



## Anti-Bullying Policy

Version: 2

St. Catherine's  
RC Primary School

Name and Designation of Policy Author(s)	Jessica Quiligotti, Deputy Headteacher		Is this a Statutory Document
			Yes
Approved By (Committee / Group)	Curriculum Committee		
Date Approved	12/2/2020		
Date Ratified by FGB	N/A		
Date Published	27/2/2020	Is this to be published publicly on the school website?	Yes
Review Date	Spring 2021		
Target Audience	Pupils, Staff, Parents, Carers and Governors		
Links to Other Strategies, Policies, Procedures, etc.	Health and Safety Policy, Staff Handbook, Safeguarding Policy, Behaviour Policy, Positive Handling and Physical Intervention Policy, Confidentiality Policy, PSHE Policy, E-Safety Policy		

### Version History

Date	Ver	Author Name and Designation	Summary of Main Changes
January 2017	1	Mandy Harris, Headteacher	Old policy updated and put into new standard format (hence version 1).
February 2020	2	Jessica Quiligotti, Deputy Headteacher	Updated to include references to Rights Respecting School and changes to reporting through Class Charts.

### Monitoring Compliance with the Policy

Describe Key Performance Indicators (KPIs)	Target	How will the KPI be Monitored?	Which Committee will Monitor this KPI?	Frequency of Review	Lead
Policy is available to all staff, parents, carers and governors	100%	Audit of school website	Curriculum Committee	Annually	Chair of Curriculum Committee
Procedures and record Keeping follow the policy	100%	Reported by the Headteacher's to the Curriculum Committee	Curriculum Committee	Annually	Chair of Curriculum Committee
Tracking that incidents are being reported	100%	Termly report to FGB in HT's report	Full Governing Body	Termly	Chair of Governors

## Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

## Overview

St. Catherine's R.C. Primary school is committed to achieving a calm, respectful and stimulating learning environment. The emotional health and wellbeing of our children and staff is extremely important to us and we strive to identify and deal effectively with any incidents of bullying that may arise.

**Bullying and any other forms of intimidation will not be tolerated.** All children and adults treat each other with kindness and respect and care well for each other. Children and adults should be able to come to school without fear and feel safe.

## Staff with key responsibility for anti-bullying and safeguarding

- Designated Safeguarding Leader: Miss Nina Chwastek
- Deputy Safeguarding Leaders: Miss Jessica Quiligotti  
Mrs Jenny McCormick
- Safeguarding Governor: Mrs Laura Starkey

Pastoral care and behaviour concerns are initially report to and addressed by the Phase Leader. If necessary these concerns are escalated to the Deputy Headteacher.

## What is Bullying?

Bullying is any repetitive, deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It occurs on a number of occasions over time, is one sided and happens on purpose. It is often difficult for the victim to defend themselves from.

Bullying behaviour includes:

- Physical: hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence.
- Verbal: name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- Emotional: being unfriendly, excluding, tormenting, spreading rumours, ridicule and humiliation.
- Cyberbullying: email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc
- Damage to property, or theft: pupils may have their property damaged or stolen.

Bullying is not:

- An isolated incident
- Not liking someone

- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings towards someone
- Isolated acts of harassment, aggressive behaviour, intimidation or meanness

All of the above, although not pleasant, will not be treated as bullying if they are isolated incidents but will be dealt with by following the Behaviour Policy.

### **Aims and objectives**

The aim of this policy is to prevent and deal with any bullying as defined above and to promote an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in.

We aim to:

1. Raise awareness of the definition of bullying.
2. Take positive action to prevent bullying through Worship/RE/PSHE curriculum as well as opportunities such as anti-bullying week and working with outside providers.
3. Act promptly and effectively at the first signs of bullying.
4. Encourage learners, parents and carers and staff to report any attempted bullying.
5. Provide support for all members of our school community who may be involved in a bullying situation.
6. Have effective sanctions to deter bullying and to have successful strategies to reform bullies.

### **Strategies for the prevention and reduction of bullying**

1. Through our Core Value family groups, we encourage the children to work together and share with children across all age ranges.
2. During Worship, we constantly remind the children of the expectations expressed through the core values and our mission to 'Be who God wants us to be and so set the world on fire.'
3. Through being a Rights Respecting School, we teach children to understand their rights and the impact they can have on other children accessing their rights too.
4. Our PSHE and RE Curriculum is used to develop self-reflection and empathy.
5. All staff receive training in PSHE which allows children to explore relationships with one another and any issues or concerns they may have in a safe environment. Also allowing opportunities for building of self-esteem and effective communication skills.
6. Provide access to a trained Social Worker one day a week to work with individuals and groups to support with social emotional issues/bullying.
7. Supportive staff available over the lunchtime period to monitor behaviour.
8. A designated member of staff to oversee all lunchtime outdoor sports.
9. Invite external organisations into school for support as necessary

### **Procedures for reporting and responding to bullying**

When a child reports a suspected case of bullying the following procedures will be implemented:

