



## St Edward's Anti-Bullying Policy

Name of School	St Edward's Catholic Primary School
Policy review Date	September 2020
Date of next Review	September 2021
Who reviewed this policy?	Ms Diane Tatnell Assistant Head Teacher for Inclusion.



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### **Aims of this Policy**

As a Catholic school, we encourage and actively promote harmony between all of God's people. At St Edward's School everyone takes this responsibility seriously- staff, governors, parents and children- so that true harmony and the essence of the Christian message of love for one another are living facts in our daily lives.

Effective learning can take place only when pupils and staff have a feeling of self- confidence, wellbeing and security and are in conditions conducive to equality of opportunity, mutual respect, tolerance and co-operation. Children cannot learn in fear and we have a responsibility to create and maintain a secure and safe environment at school for pupils in our care. Urgent and effective action is necessary by all in our school community where any offensive act, hostility or incitement is found.

At St Edward's Catholic Primary School, we aim to:

- Provide a Christian environment in which to promote the spiritual, moral, social, cultural and intellectual development of all members of the school community.
- Inspire members of the school community with a love of learning and a desire to achieve their full potential.
- Encourage children to be sensitive to the needs of themselves and others.
- Prepare children for the opportunities and responsibilities of their future life.
- Monitor and promote equality of opportunity.
- Develop positive relationships with the wider community.
- To enable bullying to be dealt with and managed in a fair and equal manner throughout the school.
- To inform staff, parents, pupils and governors of the set procedures in dealing with bullying throughout the school.

### **Legislation and guidance**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### **Definition of bullying**

**Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally** (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017, pg 8)

Bullying can be aggressive behaviour or quiet threats that cause another person to feel weak and vulnerable and unable to defend themselves.

Bullying is usually considered to be:

- Deliberately hurtful
- Repeated, often over a period of time

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- Difficult for victims to defend themselves against
- Intentional and unintentional
- Comes in the form of graffiti, offensive noises and gestures, aggressive posturing and offensive language.

There are four main types of bullying

**Direct Verbal** bullying may include name-calling, unpleasant comments about ethnic origin, nationality, colour, disability, sexual orientation or about family members, making/spreading derogatory remarks about the person or things associated with the person and racist comments. **Indirect verbal** is the intimidation and harassment, through pressure from members of a group against an individual so that he/she feels uneasy or frightened. Spreading rumours about an individual and socially excluding them.

**Physical bullying** can range from physical attacks to the person to just persistent gentle uninvited taps and touches. Derogatory comments about emerging puberty. It can also include physical damage to the victim's property.

**Emotional bullying** can include excluding the victim consistently from working and playing within peer groups. It can include the persistent putting down of someone in front of others to make that person feel worthless and the perpetrator feels dominant and powerful. (Any unfriendly gestures/behaviour).

**Online bullying** is the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

### **Specific Types of Bullying**

The school recognises that although anyone can be bullied for almost any reason or difference, some pupils may be more vulnerable to bullying than others. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying

### **Recognising Signs and Symptoms**

The school recognises the fact that some pupils are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Pupils who are being bullied may demonstrate physical, emotional and behavioural problems - See Appendix A for a list of signs and symptoms.

The school also recognises that pupils may bully for a variety of reasons. Recognising why pupils bully supports the school in identifying those who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of pupils who bully is key to selecting the right responsive strategies and to engaging the right external support. - See Appendix B for possible reasons why some pupils may engage in bullying.

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### **Reporting and Responding to Incidents of Bullying**

The school encourages the whole school community to report all incidents of bullying, including pupils who have experienced being bullied and bystanders who have witnessed an incident.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff, including teachers and support staff who are aware of the importance of listening to children's concerns. We encourage all children to think about significant members of the school community that they can go to when they have a problem.
- A Designated team for Child Protection
- Positive behaviour strategies are promoted through classroom work and assemblies
- The policy is available to parents on the school website in order for them to reinforce with their children the expected social behaviour at school.

The school has an agreed procedure for responding consistently to incidents or allegations of bullying:

### **Responsibilities of all stakeholders**

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

#### **The Head will:**

- Determine the strategies and procedures and review them regularly.
- Discuss development of the strategies with the Senior Management Team.
- Ensure that all staff have an opportunity of discussing strategies and are aware of procedures.
- Ensure that appropriate training is available.
- Report to the governing body.

