

OUR BLESSED SAINTS FEDERATION

ANTI-BULLYING POLICY



Approved by:	Louise Evans (Headteacher)	Date: September 2021
Last reviewed on:	September 2022	
Next review due by:	September 2023	

ST LUKE'S CATHOLIC PRIMARY

Introduction

Our Blessed Saints Federation has placed at the central core of its Mission, respect for the unique dignity of every child, believing they are created in the image and likeness of God. The school is actively engaged in a partnership with parents, carers and all with responsibility for children, to ensure fairness and equality of opportunity, regardless of culture, colour or religious beliefs.

This policy is written for adults and should be read in conjunction with our equality, behaviour for learning, PSHE, Child Protection, Acceptable User for IT and teaching and learning policy. The school endeavours to ensure that no child is discriminated on the basis of their race, age, disability, sexual orientation, transgender or on any other unjustified grounds.

The governors and staff of Our Blessed Saints Federation fully recognise the contribution explicit anti-bullying work makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

Child friendly versions written by children for children are also available and are reviewed by children of all ages each year.

We welcome parents' contributions and encourage parents to make suggestions to improve and strengthen our policy.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create safe, disciplined environment where pupils are able to learn and fulfil their potential.

Values and ethos

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

All governors and staff agree that bullying cannot be condoned in any form and uses the Anti-Bullying Alliance definition.

The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

What is bullying?

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, family background, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. It takes many forms and can include:
 - physical assault
 - teasing
 - making threats
 - name calling
 - cyberbullying - bullying via mobile phone or online (for example email, social networks, gaming and instant messenger)

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.

Bullying is not when pupils fall out or have disagreements with each other.

Aims of the policy

- To promote a climate of trust and openness that allows a child, parent or member of staff to have the confidence to report any incidents of bullying.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard victims and perpetrators, and of their responsibilities

in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.

- To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
- To provide a systematic means of monitoring children known or thought to be responsible for behaviour deemed to be bullying and support a change in their beliefs and thoughts.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected bullying abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

Policy into procedure

Our school procedures for safeguarding children are in line with Children Services Authority (CSA) and the Local Safeguarding Children Board (LSCB) procedures.

We will ensure that:

- We have designated members of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right.

The Designated Safeguarding Leads are:

Miss L Evans

Miss L Russell

Miss S Holmes

Mr P Duffield

Out of School Clubs: Miss H Davies

Governor with responsibility for Safeguarding – Mr Mike Jenkins

- All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse.
- All members of staff know how to respond to a pupil who discloses bullying.

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- Our procedures are regularly reviewed and up-dated.
- All new members of staff are given a copy of our anti bullying policy as part of their induction into the school.

Roles and Responsibilities

The Designated Safeguarding Leads are responsible for:

- Adhering to the LSCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

In school, the principles and aims of the policy will be taught as each child accesses the various key stages, and there will be expectancy once the child has learned the principles and aims, that they will increasingly influence how a child will behave and interact with other children.

Encouraging Good Behaviour for Learning

At St Luke's Catholic Primary School we have routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school.

- As with the sanctions for inappropriate behaviour, there are a range of rewards that we use to encourage and reinforce good behaviour for learning.

Good news!

- Praise
- House points
- Good Mentions
- Phone calls home
- Talking to parents

- Attendance awards
- Individual class rewards
- Golden time

Cyber-bullying

We recognise that bullying increasingly takes place in “cyber” environments, such as on the internet and through the use of mobile phones. (See E-Safety Policy) In whatever form, we will take action to prevent this and parents are informed of all incidents. We ask that parents contact staff in school if they feel that this is happening at home. In some cases these incidents can be treated as a Safeguarding issue. (See Safeguarding Policy)

The Designated Safeguarding Leads for Safeguarding are;

Miss L Evans

Miss L Russell

Miss S Holmes

Mr P Duffield

Out of School Clubs: Miss H Davies

Governor with responsibility– Mr M Jenkins

We recognise and will act in accordance with guidelines set down by the DfE on cyberbullying as specified on www.gov.uk/.../Cyberbullying.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure every pupil - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the pupil could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the pupil and parents. (See Behaviour Policy)

Racist Bullying

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people’s skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded. All racist incidents are recorded and reported to the Local Authority.

Supporting Children who are being bullied

- We recognise that a child who has intermittent or persistent abuse by

bullying may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school.
- Delivering explicit and implicit anti bullying messages across the curriculum and throughout the school day.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti-bullying campaigns.
- Notifying Children's Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and reassurance for the victim paramount.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Bullying of Staff

- Bullying of staff by other staff, pupils or parents will not be condoned.
- Staff should report any such incidents to the Headteacher immediately. If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.

