

**Anti-bullying Policy at
St. Edmund's Catholic Primary School,
Skelmersdale.
Reviewed May 2019**

1 Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying is defined as "*behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally*" (DfE definition - **Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies**).

Anyone has the potential to be a target or perpetrator of bullying.

The four main types of bullying are:

- Physical – such as, hitting, kicking, shoving, theft;
- Verbal – such as, threats, name calling, shouts of abuse or insults, using threatening language;
- Emotional – such as, spreading rumours, being excluded from groups, intimidation.;
- Cyber-bullying – such as nasty text messages, emails, phone calls, via social media and the wider use of technology.

Bullying can be fuelled by prejudice based on any of the following:

- Race (racist bullying);
- Religion or belief;
- Culture or class;
- Gender (sexist bullying);
- Sexual orientation (homophobic or biphobic bullying);
- Gender identity (transphobic bullying);
- Special educational needs or disability (SEND);
- Appearance or health conditions;
- Related to another vulnerable group of people.

Bullying is **not** when two people have a disagreement or fall out; it is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' (**Anti-Bullying Alliance**) Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence, racial attacks, sexual offences and self-harm or suicide.

2 Aims and objectives of our Anti bullying policy

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 Cyber Bullying

Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person.

- It can take place anywhere and involve many people.
- Anybody can be targeted including pupils and school staff.
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images etc.

Procedures to try to prevent Cyber bullying:

- Staff, pupils, parents and governors to be made aware of issues surrounding cyber bullying.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school.
- Pupils will learn about cyber bullying through PSHE, assemblies, anti-bullying week activities and other curriculum projects.
- Parents will be provided with information and advice on how to combat cyber bullying
- All reports of cyber bullying will be investigated, recorded, stored in the Head teacher's office and monitored regularly.
- The Local Authority can provide support and assistance in dealing with incidents of cyber bullying and can be contacted by staff and parents.
- The police will be contacted in cases of actual or suspected illegal content.

4 The role of governors

- 4.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

5 The role of the headteacher

- 5.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 5.4** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The role of the teacher

- 6.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 6.2** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 6.3** If any child or adult witnesses an act of bullying, they should record the event and inform the teachers or headteacher immediately.
- 6.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

6.5 Teachers regularly discuss strategies which enable them to become equipped to deal with incidents of bullying and behaviour management.

6.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

7 The role of parents

7.1 Parents who are concerned that 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 immediately.

7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness regularly. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Signed:

Date: