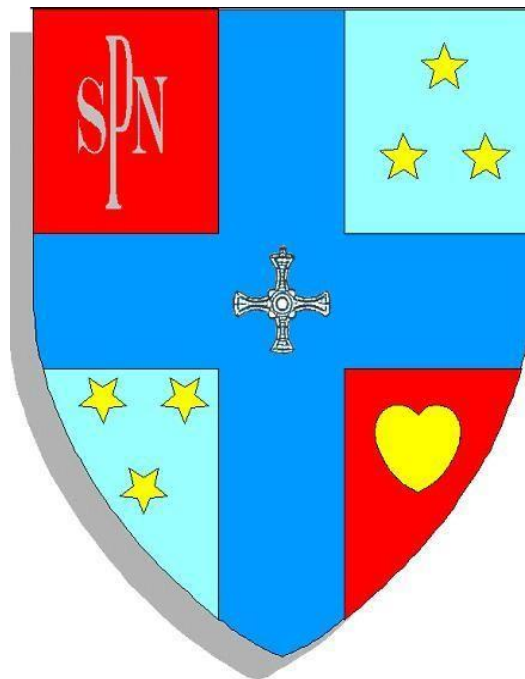


# St Philip Neri Catholic Primary School

## Anti-Bullying Policy



*Living & Learning together  
with a Joyous Heart*



## Definition

There are a number of definitions of bullying, at St Philip's we use: ...

Bullying can be 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)

And

*"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."* (The Anti-bullying Alliance (ABA) 2014)

Although there are many definitions of bullying, most have three things in common, namely that it is:

- Deliberately hurtful behaviour;
- Often repeated over a period of time;
- Difficult for those being bullied to defend themselves from, due to an imbalance of power, perceived or otherwise.

Anyone can be a victim or a perpetrator of bullying.

There are several factors that might leave young people at greater risk of becoming the target of bullying. Often these are linked to an actual or a perceived 'difference' or 'weakness' that affects a young persons' status in peer groups or makes them 'stand out'.

These may include:

- having a disability;
- having learning difficulties or long term health conditions (including mental health problems);
- social choices (such as belonging to different social groups or dress sense);
- level of affluence;
- religion;
- ethnicity;
- sexual orientation
- gender identity
- mental health problems
- or may be unrelated to any of these

Some of these factors are protected under the Equality Act 2010. Schools and all public bodies have a number of responsibilities and duties under the Equality Act 2010 relating to equality and diversity. The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics' (previously called 'grounds'). The relevant characteristics for services and public functions are:

- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour and nationality\*
- religion or belief
- age
- sex, and
- sexual orientation

Bullying can take many forms. It can be overt or more subtle. Four of the main types are:

- Physical – including hitting, kicking, taking or destroying belongings.
- Verbal – including name calling, insulting, mimicking, coercion, harassment, intimidation
- Emotional/Indirect – including spreading nasty stories about someone, shunning (excluding someone from social groups), emotional abuse
- Cyber/technological – including mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites

## **Aims**

At St Philip's staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

We view bullying as being in direct conflict with our Mission Statement, and we will take positive action to prevent it in our school.

### **Our aims, therefore, are:**

- To provide a happy and secure environment for all our pupils so they may feel safe at all times.
- To develop a mutual respect for each other so that pupils and adults alike will treat each other with consideration and tolerance.
- Through a broad curriculum including PHSE to enable children to fulfil their potential and help develop their self-worth so that everyone will feel valued as a member of our school community.
- To identify possible children at risk and to monitor and assist them, if necessary, involving parents to help prevent bullying.
- To deal with bullying incidents in a firm and decisive manner (showing children we find this behaviour unacceptable).

## **Objectives**

- To listen sympathetically and nurture a feeling of trust and confidence. To help develop children's respect for one another by encouraging them to help each other and to listen to others points of views, in and out of the classroom. (As adults, show by example an acceptable form of behaviour and attitude to others). Ensure children know the rules and attitudes concerning bullying in the school, as part of our discipline code. Ensure that children feel safe in all parts of the school and play areas through vigilance.
- To help children develop respect for one another, encouraging them to help each other whenever possible and to listen to each other's point of view. To ensure that we as responsible adults, do not promote bullying tactics, such as sarcasm, or other forms of power abuse with pupils or any other adults in our community. To provide an atmosphere, in which parents and children alike feel able to discuss problems or anxieties.
- To use such areas in the curriculum as RE, PHSE, SMSC activities or drama work to develop a positive ethos in our school and to help children realise a feeling of self-esteem and value within their community. To promote positive, friendship skills, through the curriculum to help reduce the risk of bullying.
- Ensure that all involved with the children, know the guidelines for dealing with bullying. In extreme cases, develop a programme of counselling to work with victim and bully, involving the appropriate external agencies. Involve parents at an early stage in cases of serious or persistent bullying and have clear guidelines on their involvement.

## **Guidelines for Staff**

### **Identifying possible victims of bullying**

Children at risk are likely to include:

- Those without friends
- Those without good communication skills
- Those who stand out from the crowd e.g. very tall or very small
- Those who are volatile, sulky or tearful, as they may react badly to provocation.
- School refusers
- Those who are prone to psychosomatic illness e.g. feeling sick, stomach pains.
- Those from a different ethnic background, or different area with a different accent.
- Shy, timid, withdrawn or socially passive children.
- Those from outside the catchment area of the school.
- Those who come from an unpopular family in the area.

### **Identifying signs of bullying**

The child may show:

- Deterioration in work
- Fluctuation in mood
- Impulsive behaviour, abusive language or temper tantrums
- Nervous habits – jumpiness.

The victim may:

- Be late for school or hang back at home time
- Want to change usual travelling arrangements
- Ask for extra money from home etc.
- Withdraw from usual social activities and prefer to remain with supervising adults.
- 'Lose' books, equipment or belongings.
- Have clothes or belongings, mysteriously 'damaged'
- Suffer from unexplained bruises and cuts etc.

### **Involvement**

Within the school there should be good communication between:

Senior Management

Teaching Staff

Non-Teaching Staff

All pupils

Others who may be drawn into the process will include:

The Governors, particularly if there are serious cases of bullying.

Any outside Agencies, who are specialists in counselling and advising in this area e.g. Behaviour Support.

### **Promoting a Positive Attitude in School**

- Pupils should be able to speak freely about any worries or anxieties. Children will be encouraged to use the school 'worry' box.
- Pupils should be aware that the class teacher is their first contact in case of any trouble.
- Non-aggressive behaviour should be encouraged, whilst aggressive behaviour should be deterred.

### **Attitude of Staff**

Sometimes we can give signals to pupils – these must be positive not negative.

#### **Do**

Support and reward good behaviour and positive code of conduct.

Encourage self-esteem of all pupils in and out of the classroom.

#### **Do Not**

Use nicknames, which encompass physical, academic or personality characteristics, as these may offend a pupil and be picked up by his/her peers.

Label your pupils.

Embarrass a pupil's misbehaviour by ridicule.

Over-react to a pupil's behaviour e.g. shouting

Show children they are favourites or non-favourites. Try to show impartiality.

Call children names when they misbehave.

## **Procedures**

### **Staff**

Any incident of bullying behaviour will be reported to the class teacher of child/children involved verbally & recorded on CPOMS. If it is a one off incident, it will be dealt with by the class teacher.

Persistent or more serious incidents will be reported to the Head Teacher who will decide what further action needs to be taken.

If further action is needed, parents will be contacted immediately e.g. in case of physical abuse and some guidelines drawn up between parents and school. Some counselling work may be needed for both the victim and bully and as a last resort the bully may be excluded for a determined period of time.

The Chair of Governors will be informed of any situations arising, which involves further action, particularly, if there is conflict between parent and member of staff over a specific incident.

