



# **St. Chad's Catholic Primary School**

*“At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values.”*

## **Anti-Bullying Policy**

**June 2021 – 2023**

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### **School Mission Statement:**

**“At St Chad’s we grow in the light of Christ, to share his love and reflect the gospel values”**

At St Chad’s Catholic Primary School we believe that everyone has the right to feel safe, secure and respected within a caring, Christian environment regardless of gender, race or social circumstance. As a Catholic community we are committed to living, working and growing together as one in God’s family. We believe that it is everyone’s responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school’s response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school’s Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- E-Safety Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Primary Relationships and Health Education Policy
- Secondary School RSE and Health Education Policy
- Exclusion Policy

## Definitions

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying is acted out in these mediums

**Physical** - These are unprovoked assaults where the person being bullied is hit, kicked or when belongings are taken or damaged.

**Verbal** - Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.

**Indirect** - When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.

**Psychological** - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.

**Online and Mobile phone** - The use of text messaging or e-mail to perpetuate any of the above\*

\*N.B. The school will not tolerate perpetuation of a bullying incident in any form or by any method.

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic/biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

### **How can bullying be identified?**

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

## **Procedure for children who are bullied**

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach (detailed below) should be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

**Step 1: Hold up hand with palm facing other child/children say “Stop it” firmly.**

**Step 2: Say firmly, “I don’t like it when you do that.”**

**Step 3: Say firmly, “If you do it again, I will tell the teacher.”**

The child should then tell the class teacher, lunch time supervisor or adult in charge so that they can continue with the procedures as set out in this document.

Children who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place. Children can also report incidences of bullying or other worries by placing a note in the ‘Worry Box’ which has been provided in each classroom.

Children have the opportunity to talk in confidence to any member of staff at any time, but in addition the school has a ‘Child and Family Support Worker’. This member of staff will then take action on behalf of the child according to the procedures in this document.

A ‘Bus Stop’ point indicated by a sign post will be provided in the playground for children to go if they are feeling sad, lonely or worried. The Play Leaders and members of staff will provide any support needed by the child.

## **The role of the school**

The primary role of the school is to uphold its mission statement and the vision of this policy. In doing this, the school shall:

- Have a zero tolerance towards all forms of bullying and harassment.
- Highlight and encourage pro social behaviour.
- Be constantly alert to bullying.
- Ensure that there is adequate provision for children at break times.
- Endeavour to create an environment that is attractive.
- Monitor and record incidents of bullying.
- Ensure that this policy is updated regularly.
- Ensure that the policy is available to all members of the school community.
- Ensure that there are adequate lines of communication.
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour.
- Ensure that parents are kept informed of anti-bullying arrangements through newsletters, meetings and presentations.

- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays.

### **The role of the Head Teacher and Deputy Head Teacher**

The primary role of the Head Teacher and Deputy Head Teacher is to ensure that the mission statement of the school and its Catholic ethos is upheld. They are also responsible for maintaining a policy of zero tolerance towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.

The Head Teacher and Deputy Head Teacher should act as role models for staff, parents and children and make every endeavour to create an ethos and climate of consideration, tolerance and respect within the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

The Deputy Head Teacher will listen to all reports of harassment and alleged bullying raised by class teachers and read all necessary documents completed in accordance with the procedures in this document. The Deputy Head Teacher will, if necessary, speak to all those involved in such incidents and decide on further progress including sanctions where necessary. The Deputy Head Teacher may decide to refer incidents to the Head Teacher. The Head Teacher will listen to all reports of harassment and alleged bullying raised by class teachers and the Deputy Head Teacher and read all necessary documents completed in accordance with the procedures in this document. The Head Teacher will, if necessary, speak to all those involved in such incidents and decide on further progress. The Head Teacher will, when necessary, contact parents of both perpetrators and victims of bullying and invite them into school to discuss the incidents.

The Head Teacher will also decide on and inform parents of any necessary sanctions to be imposed by the school. The Head Teacher will, when necessary, liaise with the Governing Body and inform them of any bullying incidents.

