



**All Souls' Catholic**  
**PRIMARY SCHOOL**

# **ANTI-BULLYING POLICY**

## **JULY 2022**

<b><u>Review Programme</u></b>	
<b>Approved by Governors at:</b>	<b>Full Governing Body Meeting 06/07/2022</b>
<b>Date for next review:</b>	<b>September 2023</b>
<b>Signed – Chair of Governors</b> <i>Mrs Shirley Langford</i>	<i>S. Langford</i>
<b>Signed – Headteacher</b> <i>Andy Cooke</i>	<i>A Cooke</i>

# **All Souls' Catholic Primary School**

## **Anti Bullying Policy**

### **1 INTRODUCTION**

At All Souls' Catholic Primary School we place great emphasis on children feeling safe and secure within their environment for effective learning to take place, and we will not tolerate bullying or harassment. If children are experiencing bullying, name-calling, or other forms of harassment, we cannot offer equal opportunities or equal access to learning.

Effective implementation of this policy will be consistent with the values of a Catholic community. It will contribute to the achievement of the five Every Child Matters outcomes, with particular regard to 'Staying safe', 'Enjoying and achieving' and 'Making a positive contribution'.

We aim to develop a positive ethos by:

- Acknowledging everyone has a responsibility to deal with bullying
- Encouraging children to talk openly about concerns
- Developing trust between children and adults
- Inspiring the confidence of parents in the school's ability to support all children
- Recognising and valuing the talents and skills of everyone in school
- Appreciating the importance of staff as role models for children

### **2 AIMS**

- To convey the school's view that bullying behaviour in all circumstances is unacceptable
- To define the range of behaviours that are aggressive and oppressive
- Increase understanding of how these behaviours may affect others
- To establish clear and consistent procedures for dealing confidently and effectively with behaviour that is defined as unacceptable
- To establish positive relationships with parents so that they have a clear understanding of the school's policy and procedures
- To eliminate behaviour that prevents all pupils from participating in the full range of learning experiences and from achieving their maximum potential
- To encourage all pupils to overcome/challenge discrimination and oppression without doing so at the expense of others
- To build self esteem and self confidence in all pupils so that they can use these qualities in their relationships with others
- To create an ethos of shared values in which all pupils feel equally secure, highly valued and entitled to seek support

### **3 RELEVANT LEGISLATION**

To meet the requirements of

- the Race Relations Act (2000),

- the Disability Discrimination Act (1995),
- the School Standards and Framework Act (1998)
- the Human Rights Act (2000)
- Education Act (2000)
- Children Act (2004)

## 4 DEFINITION OF BULLYING

4.1 “Bullying is an abuse of power by one or more people through repeated, hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.”  
*Coventry Anti Bullying Strategy for Children and Young People*

4.2 At All Souls we regard bullying as:

- a child is repeatedly singled out or targeted to be ‘picked on’ either physically, verbally or indirectly (eg spreading rumours, getting others to hurt)
- where such actions are deliberate and sustained
- the focus of such actions is on one child
- the intention is to hurt, humiliate, injure or isolate an individual
- when the actions are designed to be kept secret
- when the actions are unprovoked

It is recognised that bullying as described above may involve the use of digital technology devices, sites or services. (see *Internet Safety Policy*)

4.3 We do not consider bullying as:

- an isolated incident
- a falling out
- a ‘one off’ disagreement

4.4 The school avoids labelling children as ‘bullies’ or ‘victims’. Support will be offered to those children who have been the target of bullying behaviours. It is important that they do not view the experience as their fault, or that it is the result of something about themselves that has attracted the bullying behaviour of others towards them. They need to know it will end.

Similarly, children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It is recognised that they may need support in this and the school in partnership with parents will offer this.

### 4.5 **Hurtful Behaviour**

Not all hurtful behaviour is bullying but all hurtful behaviour in school is unacceptable. The following are examples of hurtful behaviour which may not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. This is verbal or physical behaviour aimed directly or indirectly, that causes distress.
- Children may retaliate against the behaviour of others towards them in a hurtful way.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress the impact of their behaviour will be explained and made clear to them; if behaviour continues it will then be considered intentional. Similarly, unsafe behaviour will be dealt with appropriately.

## 5 PREVENTING BULLYING

- 5.1 It is the responsibility of all within the school to maintain the ethos and agreed discipline codes. Pupils need good role models in the adults within the school from which they may develop their own behaviours, attitudes and values.

