
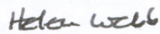




St Francis Catholic Primary School

Anti- Bullying Policy 2023

In Jesus we will do our best as we love, pray, learn and pray because this is the St Francis way.

Review Date	26 <sup>th</sup> September 2023
Signed: G Brown (Head Teacher)	
Signed: H Webb (Chair of Governors)	
Next Review Date	September 2024

St Francis Catholic Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential and for all members of the community to feel safe and secure in school.

### **Policy Aims**

- To define the schools aims, values and procedures in the event of bullying.
- To ensure that a positive and safe learning environment is developed and maintained in which bullying will not be tolerated.
  - To promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To clearly identify to children the avenues for reporting bullying.
  - To clearly identify to all stakeholders in the school, definitions of bullying, how it may be reported, how it will be dealt with and where it is reported.

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Children will have friendship fallouts which are dealt with sensitively in school, but this is not bullying. Bullying is several times on purpose.

### **Bullying behaviour:**

- We recognise that anyone can display bullying behaviour or be a target in a bullying episode and that bullying can take many forms.
- Bullying is classed as a serious behaviour because it is persistent and can have a very detrimental impact on the target.

Bullying can be related to:

- Race, religion or culture.
- Sexual orientation or perceived orientation (homophobic/biphobic)
- Gender identity or of a sexual or sexist nature (including transphobic)
- Disability or SEND.
- Appearance or health.
- Family circumstances.
- Academic or sporting ability.

### **Bullying can include:**

- Physical: hitting, kicking, stealing or hiding belongings, sexual assault
- Verbal or written: name calling, insulting, offensive remarks, taunting, mocking, threatening language, producing offensive graffiti.
- Indirect/emotional: spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature.
- Cyber-bullying: offensive or abusive text or email messages, sending offensive or degrading images by phone, email or via the internet. Bullying outside school:
- The Head teacher has the power to respond to bullying behaviour involving pupils whilst out of school; be it on a school trip, school activity or in the community. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated.

### **Prejudice-related incidents:**

A prejudice related incident, which is defined as, 'any incident which is perceived to be prejudice-related by the victim or any other person.

There is a cross-over between prejudice-related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudice-related incidents will involve bullying.

All prejudice-related incidents will be treated seriously by the school.

The most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a pupil because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying

The Head Teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's general behaviour policy. In serious cases where an offence may have been committed, the Head teacher may contact the local police.

## **Signs** to look out for:

### **Staff:**

- A change in the pattern of behaviour
- withdrawn, temper tantrums etc.
- Fall in quality of school work
- Fall in concentration
- Increased absences
- Wanting to stay with an adult or inside all break time

**Parents/Carers:** If you suspect your child is being bullied, talk to them and reassure them of your support. Alert the school. Things to look out for:

- Does not want to travel to and from school using their normal method
- Wants to be accompanied to school
- Increased absenteeism/ill health
- Damaged or missing property
- Changes to eating pattern
- Reduction in confidence
- Asks for extra money.
- Stealing
- Crying.
- Bed-wetting.
- Nightmares
- Bullies others in and around the family
- Withdrawn, doesn't want to talk

## **Reporting Bullying or prejudice-related incidents**

### **Staff:**

- Watch out for the signs
- Listen carefully
- Record all incidents
- Put the school's procedures into operation
- Ensure that the bully and their parents are made aware of the unacceptable nature of their behaviour and consequences of any repetition

### **Parents/Carers:**

- Report any suspected incidents of bullying or prejudice-related incidents to a teacher/ support staff/ Head Teacher.

### **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilises support from the CMAT and other relevant organisations when appropriate.

### **Responding to bullying:**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident will be reported on CPOMS under 'bullying'
- The school will provide appropriate support for the person being bullied—making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
  - The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated
- If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

#### Recording of incidents

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. All recording will be done in CPOMS.

#### **Responding to Prejudice-related incidents**

Prejudice related incidents will be taken seriously and dealt with by a member of the SLT.

- The issue will be investigated and all parties will be interviewed
- Incidents will be recorded in CPOMS under the category 'prejudice-related incident'.
- Once investigated, intent will be identified and recorded using the following scale 1) No offence was intended or taken 2) Hurt or distress was caused, but the offending behaviour is unlikely to be repeated 3) Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated
- Support will be provided to the target of the incident
- There will be a focus on the behaviour, so that the perpetrator knows that the behaviour is not acceptable
- Witnesses to the incident will also be reminded that this behaviour is not acceptable and contrary to the school ethos
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- Relevant teaching points will be identified and built into the whole school curriculum which may include assemblies and RSE sessions

- No offence was intended or taken. 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. 3. Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated

## **Prevention**

As a caring Catholic community we will:

- Create and support an inclusive environment which promotes a culture of respect, consideration and care for others, which will be upheld by all
- Use Religious Education, Personal Social and Health Education and Relationships and Sex Education sessions to discuss differences between people that could motivate bullying
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Educate the children about how to use technology, especially mobile phones and social media, positively and responsibly
- Celebrate success and achievements to promote and build a positive school ethos
- We will endeavour to provide an interesting/stimulating environment

## **Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, House Families, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem- this will include our work on Character strengths and Catholic Virtues

## **Involvement of pupils**

- We will: Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **Involvement and liaison with parents and carers**

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **Useful links and supporting organisations**



Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)