committee regularly review the policy and guidance, along with any incidences of bullying:

- Pupil discussions
- Review of chronologies and behaviour logs
- Review of pupil and parent questionnaires
- Consideration of any updated/new documentation from Ofsted or the Department for Education
- Staff Training
- Review of procedures including rewards and sanctions outlined in the Behaviour Policy

LINKS TO OTHER POLICIES:

- Behaviour policy
- Child Friendly child on child abuse policies
- SEND policy and information report

SUPPORT AGENCIES:

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.antibullyingalliance.org.uk

Kidscape www.kidscape.org.uk Tel: 02077303300

Childline - advice and stories from children who have survived bullying Tel: 08000 1111

Bullying on line www.bullying.co.uk

Parentline Plus - advice and links for parents www.familylive.org.uk 08088002222

Useful sources of information

- Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

• Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

• Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement <https://www.chatnet.com>

APPENDIX ONE

Questionnaire about Bullying

Class:

This school takes bullying very seriously and we wish to know your views on bullying. Bullying can be kicking, or the use of force in any way. It can be teasing, making rude gestures, name-calling or leaving you out.

Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad.

This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are.

There is a blank space for your name, however, so if you are having a problem with bullying you may wish to put your name on so that we can help you sort it out. If you do this, it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name: (optional)

1. Are you a boy or a girl? Boy Girl

2. Since I have been at this school, I have been bullied...^[L]_[SEP]

Never About once a week More than once a week Once in a while

3. I have been bullied in the following ways (tick which ones have happened to you):

Hitting (punching, kicking, shoving) Was sworn at^[L]_[SEP] Purposefully left out of things I was threatened Had untrue and mean gossip spread about me Mean teasing Had my things damage or stolen Received nasty notes^[L]_[SEP] Someone said nasty things to make others dislike me Had rude gestures or mean faces made at me People used texts, e-mails, Facebook or another site to be nasty to me

Anything else write down here:

.....
.....
.....

4. When was the last time you were bullied?^[L]_[SEP]

Yesterday Last week Last term Last year