We are committed to:

- focusing on what is going well, on good behaviour
- giving praise when earned
- in instances of negative behaviour, making it clear it is the behaviour we do not want, not the child
- giving clear and gentle reminders of what is expected
- teaching good manners and behaviour
- adults in school setting an example in their dress, manner, courtesy etc

It is expected that all adults will treat each other and pupils with respect. If a member of staff feels bullied by another member of staff, governor or parent, they should report this to the headteacher, or if it is felt the headteacher is bullying, the chair of governors.

### 5.2 Strategies for preventing bullying

- Express the positive climate through all aspects of school life such as curriculum, teaching methods, physical environment, rules, relationships with parents etc.
- Use appropriate parts of the curriculum to teach values that show bullying to be unacceptable (e.g. PSHE, RE, RHE) and when appropriate involve a range of partners to deliver programmes that help children develop social skills and Assertive strategies to deal with bullying/conflict
- Ensure that everyday life at school encourages and provides opportunities to practise social skills
- Encourage all pupils to take an active role in deciding what bullying is and how it should be dealt with
- Encourage children to regard 'telling' as both acceptable and responsible
- Ensure children are adequately supervised at all times. Particular attention to cloakroom areas at the beginning and start of sessions and in the outdoor environment during break and lunchtimes.
- Regard attending to bullying behaviour as a priority
- Monitor incidents of bullying
- Evaluate the effectiveness of the school behaviour policy
- Ensure that bullying is kept as a high profile issue through school assemblies and participation in events such as 'Anti-Bullying Week'
- Ensure the early identification of vulnerable pupils

## 6 RECOGNISING BULLYING

The following types of 'incidents' may be helpful in helping to recognise incidents of bullying and therefore should be sensitively investigated by an appropriate member of staff:

- Physical assault against a person or group e.g. because of colour and/or ethnicity, sex, sexuality, disability. This includes inappropriate touching.

- Physical intimidation such as jostling, lifting skirts/taking down trousers etc. this would also include using dangerous substances/objects to intimidate
- Derogatory name-calling, insults and/or jokes. Extortion of money or property.
- Destruction of property; 'borrowing' without permission
- Insulting gestures/making fun of/ridiculing e.g. sexual innuendo.
- Verbal abuse and threats.
- Behaviour to incite, harass or bully
- Bringing materials such as leaflets, comics, magazines, offensive objects into school that insult, abuse or provoke.
- Derogatory in the course of discussion or lessons relating to the family, ethnicity, colour, sex, sexuality or impairment of others.
- Spreading rumours.
- Ridicule of an individual for cultural, religious or social differences e.g. food, music, dress, family lifestyle.
- Refusal to co-operate with others e.g. because of their ethnic origins, sex, sexuality, disability.

## **7 POSSIBLE SIGNS A CHILD MAY BE BEING BULLIED**

A child may indicate by signs or behaviour that he /she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying the child.

Whilst the following behaviours may be symptomatic of other problems, staff should be aware they may be early signs of bullying

- Be frightened to walk to and from school
- Be unwilling to come to school i.e. unexplained illnesses
- Begin doing poorly in their work
- Have belongings damaged or possessions go missing
- Become withdrawn, lack self esteem, start stammering
- Become distressed, stop eating
- Report broken friendships
- Cry themselves to sleep
- Have bad dreams/nightmares
- Have unexplained bruises or marks
- Begin stealing
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above
- Start behaving in an uncharacteristically aggressive way towards others
- Hurt themselves or in severe cases attempt suicide

## **8 PROCEDURES FOR DEALING WITH INCIDENTS**

### **8.1 On witnessing or being informed of an incident:**

- Stay calm – do not make snap decisions or attach blame
- State briefly and firmly that the behaviour is inappropriate

- Distance the children - don't let the incident become a spectator sport
- Assure everyone involved in the incident that it will be taken seriously, those involved will all have a chance to explain, be listened to and action will be taken
- Incidents of hurtful behaviour should be reported to and dealt with by the class Teacher (The headteacher should be kept informed of any incidents and outcomes)
- The class teacher should take time to listen to the children and explain that behaviour will not be tolerated.
- If serious, refer to the headteacher or deputy headteacher. Otherwise deal with the situation appropriately and at the end of the day explain to parents the nature of the incident, their child's involvement and how it was dealt with.
- Refer to the behaviour policy in determining the appropriate action
- Inform a senior member of staff about the incident – for their information
- Record the incident - time, names, date, class, what, where, action taken on CPOMS.
- Monitor the children's attitudes, relationships and behaviour

