



THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS

ANTI-BULLYING POLICY

Date Policy Approved:	December 2020
Date Approved by Governors:	20 th January 2021
Date of Next Review:	Spring 2022

Our Mission Statement

We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can all grow to love God and each other more.

At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore, this policy will reflect the Catholic identity and mission of our schools and the values it proclaims.

The governors and staff of the schools are committed to their legal responsibilities. The Education and Inspections Act 2006 (section 89) states that '*schools must identify and implement measures to promote good behaviour and respect for others and prevent all forms of bullying.*'

This policy is also in accordance with the Equality Act 2010 and includes any protected characteristics which include racism, sexism, homophobia, biphobia and transphobia.

As such our schools we are committed to a policy of inclusion and equality where all children are able to accept diversity and through our Gospel Values respect one another.

We believe that bullying behaviour is totally unacceptable and actively seek to ensure that all children feel happy and safe in school. We know that as children grow and learn, they make mistakes. This policy also reflects our Gospel Value of forgiveness and once we help pupils to resolve difficult situations, we aim for everyone to forgive, forget and move on.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. However, we do recognise that there can be isolated incidents that can be deemed as bullying. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of age, special educational needs or disability, race, religion or belief, sex, sexual orientation, gender identity, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. 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 can be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capability 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. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or

horseplay it can also lead to reluctance to report other behaviour. Early intervention can help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

We believe it is important that:

- All children feel safe whilst learning to play and relate to others
- All children are treated fairly, with respect and no loss of dignity
- We listen carefully to what all children have to say
- We treat reports from all children seriously and take prompt, appropriate action

This is built on the 4 Rights and 4 golden playground rules promoted in our behaviour policy.

The nature of bullying

It is generally accepted that bullying behaviour takes the form of being deliberately hurtful to others, or behaving in a way that causes others to feel threatened or intimidated. Bullying behaviour is often repeated over a period of time. Victims of this behaviour find it difficult to defend themselves or to share with others what is happening to them. Bullying behaviour tends to be secretive or 'covered up' and can therefore be difficult to detect. It is clear that this form of behaviour is harmful to both 'victim' and 'bully' and prompt action is needed to offer real support to all children and families involved.

All members of school staff will listen to and take seriously any accusations of bullying and the incident will be recorded on the school proforma (Appendix B) and added to CPOMS (the school's software system for recording concerns about safeguarding, including bullying and cyberbullying). Where it is clear that a child or group have acted in a predetermined way to target an individual or individuals, the school will report it to the governing body. It is important that all bullying behaviours are identified and dealt with to keep children safe.

Bullying can take many forms

Bullying is behaviour that is deliberately hurtful (including aggression), that is sometimes isolated or sometimes repeated often over a period of time and where it is difficult for victims to defend themselves. It can take many forms including:

- Physical – hitting, kicking, taking belongings
- Verbal – teasing (or banter), name calling, insulting, making offensive remarks
- Cyberbullying – malicious texts, emojis on social media
- Indirect – spreading nasty stories about someone, exclusion from social groups, isolation from others, intimidation

Bullying is usually part of a pattern of behaviour rather than an isolated incident.

If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with appropriately.

Bullying is an abuse of power.

Bullying can affect all relationships: adult to adult, pupil to adult, pupil to pupil, and adult to pupil.

Adults in school can bully by means of sarcasm, putdowns, making comparisons and name calling to maintain control of a class.

Pupil's attitudes to bullying

The most important indication of bullying behaviour is whether a 'victim' themselves believes that they have been subject to bullying. At our schools we strive to ensure that all systems enable all children to tell us if they feel they have a problem relating to bullying behaviour. We ensure all children know that what they say will always be listened to and taken seriously.

Strategies in school to prevent bullying behaviour include:

- Careful implementation of the Behaviour, Equality, SRE & Curriculum policies.
- Encouragement & development of good relationships between children and between staff and children.
- The use of collective worship and circle time to explore those relationships, areas of conflict, feelings, ideas and opinions.
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns.
- Working with children to help them grow in understanding of the consequences of their actions.
- Working with other agencies – e.g. other schools, Behaviour consultant, play therapist, Educational Psychologist, CAHMS, Children's Services.
- All staff who work with children to have appropriate training and a clear understanding of the school's approach to behaviour management, anti-bullying, equality, safeguarding.

