



*Be yourself, but be it very well.*

## **St Cuthbert's RC Primary School**

**'The best interests of the child must be a top priority in all things that affect them.'**

*Article 3 of the United Nations Convention on the Rights of the Child*

### **Anti-Bullying Policy**

#### **Introduction**

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

*"The dignity of the human person is rooted in his or her creation in the image and likeness of God." Catechism of the Catholic Church*

At St Cuthbert's RC Primary School, we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

At St Cuthbert's we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our mission statement is lived out so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken.

#### **Aims and objectives**

- To provide a secure, safe and positive Christian environment free from threat, harassment or any type of bullying behaviour, where children and adults can grow and develop.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent whole school response to any bullying incidents that may occur.
- To work with all members of the school community (staff, children, parents/carers and governors) to foster productive partnerships which help maintain a bullying-free environment.
- To celebrate diversity and the uniqueness of individuals.

#### **What is bullying?**

Bullying can take many forms and can be experienced in many different ways.

The Anti-Bullying Alliance defines bullying as

*'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power'*

DFE 'Bullying at school' November 2014 states that there is no legal definition of bullying. However, it states that bullying is usually defined as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation*

*It takes many forms and can include:*

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)*
- *This list is not exhaustive*

The DFE 2014 guidance states that schools should have their own definition of bullying. Bullying is defined by our school community as

***'Any repeated action which causes distress to a group or individual and which means our school is no longer a 'warm, happy and secure environment' for that group or individual.'***

## **Types of Bullying**

Bullying can be categorised into seven main types:

- Bullying related to race, religion or culture
- Bullying related to home circumstances
- Bullying related to appearance or health conditions
- Bullying related to special educational needs (SEN) and disabilities
- Bullying related to gifts and talents
- Bullying related to sexual orientation
- Bullying related to gender

## **Our Approach to Bullying**

Our approach to bullying is informed by the Catholic faith.

*"Every human being is created in God's image and likeness and therefore is valuable and worthy of respect."*

*Christ at the Centre*

## **Key Principles**

- The school leadership will work with all in our community to prevent all forms of bullying, including prejudice based bullying, and to fully address incidents of bullying as they arise.
- All bullying in its variety of forms and types will be taken equally seriously and addressed appropriately.

### **Responding to bullying**

When responding to incidents of bullying we aim:

- to make the child who has been bullied feel safe
- to encourage better behaviour from the child who has displayed bullying behaviours
- to ensure the immediate safety and well-being of the children
- to protect and support all parties while the issues are being resolved
- to respond calmly and consistently
- to take the necessary steps to resolve the issue by listening to the child/ren with sympathy and concern, discussing the incident and subsequent consequences, considering a range of strategies to ensure the bullying does not occur again.

### **Procedure when investigating an allegation of bullying:**

- We will seek information from both individuals or groups of children. All parties will be listened to carefully.
- The information is recorded on our Bullying Log which is filed in the Head Teacher's Office. Pupils will sign the record to confirm it is an accurate description of what has taken place
- Parents will then be invited into school to discuss the series of events with the class teacher, the Head teacher or both, depending on the severity of the incident. Their opinions are also recorded and taken into consideration
- Support for both groups of children will be provided such as the 'Getting Along Programme', Rainbows Nurture Group
- Sanctions for the bully will be imposed which may range from a Reflection session to exclusion for serious cases
- Parents are expected to support the school in decisions taken in order to ensure there is a positive outcome for everyone

**Sanctions:** Each allegation of bullying will be investigated thoroughly as outlined above. A sliding scale of possible sanctions is outlined below and will be used following the investigation.

- Immediate action to stop an incident of bullying in progress
- Engagement with the bully to reinforce that their behaviour is a breach of school rules and is unacceptable
- Reflection Period - loss of breaktime, loss of Tuck Shop and written reflection of actions
- Loss of school privileges - use of the gym/activity trail etc

- Withdrawal of specific responsibilities - School Council/House Leader/ representing school at sport etc
- Daily Report
- Removal from class
- Withholding participation in sports or out of school activity (if not an essential part of the curriculum)
- Fixed term exclusion
- Permanent exclusion

**Procedure if bullying continues:**

- If a child is being bullied over a period of time, the Head Teacher will inform the child's parents promptly. Parents are encouraged to report any problems at home (see Appendix guidelines) so that staff are aware and can have an understanding of any underlying issues which may result in bullying incidents
- If bullying continues after sanctions have been imposed, parents will be invited into school to discuss a way forward which all parties agree will have an impact
- Parents will be invited back to review the programme implemented and discuss the next steps to be undertaken

As a school, we strive to encourage the bully to see the impact of their actions on another child.

