



Anti Bullying Policy **2024**

Through Christ we believe, inspire, achieve.

Completed by: L Dinsdale & SLT
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1. General Statement

English Martyrs Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth. Bullying is unacceptable in our school and will not be tolerated. All schools have a legal responsibility for preventing and tackling bullying, as outlined in legislation:

“Maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.”

Section 89, Education and Inspections Act 2006

Through the Equality Act 2010 all schools are required to uphold the three aims:

- *“eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act*
- *advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *foster good relations between people who share a protected characteristic and people who do not share it.”*

Equalities Act 2010

Please refer to **Appendix 3** for comprehensive National Legislative and Policy Context to this policy.

Other school policies which support our Anti-Bullying Policy include those regarding Behaviour, PSHE and Citizenship, Equality, SEND, Safeguarding and Child Protection, Intimate Care, e-Safety, Confidentiality and Religious Education.

Aims:

- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying in school;
- To support everyone in the actions to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- To promote an environment where it is **not** an offence to tell someone about bullying; or
- To promote positive attitudes in pupils.

2. Equal Opportunities

Inclusion is at the centre of everything we do at English Martyrs. We recognise the varying needs of all our learners, staff, governors and visitors and so differentiate where necessary and as appropriate. Equal opportunities will be given to all children, staff, governors and visitors in respect of:

- Race
- Gender
- Culture
- Special Educational Needs

3. Definition of Bullying

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. There are different sorts of bullying, but the main types are:

PHYSICAL	hitting, kicking, taking or hiding belongings including money.
VERBAL	name calling, teasing, insulting, writing unkind notes.
EMOTIONAL/INDIRECT	being unfriendly, excluding, tormenting, spreading rumours, looks.
ELECTRONIC/ONLINE	commonly referred to as Cyber Bullying - using phones, computers, video or any other forms of technology.
PEER ON PEER	when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age

Bullying can happen to anyone. Our policy covers various forms of bullying. 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 (Transphobic bullying).
- Bullying of young carers or looked after children or otherwise related to home circumstances.

People react differently. It is not always possible to tell someone is hurt or upset. We recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- **The ring-leader**, who through their position of power can direct bullying activity
- **Assistants/associates**, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- **Outsiders/bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- **Defenders**, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some pupils can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

4.0 Recognising Signs and Symptoms

Pupils who are Bullied:

Pupils who are being bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even be truant from school. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem.
- Being frightened to say what's wrong.
- Developing unexplained cuts, bruises and other injuries.
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance.
- Failing to achieve potential in school work.

- Becoming withdrawn, nervous and losing concentration.
- Becoming isolated and disengaged from other children.
- Developing changes in physical behaviour such as stuttering and nervous ticks.
- Regularly having books or clothes destroyed.
- Having possessions go 'missing' or 'lost' including packed lunch and money.
- Starting to steal money (to pay the perpetrator).
- Becoming easily distressed, disruptive or aggressive.
- Developing problems with eating and food.
- Running away.
- Developing sleep problems and having nightmares.
- Developing suicidal thoughts or attempting suicide.

Pupils who Bully:

The school recognises the fact that pupils may bully for a variety of reasons. Recognising why individuals bully supports the school in identifying pupils 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. Possible reasons why some pupils 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.

Encouragement to tell:

- We listen
- We take bullying seriously
- We take appropriate action
- We help
- We log behaviour and track incidents carefully to monitor patterns of bullying.

We create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed and that action taken will be swift but sensitive to their concerns. We have close relationships with 'Bully Busters' who visit our school regularly. As a result of this we have a Peer Mentor system in place who have a proactive role supporting both teachers and children.

5.0 Responsibilities:

Governing Body

The governors will liaise with the Chair, the Head and designated people over all anti-bullying strategies and individual cases where appropriate.

The Head

The Head has a legal duty to draw up procedures to prevent bullying among pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Group;
- ensure that appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report to the governing body;

All Staff will:

- keep the Headteacher, Deputy Headteacher and designated teacher informed of incidents;
- Know the policy and procedures;
- Be observant and ask pupils what is happening to them;
- Deal with incidents according to the policy;

Procedures:

- All reported incidents of bullying will be taken seriously. The class teacher of the reported victim will take initial responsibility for investigating any incident and will refer to Deputy Headteacher and Headteacher for advice/support. The Bullying checklist will be used to investigate the incident (*see Appendix 1*).
- Incidents and discussions with all children involved will be recorded and dated.
- If after investigation, further action is required, parents will be involved and support will be provided as to what they can do to reinforce and support.

The victim:

If a child has been a victim of bullying:

- Involvement of the Headteacher or Deputy Headteacher following initial complaint
- Support the child to;
 - o Deal more adequately with the situation
 - o Know how to seek help
 - o Have whole family involvement when necessary

The victim will always be told to report any incidents immediately as all staff will be informed.

The bully:

If a child is bullying:

- The school behaviour policy will be applied and parents will be informed.
- Discussions with the Headteacher/ Deputy Headteacher
- Full apology and recompense for the victim where appropriate
- Careful monitoring by the senior member of staff involved.
- A bullying incident will be kept on their record and further action will be taken if there is a recurrence.