What should parents/carers do if they think/feel/believe their child is being bullied?

Parents/carers should contact the school. The first point of contact is the child's class teacher. It is important that parents feel confident to talk to staff about their concerns.

A senior leader will be actively involved in all such cases either through discussion with the children concerned or the class teacher and welcomes parents to share their concerns so that prompt action can be taken.

Good practice for staff when working with parents

- Recognise that it is normal for parents to experience anger or feel upset.
- Keep an open mind.
- Remain calm and understanding.
- Refrain from making instant decisions and explain clearly that it will take time to investigate incidents thoroughly before passing any judgement.
- Reassure the parent that any incidents will be followed up promptly.
- Make it clear that the school does care.
- Agree a timescale to speak to the parent after investigations have been made.
- Clearly explain school policy and procedure and ensure that it is followed.
- Use and follow the 'reporting bullying' forms (Appendices C & D)
- Feedback promptly to a senior leader and ask for next steps advice.

- Explain to parents that discussions will relate to their child only and actions taken to address the situation relating to their child. It is not appropriate to discuss other children or any actions or sanctions put in place except to reassure parents that appropriate measures are in place to ensure the well-being of their child in school.

Investigating reported incidents of bullying

- Suspected or alleged bullying must never be ignored.
- Collect accounts from all related sources, listening carefully and avoiding assumptions.
- Talk to children individually rather than in groups.
- Encourage children to be honest and open in their accounts of events.
- Use and follow the 'Anti-Bullying Incident forms' (Appendices B & C)
- Check with other staff if other incidents have been observed or changes in children's behaviour been noted.

Action for the school

- Staff to record all incidents on the 'Anti-Bullying incident forms'. (Appendices B&C)
- Meet with the victim.
- Encourage to talk about incidents, thoughts, wishes and feelings.
- Acknowledge their feelings and offer support.
- Arrange a suitable programme of support.
- Inform parents.
- Meet with the child/ren alleged to have been involved in bullying behaviour.
- Encourage children to talk about reported or unreported incidents.
- Listen carefully to their perception of the incidents.
- Try to explore any possible motivation for the behaviour.
- If bullying behaviour has taken place, explain that it is totally unacceptable and encourage the child to acknowledge that the behaviour is wrong and needs to stop.
- Arrange a programme of support with the child, designed to explore reasons for the behaviour and to ensure that there is no reoccurrence.
- Mediation will be used between victim & perpetrator (s) where appropriate to support the right choices being made and good friendships rather than retaliation. However, in serious cases this may not be suitable.
- The Executive Headteacher or Deputy Headteacher will decide at what point it is appropriate to make contact with parents depending on the nature of the incident. Children will be offered the opportunity of having their parents involved to support the process throughout.
- Should any incidents of bullying behaviour be deemed of a particularly serious nature the Executive Headteacher will inform the parents immediately of the possibility of exclusion.
- The Executive Headteacher may take the decision to exclude a child immediately for serious bullying behaviour. Parents will have the right to appeal to the Governing Body and the Local Authority.

A Child Friendly Anti-Bullying Policy

Children on the JLT have worked with senior leaders to review our anti-bullying policy and have written a policy which is more child friendly and accessible for all pupils. (See Appendix A). This is displayed in each classroom, in cloakrooms and toilets.

Monitoring and evaluating the effectiveness of the Anti-Bullying Policy

- Monitoring of CPOMS (half termly) by senior leaders.
- Monitoring of the playground behaviour logs (red and yellow card offences) on CPOMS.
- Weekly safeguarding meetings.
- Review meetings with pupils following bullying incidents (Appendices B&C)
- Letter to parents following bullying incidents (Appendix D)
- Half termly JLT meetings.
- Staff are encouraged to raise concerns with senior leaders as a matter of importance.
- Annual pupil consultations.
- Half termly report to governors.
- Termly Quality Assurance with the school improvement partner.
- Annual review of behaviour, anti-bullying & e-safety policies.