All recorded incidents will be carefully monitored to check for reoccurrence or patterns in behaviour or events.

**Staff training**

All adults working in the school know the anti-bullying policy and the procedures and proforma used for reporting of incidents. Training on anti-bullying is part of the induction of new staff. Anti-bullying awareness is addressed in staff meetings and specifically during Anti-Bullying and E-Safety Weeks.

All staff receive training about being sensitive to the changes of behaviour that may indicate that a child is being bullied. Those being bullied may demonstrate physical, emotional and behavioural problems or changes.

Staff are expected to take preventative measures. This includes being aware of where and when bullying might take place. The staff training includes equality training to raise awareness among staff of potential prejudicial behaviour and how not to reinforce stereotypes.

Staff attend a weekly Pastoral Briefing in which bullying allegations/incidents are highlighted sensitively to raise awareness amongst staff for around school and when they are on playground duty. Dinner Supervisory Assistants record lunchtime incidents in Behaviour Log Books and report them to class teachers. Incidents are logged onto CPOMs, which is an electronic record.

## **Curriculum**

As a Catholic school, Religious Education is the core subject of our curriculum. There are opportunities within RE to make links to reinforce the principles of human rights, Catholic social teaching and the uniqueness of the individual, made in God's image and likeness. Our curriculum as a whole is planned and delivered to enable children to develop empathy, to understand the effect bullying has on people and to take responsibility for trying to prevent bullying. Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, celebration assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Children have a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. This is explicitly planned within the PSHE and Citizenship programmes delivered in school and through the annual celebration of Anti-bully week. Staff are also expected and encouraged to take advantage of unplanned opportunities to celebrate diversity and to reinforce the principles of anti-bullying.

## **Pastoral structure**

Children are elected to the school council each year. The elected school council regularly meets with Mrs Dixon to discuss topics such as playground rules, behaviour, pupil safety.

The House System provides a structure of support for all children and helps to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Mrs Kerr and Mrs Short have undertaken Rainbows training and small group sessions run throughout the year.

From September 2018 we are a Rights Respecting School, working towards Bronze Level.

Each week, pupils enjoy Golden Playtime with a Tuck Shop as a reward for good behaviour. Those who have not behaved well, including those involved in bullying incidents, spend this time on supervised Reflection.

## **Collective Worship**

In collective worship themes and values play a part in challenging prejudice and promoting justice for all. The children are encouraged to live the gospel values by following Christ's example.

## **The Role of the Governing Body**

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through a monitoring log and the termly Head Teacher's Report to Governors. The governors require the headteacher to keep accurate

records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **Monitoring the Policy**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy termly. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective, the log and strategies will be reviewed.

It is the responsibility of the school governing body to review the effectiveness of this policy. This is done by examining the school's bullying log, and through the report of the headteacher. Governors will analyse information with regard to the types and forms of bullying.

June 2015

May 2016

November 2018: Reviewed by staff, pupils, parents and governors

Signed:

Signed:

Headteacher:

Chair of  
Governors:

Date:

Date:



'Excellence through challenge and opportunity'

## Bullying Log



'Excellence through challenge and opportunity'

Date	Year Group	Incident	Action

## APPENDIX 1:

### GUIDELINES FOR PARENTS WHO SUSPECT THEIR CHILD MAY BE BEING BULLIED

If you suspect your child is being bullied talk to your child about what is happening:

- Stay calm
- Show sensitivity
- Show concern
- Reassure your child that he or she is not to blame
- Keep a record of what your child tells you - names, dates and nature of incident
- Do not pressurise your child, give them space and time.

Once you are certain of the concerns, act, if at all possible, with your child's agreement.

Contact your child's teacher who will deal with the concern (see Annexe 1)

If you believe the incident warrants bypassing your child's teacher, do not hesitate in contacting the person responsible for implementing the Policy on Bullying (Mrs Swales or Mrs Garrity).

Maintain contact and work with school.

#### **Some Do's and Don'ts:**

- **Do** listen to your child and take their concerns seriously
- **Do** encourage your child to tell you what has happened and report incidents to school.
- **Do** help your child to find a safe solution
- **Do** inform school
- **Do** look for signs of distress shown by your child
- **Don't** ignore your child if they say they are worried by certain people
- **Don't** tell your child to 'put up with it'. Bullying is not acceptable and action needs to be taken
- **Don't** tell your child to fight back
- **Don't** contact other parents in an attempt to resolve the situation yourself, if it happens in school, school must be involved.