To Pupils:

Don't suffer in silence

If you see bullying happen in our school...

- Don't be a bystander.
- Tell someone. Not telling means the victim will continue to suffer and bullying will carry on.
- Speak to a friend, Playground Buddy or Peer Mediator.

- Speak to an adult.

We all have a responsibility to make sure that bullying is not allowed to continue in our school. If you are being bullied, or you know that someone else is, please tell us straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to continue in our school.

To parents:

If you think your son/daughter may be being bullied and they tell you that they are, please let us know straight away. Please reassure them that we will deal with it sensitively but firmly. If they tell us they are being bullied, or we discover that they are bullying others, we will contact you and will discuss together how the situation can be improved. Please use the document in **Appendix 1, "Bullying Checklist - *"I think I am being bullied..."*** Please also refer to **Appendix 2** for further information and guidance from a range of national organisations and charities.

To teachers:

If you think that bullying is happening, talk to the pupils concerned and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the appropriate member of staff.

We need to be particularly vigilant at break times and lunch times, around corridors in the playground and the cloakrooms. These are times and places where victims are more vulnerable and bullies are not easily seen.

Curriculum work can enhance this policy in two ways:

1. By dealing with the topic of bullying, in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties.
2. By using teaching methods which encourage co-operative work and a variety of groupings so that pupils extend their relationships beyond a small group of friends.

6.0 Other Policies to reference

- Child Protection and Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- Social Media Policy

7.0 Monitoring of the Policy

This policy will be monitored annually in line with the 'School Policy Review Chart' or as and when government legislation is updated. Changes will be reported to the Full Governing Body for approval.

APPENDIX 1:

Bullying Checklist

"I think I am being bullied..."

A tool for discussing allegations of bullying with children

Type of Bullying	Please Tick:
Physical (<i>hitting, punching, kicking, pinching, pulling etc.</i>)	
Verbal abuse (<i>name calling</i>)	
Online/Social Media (<i>Instagram, Facebook, Xbox Live etc.</i>)	
Spreading rumours	
Being forced to do something	
Not respecting personal belongings (<i>taking/hiding belongings etc.</i>)	
Leave me out on purpose	
Gender	
Racial/religious (<i>comments about skin colour/religious beliefs etc.</i>)	
Cultural/Homophobic	
Other	

This has happened/is happening...			
☐ Once	☐ Occasionally	☐ Every Week	☐ Every Day

How long has this been going on for?

Details of the incident(s) - Who? What? Where? When?
• Who: • What: • Where: • When:

Have you reported this before? Who did you talk to?

APPENDIX 2:

National Organisations/Charities:

Anti-Bullying Alliance (ABA):

www.anti-bullyingalliance.org.uk

aba@ncb.org.uk

Childline:

www.childline.org

Tel: 0800 11 11 (24 hours)

Free confidential helpline for children, young people and their families. The website contains information, advice and publications on the subject of bullying.

Childnet:

www.childnet.com

Tel: 020 7639 6967

info@childnet.com

Includes 'Know IT All' resources on the safe and positive use of the internet.

Kidscape:

www.kidscape.org.uk

Tel: 020 7730 3300

Parent Advice Line:

Call: 020 7823 5430

WhatsApp: 07496 682785

Email: parentsupport@kidscape.org.uk

Kidscape is a UK charity set up specifically to prevent bullying and child abuse, providing information, resources and practical skills to help keep children safe from harm.

Mencap:

www.mencap.org.uk

Tel: 0808 808 1111

NSPCC:

www.nspcc.org.uk

0808 800 5000

Helpful advice and tools you can use to help keep your child safe whenever and wherever they go online.

Safer Internet:

www.saferinternet.org.uk

Offers the latest advice on how to use the internet and new technologies safely and responsibly.

Think You Know (CEOP):

www.thinkuknow.co.uk

CEOP's website offers a wealth of up-to-date, practical information on how to keep your child safe online, including where to go for further help and advice.

Appendix 3:

Bullying – National Legislative and Policy Context:

Preventing and Tackling Bullying advice July 2017 This document has been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an Anti-Bullying Policy. Children and young people should be involved in both the development and the monitoring of the Anti-Bullying Policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997)**, the **Malicious Communication Act (1988)**, the **Communications Act (2003)** and the **Public Order Act (1986)**. If school staff feel that an offence has been committed they should seek assistance from the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

The Crime and Disorder Act (1998) and the **Anti-Social Behaviour Act (2003)** state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. Stay Safe
3. Enjoy and Achieve
4. Make a Positive Contribution
5. Achieve Economic Wellbeing

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Ofsted inspection framework (2021) focuses on the 'Behaviour and Attitudes I' as one of four key judgements. Under this judgement inspections will evaluate if leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Working Together to Safeguard Children (2006) states that safeguarding children covers not only child protection but also other areas including bullying. It provides guidance on managing bullying in school.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'.

Article 6: 'Everyone has the right to respect for his private and family life, his home and his correspondence'. In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability'.

Article 3: 'A child's best interests should always be the main consideration'.

Article 12: 'Children's opinions should always be taken into account in matters that concern them'. **Article 19:** 'Children have a right to be protected from being hurt or badly treated'.

Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding; hence it can be enforced in UK courts.