This policy was reviewed during Anti-Bullying week 2020 with pupils, parents and staff.

Appendix A

Anti-Bullying Policy for Children

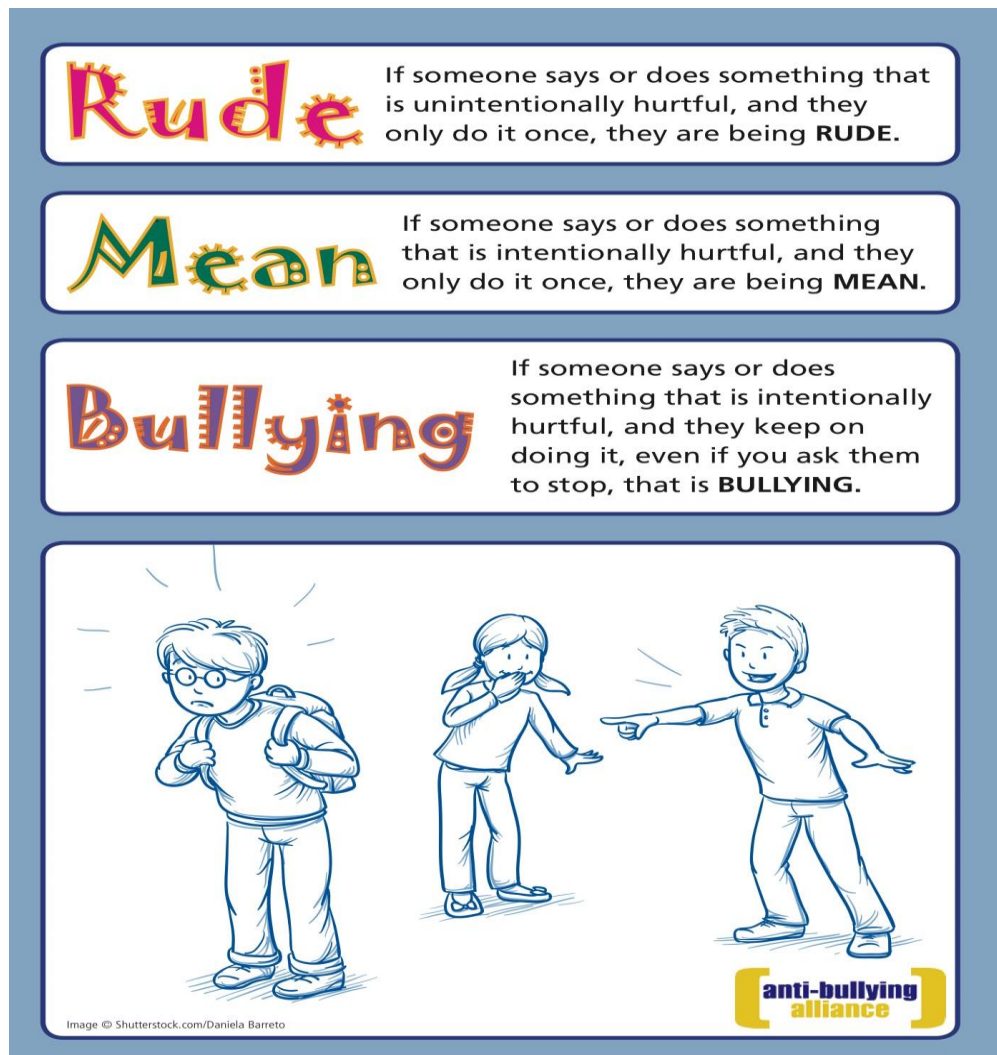
ANTI-BULLYING POLICY

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Everyone in our school wants to keep all children safe. We think this policy helps everyone to do this.

What is bullying?

We like to use this picture below to help us decide whether or not someone is being bullied. We find it has helped us lots!



In our school, a bully is someone who hurts someone by using behaviour which is meant to hurt, frighten or upset another person...

SEVERAL TIMES ON PURPOSE

This could be name calling, physical hurting or threatening to hurt someone, spreading unpleasant stories about someone or making someone feel like they are on their own.

