

# Holy Family Catholic Primary School

## Anti-Bullying Policy

### Mission Statement

Holy Family School aims to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this, we are committed to a partnership of parents, carers, staff, governors and the parish. Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing that foundation.

**In all things love.**

### **Statement of Intent**

At Holy Family Catholic Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

This policy should be read in conjunction with other relevant school policies e.g. Good Behaviour, Health and Safety, PSHE, Safeguarding Policy and Internet and e mail. Through this policy we strive to build a school community where bullying is not tolerated.

### **Aims and objectives of the policy**

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To reduce and, if possible, eradicate instances of all types of bullying
- To help deliver the statutory requirement of the five outcomes of Every Child Matters particularly Be healthy, Stay Safe, Enjoy and Achieve and Make a Positive Contribution.

We seek to ensure that those acting on behalf of our school will:

- Actively listen to children
- Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.

All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject

them to cruelty or create despair. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

## 1 What is bullying?

The ABA (Anti-Bullying Alliance) defines bullying as:

*The repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.*

(Tackling bullying in schools: a guide for governors January 2011)

## 2. Forms of Bullying/Bullying behaviour Bullying can take many different forms:

- **Cyberbullying:** e.g. chat-room/ blogs/message board, email, gaming console, 'happy sapping', Instant messaging (MSN, Yahoo, AOL), mobile phones including photos, social network site e.g. Facebook, Bebo, video hosting sites (YouTube), webcam

(See Appendix 1- How Technology can be used to Bully))

- **Damage to property:** e.g. graffiti, personal property
- **Inciting others to bullying behaviour** e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- **Literature:** e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- **Physical hurt/attack:** e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- **Psychological:** e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats
- **Verbal:** e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping
- **Victimisation after previous complaint** e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

## 3. Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- **Homophobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or

bisexual to suffer homophobic bullying)

- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

**There are different types of bullies and victims:**

- Aggressive bullies - physically aggressive individuals or bully groups
- Anxious bullies - children recruited into bully gangs by intimidation
- Victim bullies - children often victims at home and bullies at school
- Passive victims - children with poor social skills/are unassertive
- Provocative victims - children who bring out the worst in other children. Often have poor relationships with primary carers. Can be attention seeking.
- Attention seeking victims - Children with good social skills who deliberately seek the kudos of being a victim.

#### **4. Preventing Bullying**

Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Cool to be Kind or Friendship Fortnight weeks, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- National Healthy Schools Status
- Reward system for positive behaviour
- Circle Time - opportunities for children to discuss sensitive issues in a safe environment
- Peer Massage
- Worry box - in an agreed place within the school that all children can access in a discrete

way.

- Social and Emotional Aspects of Learning
- Pupils as Leaders (PALS) - older pupils supporting the younger pupils at play time
- Pupil consultation - through questionnaires and School and Class Council
- Ethos of the school

## **5. Responding to Bullying**

All bullying allegations will be listened to, taken seriously and acted upon by either the Key Stage 1 or 2 Manager. When bullying has been reported or observed then the following steps will be taken:

### **STAGE 1**

1. When bullying is alleged, a log (Appendix 2) will be taken by the Key Stage Manager with the parent and/or child and investigated as soon as is possible.
2. All involved parties will be involved in the investigation, at the discretion of the Key Stage Manager
3. On the basis of the investigation, the Key Stage Manager will make a decision and inform parents of the children involved of the outcome:
  - a) The incident/s **is bullying**- proceed to Stage 2
  - b) The incident/s **is not bullying** - alternative action to be taken by the Key Stage Manager as appropriate

### **STAGE 2**

1. Parents/carers of involved parties are invited to a meeting to discuss findings and resolve the bullying. 2. Appropriate consequences applied 3. Log the bullying incident with the HT

### **STAGE 3**

1. Put a Pastoral Support Plan in place. Consider use of other agencies eg EWIST, Learning Mentor, Educational Psychologist, Police (a child over 10 is criminally responsible for their own actions), Mediation

## **6 Anti-bullying Complaints**

If parents are unhappy about the way that a bullying or alleged bullying incident has been handled they should in the first instance speak with the Head Teacher. There is a School Complaints procedure if parents are still concerned. Parents will be advised of this procedure by the Head Teacher and a copy will be made available from the school office.

## 7 Monitoring and Evaluation

The policy will be reviewed annually by staff, parents and governors. Its effectiveness will be monitored through annual questionnaires.

## 8 Useful Contacts

A list of useful contact numbers, websites etc for bullying issues:

### 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

**Connexions Direct** - 080 800 13 2 19 - for young people aged 13-19. Calls from a landline are free and won't show on a phone bill. Calls from a mobile are charged but if you ring them they'll call you back.

**EACH** - 0808 1000 143 - a free phone helpline for children experiencing homophobic bullying. Open Monday to Friday 10am-5pm

**Parentline Plus** - 0808 8002222 - a free 24hr phone helpline for anyone caring for children or textphone 0800 783 6783 for the 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 aged pupils

**Cybermentors** - [www.cybermentors.org.uk](http://www.cybermentors.org.uk) - a safe social networking site providing information and support 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 see someone who is

**Think U Know** - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16

Reviewed by Full Governors Autumn 2012

Reviewed by Staff Summer 2016

Appendix 1-adapted from Cyberbullying- A whole school community issue DCSF

**How Technology can be used to Bully Technology:**

<b>Technology:</b>	<b>Great For:</b>	<b>Examples of Misuse:</b>
Mobile Phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going on line, sending e mails. Useful in an emergency.	Sending nasty calls or text messages, including threats, intimidation, harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending to other phones or internet sites
Instant Messenger (IM)	Text or voice chatting live on line. A quick and effective way of keeping in touch even while working on other things	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
<b>Chatrooms and messageboards</b>	Groups of people around the world can text or voice chat live about common interests.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences- people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways- eg by spreading secrets or blackmailing
E mail	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world	Sending nasty or threatening messages. Accessing someone else's account to forward personal e mails or delete e mails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to

		manipulate young people
<b>Social Network Sites</b>	Socialising with your friends and making new ones within on line communities. Allowing young people to be creative on line, even publishing on-line music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Creating fake profiles to pretend to be someone else eg to bully, harass or get someone into trouble
<b>Video Hosting Sites</b>	Accessing useful educational, entertaining and original creative video content and uploading your own	Posting embarrassing, humiliating film of someone
<b>Virtual Learning Environments eg Fronter</b>	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards and chat forums	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
<b>Gaming sites, consoles and virtual worlds</b>	Live chat or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars- a figure that represents them in the virtual world	Name calling, making abusive/derogatory remarks. Players may pick on weaker, less experienced users, repeatedly killing their characters

## **Appendix 2 Holy Family Catholic Primary School Bullying/Alleged Bullying Report Form**

Date:

Key Stage Manager:

Pupil Name :

Age:

Class:

Sex:M/F

1. Describe what happened/is happening?

2. Where and when did it happen?

3. Who was doing the bullying?

4. Did anyone else see it happen, and if so who?

5. Was the bullying a one-off incident or part of a bigger problem?

6. How did the bullying make you feel?

7. Were you physically hurt during the incident?

8. Did you need medical help?

9. Have you told anyone else about the bullying?

Friend Teacher Brother Sister Youth worker Parent/Carer Doctor/nurse Other  
Family Member Other.....



10. If you haven't told anyone else, what has put you off doing so?

11. What sort of help would you like to stop the bullying? eg someone to speak to the bullies and monitor the situation?

12. Do you have any worries now that you have reported the bullying