Allegations of bullying against staff

- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Principal Officer Child Protection for Schools & Early Years, or in their absence the Safeguarding Advisory Service.
- If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with the Principal Officer for Schools & Early Years.
- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.
- If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Reporting bullying

All pupils and parents are encouraged to report any incidents of bullying immediately. A written record of the information shared will be made and a thorough investigation will take place by the Headteacher. The outcome of the investigation will be shared with the parents of the victim and perpetrator. If the outcome of the investigation is not satisfactory, then parents will be encouraged to take their concerns to Governing Body under the usual complaints procedures.

Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Special Educational Needs and Disabilities

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Cyberbullying

We recognise that bullying increasingly takes place in “cyber” environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. As such these incidents will be treated as a Child Protection issue.

Upon any incident where “cyber” bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done with The Designated Person for Child Protection and the Headteacher, and if appropriate, outside agencies.

We recognise and will act in accordance with guidelines set down by the DCFS on cyberbullying as specified on www.dcf.gov.uk/bullying.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Physical Intervention

- We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- This policy is in line with the local authority Policy on Physical Intervention.

The curriculum and Anti-bullying related activities and events

As a school we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.
- Include in the curriculum on a weekly basis, PSHE, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Ensure that if there are any incidents of bullying in particular classes or year groups that these are dealt with swiftly, involving the perpetrator and victim and their parents.
- Work with Theatre Groups and other professionals working within the Child Protection arena to equip young people to stay safe.
- Our Children's Safeguarding Board will work as mentors at lunchtime and playtime, by making themselves available to any children who want to discuss any worries they have. They meet regularly as ambassadors of the children to promote various issues such as children's mental health and staying safe, communicating to children through assemblies, posters, campaigns, competitions etc.

WHAT SCHOOL WILL DO AGAINST BULLYING








St Luke's teaching and support staff will look out for signs of bullying and will act straight away and deal with it.

We will:

- Never ignore suspected bullying
- Never make assumptions
- Listen carefully to all accounts

- Work with children to solve the problem
- Follow-up to check bullying has not started again

THE FOLLOWING STEPS WILL BE TAKEN WHEN DEALING WITH INCIDENTS:

1. Child / parent / friends report bullying to a member of the teaching team, or bullying is noted by a member of the team

2. Children's views are listened to (parents may be involved) to ascertain the reasons for such behaviour.

3. Sanctions are considered / applied as appropriate.

4. An action plan / targets are agreed between the children involved. Targets usually encourage children working / playing together in school.

5. Regular checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.

6. Parents / Carers are regularly informed of progress

7. Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, action plans and Individual Education Plans will be shared, as a matter of course, with parents/carers at all Parents' meetings. Discussions during these meetings will remain confidential unless safeguarding issues are raised and need to be referred on to the appropriate agencies. Please note: meetings for parents will be separate (victims/perpetrators' parents will not be together and no confidential information will be shared between parties).

8. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies (Community Support

Officer/Family Connect or other appropriate agencies / exclusion) are considered. These agencies and support mechanisms are shared with parents.

A clear account of the incident will be logged in CPOMS (our online safeguarding system).

Bullying

Definition: Somebody *persistently* doing something to you, physically, verbally or emotionally that you don't like. Children are taught the '**STOP**' acronym to help identify bullying - bullying is *Several Times On Purpose*.

All children can fall out with each other from time to time. Everyone has good days and bad days. **When we use the term 'bullying' we do not mean general playground squabbles or disagreements.**

IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD OR SOMEONE ELSE'S CHILD LET A MEMBER OF STAFF KNOW STRAIGHT AWAY. DON'T KEEP IT A SECRET OR BE AN ONLOOKER!

Signs to look out for:

- Child becomes shy, loses confidence
- Sudden temper tantrums or nightmares
- Clothes torn or missing
- "I don't want to go to school", "I feel sick."
- Child may start to bully others.

REMEMBER Bullying is a problem that can cause extreme anxiety. Close liaison between home and school will save considerable distress. Once the problem has been recognised solutions can be quickly agreed.

REMEMBER STOP BULLYING! 'START TELLING OTHER PEOPLE'

Health & Safety

Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

The role of Governors

- To determine and keep under review a statement of principles that shapes the school's behaviour policies.

- To publish and keep under review a behaviour policy to include bullying policy.
- To proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it.
- To be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.
- To consult the whole school community around policy and procedure.
- The Designated Safeguarding Governor is: **Mr M Jenkins**