Anti-Bullying Policy

St Cuthbert's Catholic Primary School

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1. Introduction

"Do to others what you would have them do to you" Matthew 7:12
"Love one another as I have loved you" John 13:34-35

Every child has the right to a good quality education (Article 28 UNCRC)
All children have the right to be protected from danger (Article 19 UNCRC)
Every child has the right to be treated equally and with respect (Article 2 UNCRC)
Every child has the right to play in a safe environment (Article 31 UNCRC)

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

It is the responsibility of the headteacher and governors to establish and maintain a positive behaviour policy and as part of this along with our work with the Ani Bullying Alliance, we have developed this policy with the aim of providing clarity and ensuring pupils at St Cuthbert's learn in a supportive, caring and safe environment without fear of being bullied. After consultation with pupils, staff, governors and parents, we have agreed on the following:

2. Ethos & Values

All pupils have the right to access to a high-quality education, to play and to learn in a safe and supportive environment. Every person in our school has the responsibility to respect all other members and follow the example of Jesus in developing relationships. We are a gold Rights Respecting School and all members of staff are duty bearers upholding the rights referenced above.

Our ethos is built on core Christian values: respect, love, tolerance, understanding, happiness, cooperation and peace. Our ethos:

- has the teachings of Christ at the core.
- enables teachers to teach and pupils to learn.
- raises self-esteem and promotes pupil confidence.
- provides a harmonious atmosphere and co-operation between pupils and adults.

- encourages self-discipline and responsibility towards people and property.
- develops understanding of, and a tolerance towards, all races, religions and cultures.
- promotes Rights Respecting in all areas of school life.
- develops a proactive not reactive approach when challenges arise

3. Defining Bullying

We, along with the Anti-Bullying Alliance (ABA), define bullying using the following definition:

> " 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."

Bullying behaviour can take a variety of forms:

- Emotional: being deliberately unfriendly, excluding, tormenting (e.g. hiding or taking possessions, teasing, threatening gestures);
- Physical: pushing, kicking, hitting, punching or any use of violence;
- Verbal: name calling, sarcasm, spreading rumours, teasing;
- Cyber: any form of bullying that is carried out through the use of electronic media devices such as computers, laptops, smartphones, tablets or gaming consoles;
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact, sexually abusive comments, unwanted or inappropriate comments; sharing or taking and sending images; spreading rumours;
- Sexist: derogatory comments or assumptions;
- Homophobic or gender phobic: because of or focusing on / using terminology linked to sexual / gender orientation whether actual or perceived;
- Ableist: bullying or assumptions related to perceptions about physical disability, mental health and special educational needs.

Bullying behaviour has four key aspects:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance.

The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

This policy covers all places and spaces that bullying can happen. This includes:

- the journey to and from school;
- in and around school;
- extracurricular activities linked to school such as breakfast and after school clubs, school visits and residentials;
- online activity (both during and outside the school day).
- Homophobic or gender phobic: because of or focusing on / using terminology linked to sexual / gender orientation whether actual or perceived;
- Ableist: bullying or assumptions related to perceptions about physical disability, mental health and special educational needs.

4. The role of the governors

- The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately;
- The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. 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;
- A parent who is dissatisfied with the way the headteacher has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body will notify the headteacher and ask then to conduct an investigation into the case and to report back to a representative of the governing body.

5. The role of staff

Staff will:

- Have a thorough understanding of national guidance and school policies and procedures relating to safeguarding and behaviour;
- Deal immediately with any issues relating to relational conflict, poor behaviour and bullying;
- Be alert to signs of bullying;
- Alert Senior Leaders and any other relevant staff (e.g. class teachers) to issues by reporting verbally as soon as possible where necessary and recording incidents on CPOMS (school safeguarding software);

- Ensure they check CPOMS when alerted to be aware of situations;
- Promote a whole school ethos of mutual respect and encourage pupils to care for one another, be polite, honest and show empathy;
- Ensure they are aware of and follow strategies outlines in the Positive Behaviour Policy;
- Attend CPD and staff meetings to ensure training relating to safeguarding, behaviour and antibullying is kept up to date.

6. The role of pupils

Expectations for behaviour in school are set out in our Positive Behaviour Policy and we expect our pupils to display our agrees 'green behaviours' and follow the codes of conduct in classrooms, shared spaces and at playtimes. Our children should:

- Allow others to join in where it is not to the detriment of others;
- Report any incidents of unkindness or bullying behaviour when it happens to them or when they are made aware of it happening to others;
- Follow the advice of antibullying ambassadors who will help children find buddies to play with and will help children if they fall out with friends;
- Listen in assemblies and classroom sessions led by Anti-Bullying Ambassadors and staff;
- Listen to and support any children who may have been bullied.

