



Policy for <h1>Anti-Bullying</h1>		 
Date of policy:	August 2021	Committee: Full Governing Body
Next review:	August 2022 (Review Period – 1 Year)	

Rationale

Obligations of Staff working in a Catholic School regarding Behaviour Management and the management of incidents of a bullying nature :

- Foster conduct and behaviour governed, ordered and guided by the seven cardinal virtues and rooted in Gospel values.
- Model Gospel values which unite society by promoting a citizenship rooted in a commitment to social justice and the common good
- Attend to the spiritual needs of children and young people as a constant priority.
- Care for the pastoral and special needs of children and young people in accordance with Gospel values and the teaching of the Catholic Church.
- Engender a culture of vocation.
- Uphold the dignity of the human person through the maintenance and care of school buildings, resources and, through external and internal symbols and displays, manifest the centrality of Christ and the Catholic faith.

Ethos

We use the following values when dealing with children who have bullied others as well as when comforting those who have been bullied. We use these values when speaking with children to establish whether or not bullying has occurred.

Gospel Values (from the Sermon on the Mount, as witnessed in the Gospel according to St Matthew- The Beatitudes)

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"

Values: **Faithfulness & Integrity**

"Blessed are those who mourn, for they shall be comforted"

Values: **Dignity & Compassion**

"Blessed are the meek, for they shall inherit the earth"

Values: **Humility & Gentleness**

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: **Truth & Justice**

"Blessed are the merciful, for they shall obtain mercy"

Values: **Forgiveness & Mercy**

"Blessed are the pure in heart, for they will see God"

Values: **Purity & Holiness**

"Blessed are the peacemakers, for they shall be called children of God"

Values: **Tolerance & Peace**

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven."

1. Introduction

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

2. Definitions

a) Definition of Bullying

Bullying can be defined in a number of ways. We follow DfES guidance which defines bullying as:

"Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another".

Our School helps children to identify what is and what is not bullying by applying the STOP acronym: **Several Times On Purpose**

Bullying has been described by pupils as the following behaviours **Several Times On Purpose**:

- name calling
- teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

Safeguarding Link: some definitions of bullying in this policy, overlap with our work in child protection.

All staff plan their learning for pupils in subjects such as SEAL or other lessons to support the anti-bullying agenda by adhering to the guidelines laid out in the 2021 version of the document 'Keeping Children Safe in Education'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019' and 'Addendum April 2020'. This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the school's Positive Behaviour Policy/Code of Conduct.

b) Specific Examples of Bullying which can occur both Online and Offline

Racist or religious bullying in the form of

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Radicalisation

- radicalising or attempting to radicalise another individual to accept imposed beliefs including those of a religious nature
- radicalising hatred or extreme violence for a cause

Sexual bullying this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape.
- child sexual exploitation such as online grooming

Sexual orientation this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

Emotional

- making a fool of someone
- repeatedly excluding another child by not talking to them or not letting them join in
- tormenting
- name calling, teasing or sending nasty notes
- spreading rumours and malicious gossip about someone
- covert bullying- psychological effects of the victim not knowing who the perpetrator is e.g. online anonymous forums or others in a group refusing to say who has told them certain things about them

Relational Aggression

- Groups or members of a group using friendships or withholding of friends
- Engaging in negative talk about another child
- Turning others against someone, intentionally
- Pretending to befriend and then telling others sensitive information on purpose (see books 'Girl Wars' and 'Queen Bees/Wannabees')

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers.

Being a Bystander/ 'audience member' or encourager: witnessing the ill harm of others and watching/ recording it without seeking help for the victim

THE CHILD USING BULLYING BEHAVIOUR

20% of bullies are also victims. We acknowledge that focusing on the children involved is not helpful as the term 'bully' labels the person for life, making it hard for them to change their attitude to themselves as well as other people's attitude towards them. This policy concentrates on the issue of bullying behaviour rather than 'the bully'.

We note that the children who use bullying behaviour tend to have the following characteristics.

- confident
- assertive
- physically strong
- reasonably popular.

The child using bullying behaviour isn't necessarily bullying all of the time. The anger towards others may be a reflection of a difficult episode at home. The child using bullying behaviour could also be greatly lacking in self-confidence or have fewer likeable qualities than others.

CHILDREN ARE LESS LIKELY TO BE BULLIED

If they have some of the following characteristics:

- physically robust
- extroverted
- socially sensitive
- unselfish
- flexible
- conforming to group norms
- unassertive
- non attention seeking
- modest

3. School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is unacceptable.
- If you wouldn't behave in a certain way offline then don't do it offline.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to respectfully and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We prefer to use the term 'using bullying behaviour' rather than labelling an individual 'a bully' so as to allow for redemption, mercy and forgiveness

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure that they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

5. Objectives

- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To acknowledge the key role of the class teacher in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant authorities. (appendix 3 then submit to the Headteacher)

6. Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the pupil
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give pupils ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

7. Equal Opportunities

Every member of the school community is entitled to equal protection from bullying.

8. Procedures and Dealing with Incidents – A Home/School Approach

Guidance for parents

If your child has been bullied or claims to have been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Make an appointment to discuss the matter with the Key Stage Leader and keep a record of the meeting.
- If still dissatisfied please make an appointment to speak with the Head Teacher, who may be able to meet with you immediately or delegate the initial meeting to the Deputy Head Teacher if an immediate appointment with the Head Teacher is not possible
- If still dissatisfied please follow the Complaints Procedures a copy of which will be provided by the school

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.

- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.
- Inform school staff

d) Sanctions

Please refer to the behaviour policy. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)....the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

9. Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- HOPE project
- Themed assemblies
- SEAL programme
- Anti-Bullying Week
- E-Safety Week
- Online and Offline protective behaviours curriculum
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Anti-bullying/ Worry box.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.
- Self esteem workshops.
- Restorative justice.

10. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

When it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality, pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

11. Support for Pupils who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.

- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

12. Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

(This may initially show a rise in bullying due to awareness being raised.)

13. Dissemination of the Policy

Staff have been consulted through staff meeting and all employees have received a hard copy. Governors receive copies of this policy through Full Governor meetings. Pupils will be made aware of the policy through School Council meetings. Parents are consulted annually through informal discussions. The policy can be accessed in full by requesting a copy from the school office or via the website <http://www.st-modwens.staffs.sch.uk/>

KEY STAFF:

Head Teacher (DSL)- Mrs A Sherratt

Deputy DSL's:

- Mrs A Duffy – Deputy Headteacher
- Mrs L Chadfield – Asst Headteacher, Foundation Stage Leader
- Mr D Quinn – Asst Headteacher, Higher KS2 Lead
- Mrs C Salt – School Business Manager, Early Help Lead
- Mrs V Kirkpatrick – SENCO and LAC Teacher
- Mrs A Pratt – Nursery Manager/Family Support/Medical

Lower Key Stage 2 Leader- Mr D Read

KS1 Leader and Child Exploitation Online Protection Ambassador- Miss Alice Smith

Prevent/Safeguarding and Anti-Bullying Governors: Mrs E Field

School Safeguarding Committee:

- Mrs A Sherratt (Headteacher)
- Ms A Duffy (Deputy Headteacher)
- Mrs L Chadfield – Asst Headteacher, Foundation Stage Leader/ Acting SENCO and LAC Teacher
- Mr D Quinn – Asst Headteacher, Higher KS2 Lead
- Mrs C Salt – School Business Manager
- Mrs A Pratt – Nursery Manager