#### **The Learning Mentor will:**

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both the bullied and the bullies.
- Keep SLT informed of incidents.
- Refer and liaise with inter agency working groups if necessary
- Determine how to best involve parents in the solution of individual problems
- Ensure proper record keeping and record all incidents in the Behaviour Incident file in the stored in the Inclusion Room

#### **The Phase Leaders will:**

- Be responsible for ensuring that the school's positive strategies are put into practise.
- Know the school's procedure and deal with any incidents that are reported.
- Be responsible for liaising with the Learning mentor over all incidents involving pupils in their phase.
- Be involved in any agreed strategy to achieve a solution.

#### **All staff and volunteers will:**

- Know and follow all relevant policies and procedures.

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- Be observant and talk to pupils.
- Never let any incident of bullying pass by unreported, whether on site or during an off-site activity. systems.
- Act to always reduce the risk of bullying and in places where it is mostly likely.

### Dealing with incidents

- If a teacher suspects or is told about a bullying incident, they must inform the learning mentor immediately who will interview all parties.
- If a racial element to the bullying is suspected the Head/Inclusion Manager must be informed immediately
- The learning mentor will inform the relevant senior member of staff and an appropriate strategy and plan of action to combat the bullying will be decided upon.
- The Bullying Incident Report form will be completed by the Learning Mentor, which records the incident including the appropriate strategy and plan of actions and must be filed in the Behaviour Incident file in the Inclusion Room.
- The implement of the strategy will be overseen by the Head or of member of SLT.
- Parents of pupils who are being bullies and parents of the bullies will be involved in the solution to the problem as appropriate and will be kept informed by the relevant staff.

### Supporting Parents

- The school will educate parents in advance so that they are aware of symptoms and signs of bullying and will provide clear guidance as to the procedures involved should they be concerned that their child is being bullied.
- This will be done through coffee mornings, leaflets and workshops provided by Anti bullying organisations (e.g., Kidscape, Anti-Bullying Alliance)
- Examples of guidance provided to parents can be found at appendix one.

### Supporting Pupils

**Bullied Pupils:** Staff who deal with pupils who have been bullied, must always offer reassurance. Pupils who have been bullied will be given support.

**Bullies:** It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff.

### Sanctions

Sanctions are determined by the nature of the bullying on a case-to-case basis, but may include:

Writing a letter of apology

Removal from the group/class

Withdrawal of break and lunchtime privileges

Withholding participation in any school trip or sports events that are not essential part of the

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curriculum

Any sanction must be discussed with the Head.

Fixed term and permanent exclusion from school.

An exclusion would only be considered in a case of extreme and continuing bad behaviour, bullying, sexual harassment etc. Any exclusion would be discussed and agreed by the Chair of Governors and the Head.

Anti-bullying Education in the Curriculum

- The school will raise the awareness of the anti-social nature of bullying through PSHCE programmes, school assemblies, school council and in the curriculum as appropriate.
- The Inclusion Manager is responsible for initiating and developing an anti-bullying programme as part of Anti-Bullying week held in the autumn term.
- Parents will also be made aware through coffee mornings, workshops and invitations to anti-bullying assemblies.

Monitoring the effectiveness of our approach

The head and Senior Leadership team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.



## Appendix A: Signs and Symptoms:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

## Role of Parents:

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, Learning Mentor or a member of SLT
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
5. 6. An attempt will be made to help the child using unacceptable behaviour.





**Appendix B: Possible reasons why some CYP may engage in bullying include:**

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.



**Appendix C**  
**Bullying Incident Report Form**

SECTION A: ALLEGED BULLYING INCIDENT			
Target: Name(s)		Year group	Class
Ethnicity:		Gender: M / F	
SEN Stage:		Home language:	
Looked-after child: Y / N		Young carer: Y / N	
Member of staff to whom the incident was reported:			
Date of Incident:		Time of Incident:	
Location of incident:			
Target's Account / Concern of parents/carers:			
Alleged perpetrator(s): Name(s)		Year group	Class
Nature of incident including details of any injury or damage to property, etc			
Circle any elements that apply:			
Form:	Physical	Verbal Direct	Verbal Indirect Cyberbullying



Type:	Race/religion/culture	Sexual/sexist/transphobic	Homophobic
SEN/disability	Home circumstances	Gifted/talented	Health conditions
Other:			
Parents/carers of alleged target(s) informed:			
Date:		Time;	

SECTION B: ACCOUNTS OF THOSE INVOLVED		
Alleged perpetrator(s) account of the incident		
Name(s)	Year group	Class
Bystanders'/ witnesses' accounts of the incident		
Name(s)	Year group	Class



Parents/carers of alleged perpetrators informed: Date _____ Time _____
<b>SECTION C: ACTION TAKEN</b>
Details of immediate action taken:     
Monitoring of action taken and details of follow up and longer-term action taken:     