

## **ST ANSELM'S CATHOLIC PRIMARY SCHOOL ANTI-BULLYING POLICY**

Approved by the Pupil Committee of the Governing Body on **17<sup>th</sup> November 2020**  
and presented to the full Governing Body on 10<sup>th</sup> December 2020

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

### **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. We teach children to know and value their rights as set out in the articles of the UNCRC\*, and to uphold and respect those rights for others.

- *Children have a right to a primary education. Discipline in school should respect children's human dignity'. (Article 28)*
- *'All children have a right to relax and play and to join in with a wide range of activities.'* (Article 31)
- *'Every child has the right to be protected from being hurt or mistreated.'*(Article 19)`

*\*United Nations Convention on the Rights of the Child*

### **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. Bullying is defined as behaviour that is deliberately hurtful behaviour, repeated over a period of time, and often aimed at certain groups, for example because of race, religion, gender or sexual orientation The main types of bullying are:

- Physical (eg, hitting, kicking, theft, damage to property)
- Verbal (eg, name calling, teasing, being threatened, racist remarks)
- Social (eg spreading rumours, excluding someone from social groups, ignoring someone)
- Cyber (e.g. use of ICT, including mobile phone or online for example email, social networks and instant messaging, to deliberately hurt someone)
- Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships

### **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 Policy which includes the recording of racial incidents
- Annual promotion of Anti-Bullying Week
- 'Keeping Children Safe in Education' *DfE Sept 2020*

## **VICTIMS**

### **Recognising Victims of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, unexplained tears, unusual outbursts of temper, feigning illness, taking unusual absences or clinging to adults, damaged or missing belongings. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

## **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 on request.

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, Personal Social and 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.

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**

In relation to pupils, the school will:

- Discuss children's views on the extent and nature of bullying through Circle Time and PSHE
- 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.
- Involve children in anti-bullying campaigns in school 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**

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**

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 PSHE coverage of anti-bullying themes fall within the units of work on 'relationships'. 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.

### **Guidance 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)
- Incidents of bullying will be logged on CPOMs

- Bullies and victims will be interviewed separately.
- Parents will be informed
- Sanctions will be applied as appropriate.(Ref Behaviour Policy)

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience as soon as possible.
- Reassuring the pupil.
- Offering continued support.
- Restoring self esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Involving parents or guardians to help change the attitude of the pupil

If a pupil persists in bullying despite sanctions taken by the class teacher the following disciplinary steps can be taken:

- An official warning to cease offending.
- Removal from certain areas of school premises
- Internal Exclusion (Subject to Governing Body's exclusion policy)
- Fixed term exclusion. (Subject to Governing Body's exclusion policy)
- Permanent exclusion. (Subject to Governing Body's exclusion policy)

## 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 Sanctions Chart) of the Behaviour Management Policy suggest strategies for dealing with bullying.)

**This form to be completed and returned to Mrs Monahan**