St. Oswald's Catholic Primary School Anti-Bullying Policy 2021/22

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St. Oswald's Catholic Primary School

Love Jesus, Love Learning, Love Each Other

"We are a learning community promoting the Gospel values of mutual trust, care and respect."

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

Rationale

We strive to create a culture based on the Gospel values, of mutual trust, care and respect. Children must feel safe and valued if they are to flourish and learn effectively. Since we are a school that sets very high standards for all our children, it is important that we create an atmosphere for all in which bullying cannot thrive and in which no child has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is vital that we make our children knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is often in the news and is a form of real anxiety for many parents and carers. It is therefore important that we inform families fully about our approach to dealing with bullying, so that parents and carers are able to distinguish between what is bullying and what is not. Children in our school are encouraged to understand and recognise the signs of bullying and to always tell someone.

A child's version of this policy is shared with the children and is available and displayed across the school.

Objectives of this Policy:

● Bullying of any form will not be tolerated at St Oswald's.

● As a school we take all forms of bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

● All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.

● All governors, teaching and non-teaching staff should be aware of the school policy on bullying and follow it when any bullying is reported.

● All children and parents should know what the school policy is on bullying and what they should do if any bullying arises.

Definition of bullying

Bullying can take many forms and could include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expresses via digital services (cyberbullying) such as sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps and sending offensive or degrading images by mobile phone or via the internet.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The staff and governors at St Oswald's accept the definition of bullying as:

Physical	Hitting, kicking, pushing, punching or any use of violence, taking or hiding belongings, deliberately damaging work or possessions, chairs, books, property etc, extortion, unwanted physical contact.
Verbal	Name-calling, teasing, writing unkind notes, sarcasm, spreading rumours, swearing.
Emotional	Ignoring, excluding, tormenting, e.g. hiding equipment, threatening gestures being deliberately unkind, laughing to cause distress, humiliating, making someone do something they do not want to do.
Racist	Taunts, graffiti, gestures relating to race, religion or culture.
Sexual/Sexist	Unwanted physical contact or sexually abusive / offensive comments. This may be characterised by name calling, comments and overt 'looks' about appearance. Making comments of a sexist nature.
Homophobic	Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology such as calling people 'gay' as a malicious or negative name calling.
Transphobic	Bullying on the basis of gender identify. This includes failing to accept that a child identifies with a gender other than that with which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the school.
Biphobic	Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase.
Disability	Incidents relating to special educational needs (SEN) or disabilities (SEND). Incidents relating to appearance or specific health conditions can also be included.
Cyber	All areas of the internet, such as email and misuse of internet chat rooms and social network websites. Threats using mobile technology by text messaging and calls. Misuse of associated technology, i.e. camera and video footage and could include the following: • Texts, instant messages or calls on mobile phones; • The use of mobile phone camera images to cause distress, fear or humiliation;

	• Posting threatening, abusive, extremist, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter, Snapchat or YouTube); • Using email to message others in a threatening or abusive manner; • Hijacking or cloning email or other online accounts.

Bullying is when these behaviours above are repeatedly inflicted upon a child. We use the acronym STOP (Several Times on Purpose) to help identify bullying behaviour.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head teacher will also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Awareness of Bullying

Research, shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary schools, three-quarters of all pupils who are bullied are bullied during break or lunchtimes. The small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

Children with special educational needs are much more likely to be bullied than other pupils. This is especially so for pupils with moderate or mild learning difficulties.

It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.

The Effects of Bullying

Staff must be aware that if bullying is left unchallenged, other children can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal; this must not be allowed to happen at St Oswald's.

Staff should carefully monitor the symptoms of bullying outlined below. If they think behaviour is related in any way to bullying, they discuss the issue with a member of the Senior Leadership Team.

Bullying can affect pupils in a number of ways:

They may complain that their possessions are being stolen. When pupils are bullied their lives are made miserable. They may suffer injury; they may be unhappy about coming to school. Over time they may lose self-confidence and self-esteem, they may blame themselves for inviting bullying behaviour. Bullying can affect the pupil's concentration and learning. Some pupils experience stress-related illness, stomach aches, headaches, nightmares or anxiety attacks.

Here are some other signs and symptoms:

Is frightened of walking to and from school	Doesn't want to go on the school/public bus	Begs to be driven to school
Changes their usual routine	Is unwilling to go to school (school phobic)	Begins to taunt
Becomes withdrawn, anxious, or lacking in confidence	Starts stammering	Attempts or threatens suicide or runs away
Cries themselves to sleep at night or has nightmares	Feels ill in the morning	Begins to do poorly in school work
Comes home with clothes torn or books damaged	Has possessions which are damaged or 'go missing'	Has unexplained cuts or bruises
Complaining that snack has 'gone missing' regularly	Becomes aggressive, disruptive or unreasonable	Is bullying other children or siblings
Stops eating	Is frightened to say what's wrong	Gives improbable excuses for any of the above
Is afraid to use the internet or mobile phone	Is nervous and jumpy when a cyber-message is received	

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Bullying is part of the adverse childhood experiences that any child can have that can lead to more complex needs as they group up. By recognising it and tackling it immediately, we hope to reduce the barriers that a child may experience that can have a negative impact on their future life.