- An adult will listen to the details of the incident, ask questions and assess the situation, a record of the incident will be completed. A decision will be made as to whether further investigation is required. If it is a repeated incident then it must be referred to the relevant Phase Leader/Behaviour Lead.
- A member of staff will be nominated to carry out an initial investigation.
- The headteacher will be informed.
- The member of staff will talk to and listen to the child who is suspected of being bullied, and any witnesses, making sure that the children feel safe to talk. At this point a clear account of the incident will be recorded.
- The member of staff will talk to the child accused of demonstrating bullying behaviours about what has happened, to discover how they became involved. They will make it clear that bullying behaviour is not tolerated at St. Catherine's and will relate this to children's rights and how they are negatively impacting on another child's access to these rights.
- At this point a clear account of their version of the incident will be recorded.
- The problem will be identified and possible solutions agreed.
- Sanctions from the behaviour policy will be applied.
- Parents and carers will be informed on all matters identified as bullying behaviours.
- If the situation is not resolved, then a behaviour plan may be implemented.
- All incidents of bullying behaviour will be recorded as such in the School Behaviour Log.

#### **Action to be taken to support those who are bullied:**

- Environmental changes will be made if necessary – including classroom and playground - to ensure that the child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns in the School Behaviour Log, ClassCharts.
- The situation will continue to be monitored to ensure there is no repetition.
- Key friends identified by the child will be asked to provide extra support, which may be through a peer support programme.
- Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents and carers will be invited into school so that action taken can be shared.
- Phase Leaders and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills, etc.

#### **Action to be taken to support those who bully:**

Type and method of support will depend on individual needs, age and maturity of the child.

- It will be made clear to the child(ren) that their behaviour is unacceptable because of the effect that it is having on the other child / children and how this is affecting access to their rights.

- The child(ren) may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents and carers.
- The child(ren) will be reminded that they are responsible for their behaviour and there are consequences for unacceptable behaviour.
- The child(ren) will be reminded that all children have the right to an education and to feel safe and that their behaviour in school must not prevent this.
- It may be suggested that the child(ren) involved meet with the support of their class teachers and a peer support group may be put in place. The support group approach is located within a solution focused framework where the emphasis is not on problem exploration, blame and sanctions but on solution finding, co-operation and being non-judgemental. These processes are more likely to promote pro-social behaviour amongst children.
- Referral to Caritas may be suggested.
- Sanctions for behaviour may include: A behaviour support plan with sanctions and rewards: e.g. the removal of breaks, lunchtimes, fixed term exclusions – parents and carers will be informed which sanctions will be used.
- Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents and carers.

### **What can children do if they are being bullied?**

- Tell someone that you trust – it can be a teacher, a teaching assistant, a lunchtime supervisor, a parent or carer, a friend, or a relative. Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Use the Worry Box to share concerns or write it down to give to a trusted adult.

### **What do you do if you know someone is being bullied?**

Anti-bullying strategies are shared during Anti-Bullying Week and reinforced throughout the year in personal, social and health education and through circle time. Through this approach the children are given the key messages outlined below.

*Everyone has a role to play in preventing and stopping bullying, and protecting the rights of ourselves and others. You can take a stand against bullying by standing up for someone else — without putting yourself at risk, or becoming involved in bullying behaviour yourself. If you feel you cannot get involved, tell an adult immediately. Staff will deal with the situation.*

*Bystanders have the power to play a key role in preventing or stopping bullying. Some bystanders directly intervene, by discouraging the bully, defending the person being bullied, or redirecting the situation away from the bully. Other bystanders get help.*

*Here are some ways you can become a helpful bystander:*

- *Make it clear to your friends that you won't be involved in bullying behaviour.*
- *Never stand by and watch or encourage bullying behaviour. It may not be happening to you — but what if it was?*
- *Don't harass, tease or spread gossip about others.*

- *Support the person who is being bullied to ask for help, or report it. Help them find a trusted adult or show them where they can get help or report the incident.*
- *Report bullying behaviour to someone you trust, like a teacher, your parents or carers.*

### **Role of Parents and Carers:**

Parents and carers have an important part to play in our anti-bullying policy. We ask parents and carers to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be being bullied, please inform school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child’s parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school’s policy concerning bullying behaviours and make sure your child is not afraid to ask for help.

### **Procedures for monitoring, evaluating and reviewing this policy**

This policy will be reviewed annually to assess its implementation and effectiveness. All members of the school community will be involved in the review and will be consulted about changes that may need to be made.

The annual review will look for the following success indicators:

- Willingness to report incidents of bullying behaviour
- Reduced frequency of bullying incidents
- Reduced duration of bullying behaviours
- Reduced number of internal/fixed term exclusions
- Increase in positive feedback from pupil questionnaire

### **Outcomes**

St. Catherine’s strives to offer a warm, friendly, welcoming and safe environment for our children. We endeavour to make it a place where bullying is not tolerated and where all children are treated equally and with respect.