## 8.2 On being informed of bullying

- Be sensitive to what the child is saying, take it seriously
- Reassure the child that they were right to tell and that adults will support the situation
- Inform the headteacher who will decide who should investigate the report and the action to be taken. There should be a certain speed to the response but this should be balanced against sufficient time to investigate thoroughly.
- Ensure the child's safety while the incident is being investigated
- The incident should be recorded objectively, take note of any injuries and action taken, via CPOMS
- Where parents are notified a record should be kept, also details of any outside agencies involved
- Staff should identify the underlying cause of the bullying and ensure that individual children receive support if appropriate
- The situation should be closely monitored. This may mean information will be shared with relevant staff e.g. supervisory assistants etc.
- If bullying continues after guidance, support and counselling, a fixed-term exclusion may be considered.

# 9 ROLES AND RESPONSIBILITIES

## 9.1 Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school, whilst still recognising that it is likely to occur in school from time to time. This policy statement makes it very clear that the governing body will not tolerate incidents of bullying and if any do occur they will be taken very seriously and dealt with appropriately.

It is the responsibility of the governing body to monitor and review the anti bullying policy and its effectiveness. They require the headteacher to keep accurate records of all bullying incidents and report to governors on request regarding the effectiveness of anti bullying strategies.

## **9.2 Headteacher**

- 9.2.1** It is the responsibility of the headteacher to implement the anti bullying policy and ensure all staff (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 effectiveness of the policy on request.
- 9.2.2** The headteacher ensures all children know that bullying is wrong and that it is unacceptable in school.
- 9.2.3** The headteacher sets the climate of mutual support and praise for success, so making bullying less likely. By praising, rewarding and celebrating success of all children, we aim to prevent incidents of bullying.
- 9.2.4** The headteacher will support teachers and other members of staff in dealing with incidents of hurtful behaviour or bullying.
- 9.2.5** The headteacher must monitor that incidents of hurtful behaviour or bullying are being appropriately dealt with by staff and in accordance with the policy. If this is not the case support and training should be offered to members of staff.

## **9.3 Teachers**

- 9.3.1** Teachers should support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating success of all children, we aim to prevent incidents of bullying.
- 9.3.2** Teachers must take all forms of bullying seriously and put strategies in place or intervene to prevent bullying from happening.
- 9.3.3** If teachers witness or are informed of an act of hurtful behaviour (eg by a teaching asst or DRA) they must support the child being targeted, remain objective, investigate properly and after consultation with the headteacher, the class teacher must inform the parents of the victim and the child who caused the behaviour.
- 9.3.4** If teachers become aware of bullying taking place between members of a class, they must deal with it immediately. They must inform the headteacher who will support the teacher in dealing with the situation.
- 9.3.5** The class teacher must take time talking to the child who has bullied; explaining to them why the behaviour was wrong and do all they can to support and help the child to change their behaviour in the future. The teacher should encourage the child to apologise to those concerned and ensure they are aware that they will be given the opportunity to start afresh.
- 9.3.6** The class teacher must monitor behaviours and relationships within the class. This involves checking with other members of staff teaching and non teaching.

## **9.4 Parents**

- 9.4.1** Parents have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour issues effectively requires the school and parents to work in partnership.
- 9.4.2** Parents should raise concerns about hurtful behaviour or bullying directly with the school and not with the parents of other children involved or otherwise; they should certainly not address the issue with individual children. Whilst we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should be made aware of tensions and difficulties between children so that they can be supported appropriately.
- 9.4.3** If parents have concerns about hurtful behaviour or bullying they should discuss those concerns with their child's class teacher in the first instance. If their concerns persist they should contact the headteacher.
- 9.4.5** If a child is involved in bullying other children the headteacher will invite their parents into school to discuss how working together we can support their child. Parents are expected to support the school anti bullying policy.

## **9.5 Pupils**

- 9.5.1** All pupils will be expected to show care and concern for others across the school community.
- 9.5.2** With support, pupils are expected to develop a sense of responsibility for their own decisions and actions.
- 9.5.3** Pupils are expected to show support towards other vulnerable children, those who have been bullied and those who have bullied.

<h2><b>10 MONITORING</b></h2>
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The policy is monitored on a day to day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.