Here are some examples of bullying behaviour;

Emotional: Hurting people's feelings, leaving you out, being bossed about, giving dirty looks

Physical: Punching, kicking, spitting, hitting, pushing.

Homophobic: Calling you 'gay' or 'lesbian'

Transphobic: Questioning & challenging your gender because of what you wear, look like, hair style, hobbies

Through another person: Sending a classmate or another child with horrid or nasty messages

Verbal: Being teased, name calling or using our hands to make unkind gestures

Racist: Calling names because of the colour of someone's skin

Cyber: Bullying through social media, texts, Snap chat, Instagram, WhatsApp, Tiktok, online games or emails

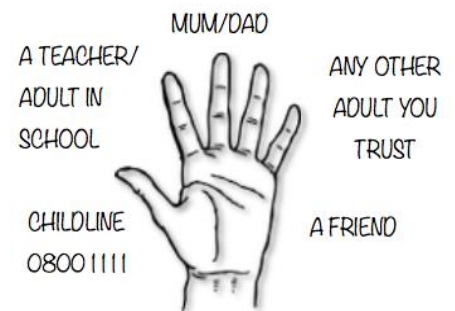
Disabilist: Being mean towards someone or leaving them out of a game because they are disabled or have an additional need



Verbal
Homophobic Racist
Excluding Sexist
Physical Disabilist Cyber
Rumours

What should I do if I'm getting bullied?

START
TELLING
OTHER
PEOPLE



YOUR HELPING HAND

DO	DON'T
<ul style="list-style-type: none"> • Use eye contact and tell them to stop. • Ignore them • Walk away • Remember, it is NOT your fault! • Act as though you don't care what they say or do, "sticks and stones will break my bones..." • Report the bullying using our helping hand framework 	<ul style="list-style-type: none"> • Do what they say • Look upset or cry • Get angry • Hit them back

What will I do if I see someone else getting bullied?

- Don't walk away and ignore the bullying
- Don't join in with the bullying behaviour if the bully asks you
- Don't copy the behaviour
- Report the bully and the incident to anybody you trust
- Tell the bully to **STOP** if it is safe to do so
- Don't stay silent or the bullying will keep happening



What will our school do to **S.T.O.P.** bullying?

We want our school to make everyone feel safe and happy. Bullying can make people feel frightened and unhappy. To deal with bullying in our school we will help everyone in accordance with our mission statement and our Gospel Values to;

- Get on together (**tolerance**)
- **Respect** and understand each other
- To appreciate that everyone has the right to be an individual
- Hold circle time to address fears and anxieties
- Educate ourselves about bullying and the impact of it through PSHE lessons and Anti-bullying Week



School Procedure

- Your class teacher will investigate and record on an incident form any reports of bullying
- Teaching Assistants will report any incidents of bullying in the playground to the teacher
- Your class teacher will tell the Deputy Headteacher or head teacher and pass on a copy of the report
- Headteacher or Deputy Headteacher will investigate further, especially if it happens again

- Your class teacher will make sure that the bullying stops, for good
- Your class teacher and all staff will help you to resolve it and put things right

This child friendly policy is reviewed by the JLT and then presented to all children, staff and parents every year.



Appendix B

Anti-Bullying Incident Form A (to be completed with the victim of bullying)

Name of pupil:		Year group:			
Date of reported incident:		Time of reported incident:			
Staff carrying out the interview:					
Any others present?					
Category for CPOMS:					
Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Indirect <input type="checkbox"/>					
Racist <input type="checkbox"/> Sexism <input type="checkbox"/> Homophobic <input type="checkbox"/> Appearance <input type="checkbox"/> Ability <input type="checkbox"/> Social Background <input type="checkbox"/>					
What has happened?					
Has it happened before? If so, how many times?					
Who was involved?					
Where did it happen?					
Playground		Classroom	Toilet	Cloakroom	Corridor
Out of school					
Other – please specify					
Were there any witnesses?					
How did you feel when it happened?					
What if anything, have you done about it already?					
How are you feeling now?					

What would you like me to do to help you?