Action to Prevent and Deal with Incidents of Bullying

We educate our children about the issues surrounding bullying as we hope to prevent incidents of bullying at St Oswald's. We aim to do this through the PSHE and RSHE curriculum, the No Outsider's scheme, anti-bullying assemblies, national anti-bullying theme week, R-Time, bullying surveys, a child-friendly version of the anti-bullying policy, Y6 playground prefects, the playground buddy system and our school values and rules.

All staff must always listen to children and act upon any statements, disclosures or complaints they make.

We encourage the children to report all incidents to a member of staff they trust. Every reported incident will be treated seriously and investigated accordingly. This will also be reported on CPOMS. We encourage the children to also tell their parents, who in turn can tell us about it.

Dealing with Incidents

The following steps may be taken when dealing with incidents:

● If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

● A clear and precise account of incident will be recorded and given to the Head teacher and/or designated lead.

● The Head teacher/designated lead will interview all concerned and will record the incident.

● Teachers/relevant staff will be kept informed.

● When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

● Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school behaviour and discipline policy.

● Parents/carers will be kept informed.

● Sanctions will be used as appropriate and in consultation with all parties concerned.

● If necessary and appropriate, the police or other local services will be consulted.

Supporting Children

Children who have been bullied will be supported by:

● Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.

● Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

● Reassuring the children and providing continuous support.

● Restoring the self-esteem and confidence.

● Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Children who have bullied will be helped by:

● Discussing what happened and establishing the concern and need to change.

● Informing parents/carers to help change the attitude and behaviour of the child.

● Providing appropriate education and support.

● If online, requesting content to be removed and reporting account/content to service provider.

● Sanctioning in line with school behaviour/discipline policy. This may include official warnings, removal from playgrounds, removal of privileges, fixed-term and permanent exclusions.

● Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

● Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/head teacher.

● Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

● Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.

● Reassuring and offering appropriate support.

● Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
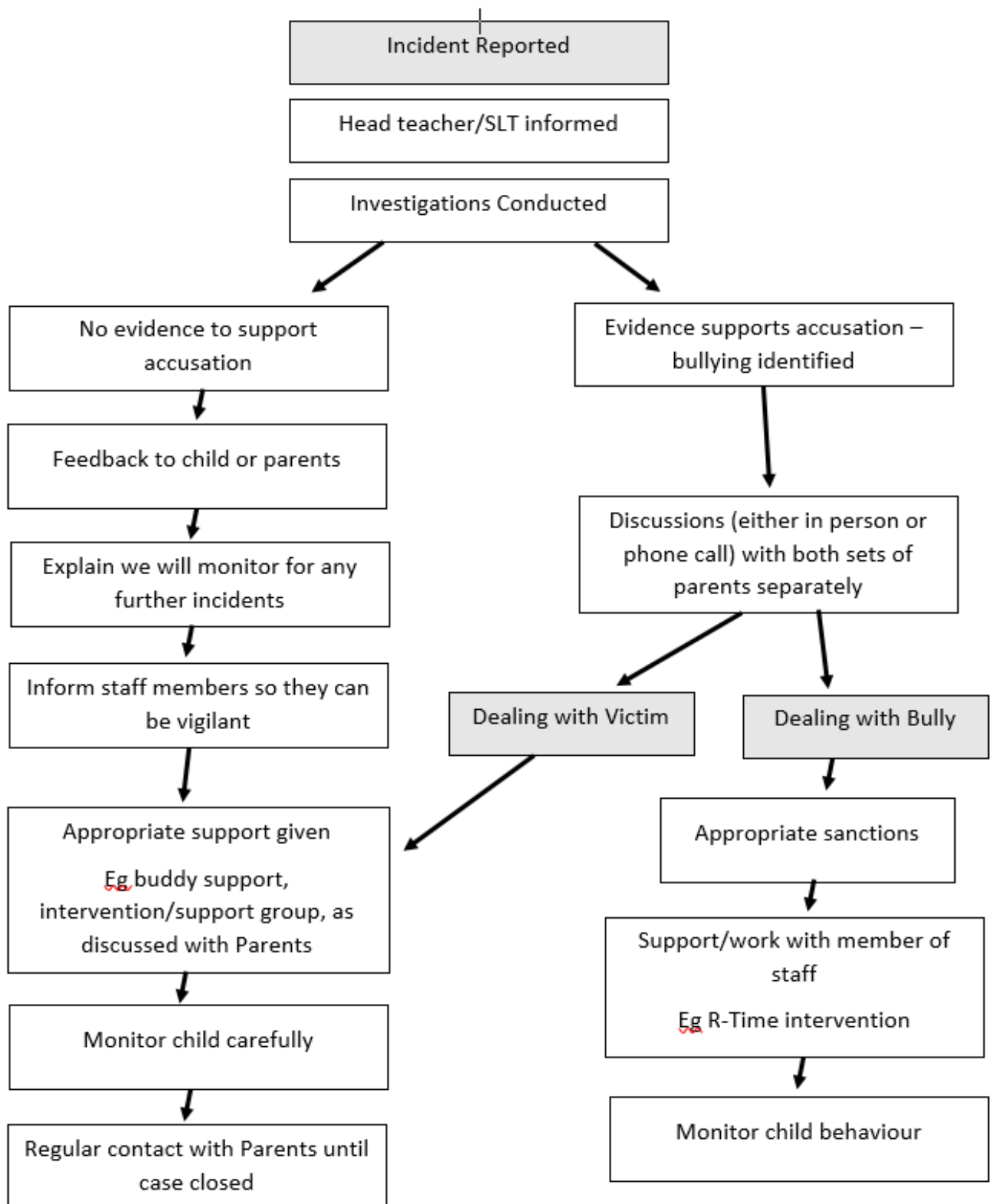
Adults (staff and parents) who have bullied will be helped by:

● Discussing what happened with a senior member of staff and establishing the concern.

● Clarifying the schools official procedures for complaints and concerns.

● If online, requesting content be removed and reporting account/content to service provider.

● Instigating disciplinary, civil or legal action.

Procedure for dealing with complaints of bullying

It is expected that parents and carers who choose to send their children to St Oswald's will fully support and cooperate with staff in maintaining high standards of work and behaviour. We actively discourage parents from dealing with reported incidents of bullying themselves. Any alleged incident should always be reported to the child's class teacher or a member of staff who will pass it on to the Senior Leadership Team (SLT) as necessary for investigation or report directly to a member of the SLT. Action will be taken as a result of the investigation and open cases are monitored closely until we feel that the incident has been fully resolved. All staff are also made aware of any actual / potential cases so that they can be vigilant. Parents will always be kept informed at all stages of the process.

St Oswald's Response to Bullying Flowchart

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                          ┌─────────────────────────┐
                          │    Incident Reported    │
                          └─────────────────────────┘
                          ┌─────────────────────────┐
                          │ Head teacher/SLT informed│
                          └─────────────────────────┘
                          ┌─────────────────────────┐
                          │ Investigations Conducted │
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No evidence to support accusation

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Feedback to child or parents

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Explain we will monitor for any further incidents

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Inform staff members so they can be vigilant

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Appropriate support given

Eg buddy support, intervention/support group, as discussed with Parents

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Monitor child carefully

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Regular contact with Parents until case closed

Evidence supports accusation – bullying identified

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Discussions (either in person or phone call) with both sets of parents separately

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Dealing with Victim → Appropriate support given

Dealing with Bully

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Appropriate sanctions

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Support/work with member of staff

Eg R-Time intervention

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Monitor child behaviour

Supporting Organisations and Guidance

● Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

● Beat Bullying: www.beatbullying.org

● Childline: www.childline.org.uk

● DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tacklingbullying

● DfE: "No health without mental health": https://www.gov.uk/publications/no-health-without-mental-health-across-government-outcomes-strategy

● Family lives: www.familylives.org.uk

● Kidscape: www.kidscape.org.uk

● MindEd: www.minded.org.uk

● NSPCC: www.nspcc.org.uk

● PSHE Association: www.pshe-association.org.uk

● Restorative Justice Council: www.restorativejustice.org.uk

● The Diana Award: www.diana-award.org.uk

● Victim Support: www.victimsupport.org.uk

● Young Minds: www.youngminds.org.uk

● Young Carers: www.youngcarers.net

Cyberbullying

● Childnet International: www.childnet.com

● Digizen: www.digizen.org

● Internet Watch Foundation: www.iwf.org.uk

● Think U Know: www.thinkyouknow.co.uk

● UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

● EACH: www.eachaction.org.uk

● Pace: www.pacehealth.org.uk

● Schools Out: www.schools-out.org.uk

● Stonewall: www.stonewall.org.uk

SEND

● Changing Faces: www.changingfaces.org.uk

● Mencap: www.mencap.org.uk

● DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0- to-25

Racism and Hate

● Anne Frank Trust: www.annefrank.org.uk

● Kick it out; www.kickitout.org

● Report it: www.report-it.org.uk

● Stop Hate: www.stophateuk.org

● Show Racism the Red Card: www.srtc.org/educational

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. This includes regular up-dates during staff meetings to ensure that staff are aware of the policy and its implementation.