## APPENDIX 2:

### **Bullying related to race, religion or culture**



Racist, faith-based or cultural bullying is bullying based on a person's background, colour, religion or heritage. This form of bullying has a negative impact on a child's sense of identity, self-worth and self-esteem. It also can be negative about the child's family, and about their ethnic or faith community as a whole.

### **Bullying related to home circumstances**

The home circumstances of children can make them vulnerable to bullying. This may include obvious signs of affluence or lack of it, being a looked after child, being a young carer or having a family member with a disability or special need.

### **Bullying related to appearance or health conditions**

Children with health or visible medical conditions, or perceived physical characteristics, such as size and weight may be vulnerable to bullying.

### **Bullying related to special educational needs (SEN) and disabilities**

Children with SEN and disabilities are vulnerable to bullying. Their differences can be used by bullies to isolate them from friendship groups.

### **Bullying related to gifts and talents**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements and abilities can set them apart from their peers. This may lead to resentment and jealousy among their peers which may make them targets for bullying behaviour.

### **Bullying related to sexual orientation**

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying includes all forms of bullying but in particular it can include homophobic language. This is terms of verbal abuse used towards lesbian, gay, bisexual or transsexual people or those who are perceived LGBT. It can be used as an insult or to refer to something or someone as inferior eg derogatory use of the word 'gay'.

### **Bullying related to gender**

Sexist, sexual and transphobic bullying affects both genders. Sexist bullying is based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. Both sexes may be victims and each may be a victim of their own sex. Children who feel that they belong to another gender or do not conform with the stereotypically defined roles often ascribed to particular genders, can also become a target of bullying.

### **Forms of Bullying**

Different forms of bullying can be seen within the seven identified types of bullying. Forms of bullying include:

## **Physical**

This can include physical harm such as punching or pushing, being made to give money or belongings, or forcing a child to act against their will.

## **Verbal**

Verbal bullying can include being teased in a nasty way, being called 'gay' in a derogatory way, being insulted about race, religion or culture, being called names or being the subject of offensive comments.

## **Indirect**

This can include being deliberately excluded from groups or ignored, or being the subject of tales or rumours.

## **Electronic /'cyberbullying'**

This form of bullying includes verbal or indirect bullying via text message, email, instant messenger services or social network sites or images spread via the internet or mobile phones.

## **Homophobic bullying and using homophobic language**

Homophobic language can be used as an insult or to refer to something or someone as inferior such as the derogatory use of the word 'gay'. The derogatory use of homophobic language in our school will always be challenged even if it appears to be being used without any homophobic intent.

## **Children with SEN or disabilities**

Our school is committed to actively promoting the equality of opportunity for all children with SEN or disabilities. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) school will expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

## *APPENDIX 3:*

### **BULLYING GUIDELINES:**

Our guidelines are based on the following:

- We cannot expect children to draw attention to bullying when it happens.

- Adults in school do take bullying seriously and will do something about it.
- Adults must be a positive role model in the way they treat other adults, other children and young people. Their own behaviour must not be seen to encourage bullying.

**Signs of bullying (NB some victims do not appear to reveal any outward signs):**

- Become withdrawn, clingy, moody, aggressive, un-cooperative or non-communicative
- Behave in immature ways
- Sleep or appetite problems
- Concentration difficulty
- Variation in school work
- Cuts, bruises etc without adequate explanation
- In possession of extra money or stealing
- Clothes or possessions which are lost or damaged
- Complain frequently of feeling ill
- Marked change in a well-established pattern of behaviour

*APPENDIX 4*

**List of Useful Contacts:**

**Phone Numbers:**

Childline: 0800 1111 - a free confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day.

EACH: 0800 1000 143 - a free phone helpline for children experiencing homophobic bullying. Open Monday-Friday 10am-5pm.

Parentline Plus: 0808 80002222 - a free 24 hour helpline for anyone caring for children (08000 783 6783 textphone for deaf or hard of hearing).

**Websites:**

Anti-Bullying Alliance [www.Anti-Bullyingalliance.org.uk](http://www.Anti-Bullyingalliance.org.uk) - information, resources and advice relating to bullying.

Beatbullying [www.beatbullying.org](http://www.beatbullying.org) - resources and lesson plans looking at the issue of bullying for primary and secondary pupils.

Cybermentors [www.cybermentors.org.uk](http://www.cybermentors.org.uk) - a safe social networking site providing information for young people affected by bullying

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk) - bullying advice, helpline, information, anti-bullying resources and training.

Need2Know [www.need2know.co.uk](http://www.need2know.co.uk) - youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc

NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk) - advice on what to do if you are being bullied or know someone who is.

Think U Know [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - website for cyberbullying and e-safety information. It has separate areas for parents/carers and children 5-7 yrs, 8-10 yrs and 11+ yrs.