All members of staff – teaching and non-teaching, have been informed of the guidelines and the procedure to be followed in the event of a bullying situation occurring (see child protection policy)

### **Pupils**

Tell a Teacher, Teaching Assistant, or Head Teacher

- If you are worried about anything
- If someone threatens to hit you.
- If people are ganging up against you.
- If someone demands sweets or money or other objects.
- If you hear someone else being threatened or bullied.
- At playtimes and lunchtimes – do not hang around in the classroom, toilets and other places in school. Go straight into the yard.
- Do not join a group or gang that is likely to 'pick on' other children.
- Do not stand watching someone else being bullied. Walk away or report it to an adult.
- Do not hit back – it will make things worse.
- If you are being bullied at school – tell your parents exactly what happened.

### **Concerned Parents**

Look out for signs of distress in your child. They could be:

- complaining regularly of feeling ill
- unwilling to go to school
- losing equipment
- requesting more money, or having damaged possessions or clothes.
- they may have bruises or cuts.

Informally, ask about your child's day. Discuss your child's friendships. How do they spend playtimes? If you think your child is being bullied inform the school immediately and ask for an interview with the teacher concerned or the Head Teacher.

Keep a written record if bullying persists which will provide evidence of who, what, where and when. Work with the school to devise strategies to help your child in and out of school. Do not encourage your child to hit back; it will make matters worse. Encourage your child to tell an adult e.g. a liked and trusted teacher, if an incident occurs in which they are threatened.

### **Statutory Responsibilities**

Pupils have the right to be educated in an atmosphere which is free from fear. Head teachers and others responsible for running schools have a duty to do all that they reasonably can to protect pupils in their charge from intimidation, assault or harassment. This right and this duty are enshrined within documents such as the UN Convention on the Rights of the Child and the European Convention on Human Rights. Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspection's Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the schools' behaviour policy which are communicated to all pupils, school staff and parents.

### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns as per the Child Protection Policy / Safeguarding Policy.

Bullying outside school premises

Where bullying outside school is reported to school staff, it will be investigated and acted upon. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**Reviewed November 23**

**Next Review November 24**



## **Appendix 1**

### **Reporting and Monitoring of Hate incidents**

***Hate crimes and incidents are taken to mean any crime or incident where the perpetrators hostility or prejudice against an identifiable group of people is a factor in determining who is victimised.***

Individuals may be targeted because of their actual or perceived;

- . Disability
- . Gender identity (transphobic)
- . Race or ethnicity (racist)
- . Religion or belief
- . Sexual orientation (homophobic)
- . Or due to a combination of these

Hate crime/incidents can cover a range of actions, including but not limited to;

- . Verbal abuse
- . Threatening behaviour
- . Deliberate 'outing' or threat of 'outing'
- . Criminal damage
- . Offensive graffiti
- . Arson or attempted arson
- . Physical attack
- . Harassment by phone, text, email, or via the internet
- . Abusive correspondence

## Appendix 2

### Anti-Bullying Contacts

- “ Anti Bullying Alliance
  - o [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- “ Anti Bullying Ambassadors
  - o [www.antibullyingpro.com](http://www.antibullyingpro.com)
- “ BeatBullying
  - o [www.beatbullying.org](http://www.beatbullying.org)
- “ BIG Award
  - o [www.bullyinginterventiongroup.co.uk](http://www.bullyinginterventiongroup.co.uk)
- “ BullyingUK
  - o [www.bullying.co.uk](http://www.bullying.co.uk)
- “ Ditch the Label
  - o [www.ditchthelabel.org](http://www.ditchthelabel.org)
- “ Diversity Role Models
  - o [www.diversityrolemodels.org](http://www.diversityrolemodels.org)
- “ Educational Action Challenging Homophobia(EACH)
  - o [www.eachaction.org.uk](http://www.eachaction.org.uk)
- “ Kidscape
  - o [www.kidscape.org.uk](http://www.kidscape.org.uk)
- “ Stonewall
  - o [www.stonewall.org.uk](http://www.stonewall.org.uk)
- “ Schools OUT
  - o [www.schools-out.org.uk](http://www.schools-out.org.uk)
- “ Think U Know
  - o [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- “ Show Racism the Red Card
  - o [www.theredcard.org](http://www.theredcard.org)