7. The role of parents

- Parents have a responsibility to support school's anti-bullying policy actively encouraging their child to be a positive member of the school;
- Parents who are concerned about bullying behaviour, who are concerned their child might be being bullied or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher in the first instance;
- Where parents are not happy with the response or outcome, they should contact the head teacher;
- If parents remain dissatisfied, they should follow the school's complaints procedure as detailed on the school website

8. Dealing with incidents

When bullying is suspected or reported, the school will do all it can to ensure that there is no repeat of the behaviour so that the victim suffers no further distress. Each case of bullying will be dealt with individually.

- Suspected or reported bullying will be dealt with immediately or as soon as possible in the same day, by the member of staff who has been approached. Where possible, the staff in class will deal with the incident and enforce appropriate actions;

- A clear account of the incident will be recorded using CPOMS and Senior Leaders will be alerted along with all members of staff associated with the pupils involved. In some cases, staff may feel it necessary to report verbally in person to Senior Leaders e.g., for advice or to ask them to deal directly with the pupils;

- A member of the Senior Leadership Team will interview all concerned, decide on appropriate actions moving forward and record this as an action on CPOMS;

Each individual case will merit different actions or sanctions which link directly with our Positive Behaviour Policy and have due regard for the circumstances of the pupil (Section 7; Positive Behaviour Policy). The intention will always come under the following categories:

  - deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
  - protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk;
  - improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support;
  - restoration: to support pupils in repairing relationships damaged through misbehaviour and consider the impact of their actions on others. Time will be spent talking to the child who has displayed bullying behaviour to" explain why personal and persistent actions are classed as bullying behaviour and discuss with the child expectations moving forward about how to repair and rebuild a relationship. We will always refer to behaviour as bullying behaviour – no child will be labelled a bully as this can be damaging in helping them build bridges and move forward;

- Support for victims of bullying behaviour is also important and considered:
  - These pupils will always have a chance to speak to a member of staff they know well who will talk to the child about the best way for them to move forward.
  - Where possible, we will support the restoration of friendships / relationships.
  - Depending on the case, pupils may agree with a member of staff some 'buddies' who are trusted friends who will support them in class and at play;
  - They may agree on a trusted member of staff who can be approached at any time;
  - They may be given a safe space particularly during social times;
  - We may make adaptations to transition times or classroom seating which may help.
  - We may offer further support e.g. support from a school counsellor if available or referral e.g. to CAMHS.

- Staff will always follow up incidents and continue to check on pupils;

- Where bullying behaviour has been identified, staff will communicate with parents the events and the consequences.

9. Preventative measures

At St Cuthbert's we take bullying very seriously and seek to prevent it from happening. We are committed to:

- Ensuring staff are trained in safeguarding, wellbeing and mental health;
- Ensuring all school staff are role models to others within the school in how they treat others;
- Ensuring all forms of discriminatory language and behaviour are challenged and taken seriously;
- Having identified staff other than senior leaders who are mental health champions and who promote and implement guidance and strategies from the Anti Bullying Alliance;
- Celebrating diversity and difference through our PSHE curriculum, assemblies, choice of rich texts and access to reading materials in our library;
- Ensuring our system of reporting on bullying behaviour and misbehaviour is consistent and timely;
- Ensuring our PSHE curriculum, assemblies and housegroups explore issues relating to discrimination and bullying. We discuss differences that could motivate bullying behaviour and link this to protected characteristics, Rights Respecting values and British Values;
- Running events during Anti Bullying Week and Safer Internet Week relating to bullying and involving pupils in understanding our approach to preventing bullying
- Running annual workshops for parents to ensure parents are clear about our policy and procedures;
- Working with the wider community such as the local police to reinforce our teaching in school;
- Creating an inclusive environment where pupils can openly discuss concerns without fear of further bullying or discrimination.

10. Monitoring & Review

This policy will be reviewed annually by SLT and the LGC who will also review cases of bullying termly at governing body meetings.

This policy links to the following policies and procedures:

- Child protection policy
- Equal Opportunities
- Positive Behaviour Policy
- Positive Handling Policy
- SEND
- Rights Respecting

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/169688/Preventing_and_tackling_bullying_advice.pdf