

# ST ANSELM'S CATHOLIC PRIMARY SCHOOL

## ANTI-BULLYING POLICY

*Learning and growing together through prayer, belief and love*

This policy was approved by the Pupil Committee of the Governing Body on **10<sup>th</sup> January 2023** and presented to the full Governing Body on **1<sup>st</sup> February 2023**



### INTRODUCTION

At St Anselm's, our Catholic ethos and our Mission Statement are central to the values we teach and promote. We uphold the rights of our children to learn together and grow in a safe, caring and supportive environment without the fear of being bullied. Children are taught that they are created to Love Others. Building on the understanding that we have been created out of love and for love, they will explore how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. The school's curriculum is designed also for children to learn about tolerance and difference with the aim of promoting an inclusive, tolerant and supportive ethos at the school.

### LEGAL FRAMEWORK and COMMITMENT

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Management Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at St Anselm's.

### DEFINITION

The DFE- GOV.uk states that there is no legal definition of bullying. However, they offer similar explanations for bullying to those stated in this policy. 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. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group and often aimed at certain groups, for example because of race, religion, gender or sexual orientation.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some

children and young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

## TYPES OF BULLYING

### Bullying is acted out through:

- Physical (eg, hitting, kicking, theft, damage to property)
- Verbal (eg, name calling, teasing, being threatened, racist remarks)
- Emotional (eg spreading rumours, excluding someone from social groups, ignoring someone)
- Online or Cyberbullying (e.g. use of ICT, including mobile phone or online for example email, social networks and instant messaging, to deliberately hurt someone)
- Coercive control, exercised between children and within children's relationships

### The main types of bullying

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

## RELATED AND LINKED

This policy links with a number of other school policies, practices and activities including:

- Our school Mission Statement

- Our Catholic Ethos
- Our Safeguarding and Child Protection Policy
- The teaching of Religious Education (RE), and Personal Social and Health Education (PSHE) in which the Relationships and Health Education (RHE) curriculum is covered.
- Our whole school curriculum which fosters 'British Values' and 'Building the Kingdom'
- Our Behaviour Management Policy which includes the recording of racial incidents
- Annual promotion of Anti-Bullying Week
- 'Keeping Children Safe in Education' *DfE Sept 2022*

## **VICTIMS**

### **Recognising Victims of Bullying**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Changes in behaviour, such as becoming shy and anxious
- Unexplained tears, unusual outbursts of temper
- Repeated or persistent absence from school
- Clinging to adults
- Damaged or missing belongings.
- Lacking concentration or truanting from school.
- Being frightened to travel to or from school
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be discussed with parents to determine the underlying issues causing this behaviour.

## **ROLES AND RESPONSIBILITIES**

### **The role of the Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy termly.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in St Anselm's. The headteacher promotes the annual Anti-Bullying Week. Specific assemblies and a strong emphasis on the teaching of Religious Education, Relationship, Health Education, and Zones of Regulation

throughout the year help the children to understand what bullying is and how to keep safe from it.

The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying as set out in this policy.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher and support staff**

All members of staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. All staff have responsibility for creating a school culture that promotes children to speak freely and openly about their feelings, in a safe and non-judgemental environment, therefore alleviating any anxieties when expressing worries about bullying. In turn, this will also support the children's mental health and well-being. All members of staff should refer to the behaviour management policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying) (KCSIE 2022 p12).

Teachers keep their own records of all incidents that happen in their class, reported playground incidents and any others that they are aware of in the school. When teachers witness an act of bullying, they will investigate it themselves before referring it to the Headteacher or Deputy.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanction for the offender. Teachers and support staff do all they can to support the child who is being bullied. Parents/Carers will be notified once the incident has been investigated.

Time is spent talking to the offender, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the child's parents or carers will be invited into the school to discuss the situation.

### **The Role of Pupils**

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

In relation to pupils, the school will:

- Discuss children's views on the extent and nature of bullying through Circle Time, PSHE and RHE
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Ensure children feel confident to discuss their views and opinions.
- Involve children in anti-bullying campaigns including Anti-Bullying workshops where appropriate.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to address the problems they have.

### **The Role of Parents, Carers and Guardians**

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing school staff of any changes.
- Being aware and mindful of their child's online activity

In relation to parents and carers, the school will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, culture, sexuality and physical difference.

## **MANAGING BULLYING**

### **Preventative Measures**

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school. All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

Teachers use a range of teaching methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The school maps out its curriculum for RHE coverage of anti-bullying themes. In addition, work is carried out in classes and assemblies to teach children about their rights and responsibilities towards others. This work is evidenced in our school in the class, dining hall and playground charters that are developed and written in consultation with the children.

Teachers encourage pupil cooperation and the development of interpersonal skills using group and paired work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. themed weeks, drama productions, sporting activities and class acts of worship.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

Class teachers will adopt an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident. They will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

### **Procedures for dealing with bullying incidents:**

When bullying is suspected or reported, a referral will be made to the Headteacher or the Deputy and an investigation will be initiated. A clear account of the incident will be recorded and given to the Headteacher.

#### **(Appendix 1 Monitoring of Bullying Form)**

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff will avoid possibility of contact between the pupils being interviewed.
- If a pupil is injured, members of staff take the pupil immediately to the Welfare Staff for an opinion on the extent of their injuries and treatment
- The alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the Head or Deputy to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident which may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions must not be made, as **it is important not to be judgemental** at this stage
- Staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. contact with parents, internal exclusion and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims should never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The Deputy Head will informally monitor the pupils involved over the next half-term.

The school will remain mindful of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

### **Follow-up support**

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience as soon as possible and then at 2 week intervals for half a term.

- Reassuring the pupil.
- Offering continued support and referral for school counselling if required.
- Restoring self esteem and confidence.

Pupils who have bullied will be helped by:

- Receiving a consequence for their actions
- Discussing what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents to help change the attitude of the pupil

### **Bullying outside of school**

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

**Appendix 1****Monitoring of Bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

**Name of child/children involved in bullying**

**Name of child/children being bullied**

**Number and frequency of incidents**

Type of incident:

- a) Physical abuse
- b) Verbal abuse
- c) Abuse of personal property
- d) Gestures
- e) Ostracism
- f) Cyber Bullying
- g) Peer on Peer Abuse

**Incident dealt with by staff member (Name)**

**Action taken if any:** (Reminder Appendices 8 & 9 (Behaviour and Consequences Chart) of the Behaviour Management Policy suggest strategies for dealing with bullying.)

**This form to be completed by the named staff member and uploaded to CPOMS**