



## Anti-Bullying Policy

<b>Date Policy Created;</b>	September 2022
<b>Policy Created by;</b>	Laura Wordsworth
<b>Policy Agreed by Governors;</b>	September 2022
<b>To be reviewed;</b>	every two years
<b>UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;</b>	1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39
<p><b><u>Our Mission Statement</u></b></p> <p><b>At St Anne's RC Primary School, we work together, learn together, play and care together in God's love to enable each unique person to achieve their full potential.</b></p> <p><b>We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.</b></p>	

## **St Anne's RC Primary School Anti Bullying Policy**

At St Anne's and in partnership with our families, school and parish- we work together to meet our mission which is to, *'work together, learn together, play together and care together in God's love to enable each unique person to achieve their full potential.'*

### **1.Statement of Intent**

St Anne's RC Primary School, is a place where everyone should be able to flourish in a loving and hospitable community. As Catholics, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and mutual respect. Integral to our Gospel values- we strive to provide a safe, caring and friendly school environment which allows for all our pupils to improve their life chances and indeed help them maximise their potential

We expect all our pupils to act safely and feel safe in our school; that they understand the issues relating to all forms of bullying and that they feel confident to seek support from within school should they feel that they or others are unsafe. We want our parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

Bullying is wrong and damages individual children. At St Anne's, we work tirelessly to prevent it through our school ethos, in which bullying is regarded as unacceptable. In this context we aim:

- To ensure a secure and happy school environment, which is free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all our community are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure that we have a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To communicate to our pupils and their families our expectations, whilst fostering a productive partnership which helps to maintain a bullying-free environment.
- To demonstrate our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

As a school committed to building a Rights Respecting school, we believe that everyone has the right to feel safe, secure, and respected within a caring environment regardless of individual characteristics such as gender, sexuality, race, faith, disability or social circumstance. As a school community we are committed to working, learning, playing and caring for one another as a family-in God's love. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative and restorative strategies for both children and adults and to outline the consequences for those who transgress. At school we work hard to ensure that our school community (pupils, staff, parents) know the difference between bullying and "falling out" and recognise that not every playground or classroom incident necessarily constitutes bullying

We want our parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

## **2. Definition**

Bullying is defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs and/ or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another/ any vulnerable group of people

We agree that:

Bullying is usually physical hurting, name calling, giving unkind looks, or leaving people out of activities/games.

Bullying usually happens when the relationship is imbalanced.

Bullying is usually on-going.

## **3. Possible signs and behaviours**

A child in our school may indicate by signs or behaviour that he or she is being bullied. Adults in school should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or 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 truant
- 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"

- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- 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 & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should also be considered a possibility and should be investigated

#### **4.Reporting- roles and responsibilities**

##### **Whole School**

We use a range of measures to prevent and tackle bullying including:

- Our school vision statement 'Working, Learning, Caring and Playing together in God's love 'is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all our pupils understand the policy and know how to report bullying.
- Our comprehensive PSHE/SRE/P4C programmes include opportunities for our pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for our pupils to learn to value themselves, value others and appreciate and respect differences.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum our pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Wellbeing time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and our pupils across the school.

##### **Our teachers, support staff and non- teaching staff**

- Consider all forms of bullying unacceptable
- Seek to prevent it from taking place using a range of methods which help prevent bullying and establish a climate of trust and respect for all. These include:
  - Daily/weekly opportunities through PSHE, P4C -planned themed weeks/ days, incidental opportunities
  - drama, role-play, stories etc., within the formal curriculum
  - Time given to praise, reward and celebrate the success of all children and create a positive atmosphere- including Celebration Assembly awards.

##### **The Headteacher/ Senior Leadership Team - SLT**

- Sets our school climate as one of mutual support and praise for success, so making bullying less likely.
- Ensure that all our children know that bullying is wrong, and that it is unacceptable behaviour in this school
- Ensure that all our staff are aware of the school policy

- Have overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies

**Our Parents/Carers are encouraged to:**

- Actively promote our school's anti-bullying policy
- Immediately contact their child's class teacher or a member of SLT, if their child is being bullied or they suspect their child may be the perpetrator of bullying
- Support their child to develop positive anti-bullying skills
- Look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.]

**Our Children are:**

- Encouraged to tell anybody they trust if they are being bullied - 'Gimme 5'
- Invited to tell us their views about a range of school issues, including bullying through the School Council.
- Encouraged to watch out for signs of bullying among their peers. They are encouraged to recognise that they should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.
- Our pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups e.g. through our school council, pupil voice.

**5.Responding to bullying**

When bullying has been reported, the following actions will be taken:

- If a member of our support staff is made aware of an act of bullying, they will refer it to the appropriate class teacher as appropriate.
- If a class teacher is made aware of an act of bullying, they will immediately investigate it themselves- including whether the incident is of a bullying nature. Teachers/ support staff will record the incident and actions/outcome on CPOMs- support will be offered to the target of the bullying from the teacher, SLT, Caritas or through Play Therapy
- In some instances, teachers will refer incidents onto the SLT, who will follow the same procedure and record the incident and actions/outcome- this may include speaking to parents /carers
- If a child is repeatedly involved in bullying other children: we invite the child's parents into the school to discuss the situation and the steps to be taken to address the issue.
- A period of investigation may be needed to gather information. During this period the Headteacher will decide the best course of action for the child/ children involved.
- In more extreme cases, where these procedures have proven ineffective, the Headteacher/SLT will consult with the SENDCo and may contact external support agencies for support and advice

**6.Rights Respecting School**

We are working towards becoming a Rights Respecting school and our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child:

- Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.
- Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.
- Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.
- Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

### **7. Links with other policies and why**

<b>Policy</b>	<b>Why</b>
Respectful Relationships and Behaviour Management Policy.	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyber bullying and e-safety
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

### **8. Useful organisations**

#### **Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

#### **Mencap – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

#### **The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

#### **School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)**

#### **Childnet International – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International - The UK's safer internet centre

#### **NSPCC/ChildLine- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)**

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

#### **Show Racism the Red Card – [www.theredcard.org.uk](http://www.theredcard.org.uk)**