Comments from parent/carer

Action to be taken by school

Action	Time frame	Lead person	Next steps

Follow up action checklist: Victim

Has the pupil had the chance to say what happened?	Yes/No
Has the pupil had an opportunity to talk to the person doing the bullying about how they feel?	Yes/No
Has the pupil been given support to make sure they feel safe and gain confidence?	Yes/No
Has a date been set to review the situation to make sure it has been resolved?	Yes/No
Has the school put things in place to stop it happening again?	Yes/No
Have the pupil's parents/carers been involved?	Yes/No
Will the pupil be offered extra support if they need it?	Yes/No
Has the pupil been informed of the outcomes and actions taken?	Yes/No
Is the pupil ready to forgive, forget and move on?	
If no bullying has taken place or there is insufficient evidence, is there clear actions to re-assure and meet the needs of those concerned?	Yes/No
Has it been recorded on CPOMs	Yes/No

Signed:

	Pupil
	Parent/carer
	Staff member



Review Date 2: (suggested 1 week) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carers
	Staff member



Review Date 2: (suggested 4 weeks) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	pupil
	Parent/carers
	Staff member

Appendix C



Anti-Bullying Incident Form A2 (to be completed with the person accused of bullying - perpetrator)

Name of pupil:		Year group:			
Date of reported incident:		Time of reported incident:			
Staff carrying out the interview:					
Any others present?					
Category for CPOMS:					
Physical <input type="checkbox"/>		Verbal <input type="checkbox"/>		Cyberbullying <input type="checkbox"/>	
				Indirect <input type="checkbox"/>	
Racist <input type="checkbox"/>		Sexism <input type="checkbox"/>		Homophobic <input type="checkbox"/>	
		Appearance <input type="checkbox"/>		Ability <input type="checkbox"/>	
				Social Background <input type="checkbox"/>	
What has happened?					
Has it happened before? If so, how many times?					
Who was involved?					
Where did it happen?					
Playground	Classroom	Toilet	Cloakroom	Corridor	Out of school
Other – please specify					
Were there any witnesses?					
How did you feel when it happened?					
What if anything have you done about it already?					
How are you feeling now?					

What would you like me to do to help you?
Comments from parent/carer

Action to be taken by school:

Action	Time frame	Lead person	Next steps

Follow up action checklist: Perpetrator

Has the pupil had the chance to explain the reasons for their behaviour?	Yes/No
Has the pupil been told that what they have done is wrong and that we may have to put some supportive measures in place?	Yes/No
Does the pupil know how the victim is feeling?	Yes/No
Has the pupil had some time to reflect?	Yes/No
Has the pupil had a chance to say sorry?	Yes/No
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	Yes/No
Has the pupil identified someone they trust to talk to about how they are feeling?	Yes/No
Has the pupil been encouraged to develop their talents and skills?	Yes/No
Has the pupil had an opportunity to prove that they are a good citizen of our school community?	Yes/No
Have parents/carers been involved	Yes/No
Is the pupil ready to forgive, forget and move on?	Yes/No
Has it been recorded on CPOMs	Yes/No

Signed:

	Pupil
	Parent/carer
	Staff member



Review Date 2: (suggested 1 week) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carers
	Staff member



Review Date 2: (suggested 4 weeks) please circle

Date:

Time:

Resolved	Unresolved
Further intervention needed	Further monitoring needed

Action	Time frame	Lead person	Next steps

Signed:

	Pupil
	Parent/carer
	Staff member

Appendix D

Letter to parents/carers following a bullying incident

Dear Parent/Carer,

Your child was recently the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give your consent.

How easy was it for your child/you to report the bullying (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
How satisfied are you with what we did to make your child feel safe? (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
How satisfied are you with the support your child has had since the bullying incident from the school? (circle one) (1: not easy) (5: very easy)				
1	2	3	4	5
Comment if we could improve:				
Overall, how satisfied are you with the way in which our school deals with bullying incidents? (circle one) (1: not satisfied) (5: very satisfied)				
1	2	3	4	5
Comment if we could improve:				

Thank you for your help in completing this. We will use information to think about what we do to tackle bullying and make our school one where pupils and parents feel confident that we will address any issues, no matter how difficult. We want pupils and parents to feel confident that we do not tolerate bullying behaviour and confident that our systems support children as they continue to learn and grow.