### **The role of the Teacher, Teaching Assistants and Support Staff**

The primary role of all staff members is to act as role models for students and to ensure that they are fully aware of the aims of this policy. They must also ensure that they send out a clear message that bullying will not be tolerated at St Chad's Catholic Primary School. Teachers should endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

Teachers should attempt to prevent bullying by using areas of the curriculum to reinforce the values contained in the school mission statement and present in our ethos. Children

should be encouraged to work together and to value each other's contributions. Particular curriculum subjects such as RE, PSHE (in which the Dot Com Programme will be used), Science and PE are ideal for teaching about specific issues related to bullying and for making children aware of the need to celebrate difference and diversity. Collaborative work, mixed gender and ability groups, partnership working and circle time are ideal opportunities to reinforce an ethos of support that can be used in all curriculum and non-curriculum activities.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. They should also act as role models and as mentors to whom victims of bullying can turn for support and advice.

### **Procedures for Teaching staff when dealing with bullying incidents**

1. Listen to the child who comes to you as the victim.
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen.
3. Interview the alleged perpetrator/s.
4. Talk to anyone who witnessed the behaviour.
5. Decision made as to further procedures.
6. Fill out incident report using standard form.
7. Take form to Head Teacher or Deputy Head.
8. Inform those involved.
9. Monitor relationships until situation resolved.

### **The role of Lunch Time Supervisors**

Almost three-quarters of all bullying of children in Primary school takes place outside of the classroom on the playground and in areas used during break times. It is extremely important that all members of staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect and to share and involve each other in playground activities and games and to play together in ways conducive to the mission statement and Catholic ethos of the school.

These staff should offer support to victims of bullying and also strategies with which those who have bullied can use to integrate successfully with their peers and develop friendships built on mutual respect and trust.

## **Procedures for Lunch Time Supervisors**

1. Listen to the child who comes to you as the victim.
2. Interview alleged perpetrator/s.
3. Talk to anyone who witnessed the behaviour.
4. Report to class teacher or to Deputy Head Teacher as soon as possible.
5. Class teacher or Deputy Head Teacher begins procedure.

## **The Role of Breakfast Club staff**

The primary role of the breakfast staff is to act as role models for the children and to ensure that their own behaviour reflects the mission statement and Catholic ethos of the school whilst the children are in their care.

As previously stated, almost three-quarters of all bullying of children in Primary school takes place outside of the classroom. It is the responsibility of the staff to be vigilant and to look out for any signs of bullying or harassment.

Staff should encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the mission statement and Catholic ethos of the school.

## **Procedures for Breakfast staff**

1. Listen to the child who comes to you as the victim.
2. Interview alleged perpetrator/s.
3. Talk to anyone who witnessed the behaviour.
4. Report to class teacher or to Deputy Head Teacher as soon as possible.
5. Class teacher or Deputy Head Teacher begins procedure.

## **The role of Parents, Guardians and Carers**

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Catholic ethos.

Parents must also look out for signs that their child may be the victim of bullying at school. These may include:

- Your child suddenly becomes reluctant to go to school.
- Your child seems uncharacteristically anxious.
- Your child has nightmares or starts to wet the bed.

- Your child develops vague illnesses to avoid going to school.
- Clothes or belongings are damaged or missing.
- Dinner money is regularly 'lost'.
- Asking for extra pocket money or stealing.
- A sudden drop in standards of school work.
- Fear about walking to and from school.
- Secrecy about the reason for tears and being upset.

### **Procedures for Parents, Guardians and Carers**

1. Talk to the child and establish that the behaviour is persistent and not a one-off incident.
2. End any secrecy and get the facts in the open.
3. Ensure that the child understands not to retaliate.
4. Make the child feel secure.
5. Tactfully help your child to try and deal with the problem himself/herself.
6. Contact the class teacher and arrange a meeting to discuss the issue.  
(Teacher begins school procedure)
7. Ensure that you receive a copy of the school policy to deal with bullying.
8. Continue to liaise with the class teacher until a solution is achieved.
9. Work with the school.
10. Help your child to develop and use the 3-step approach.
11. Emphasise the fact that our differences make us individuals.
12. Help your child to feel less vulnerable and raise their self-esteem especially if they have been tormented about physical characteristics.

**Note:** Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions of suspension or exclusion, they are entitled to appeal to the Governing Body. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

### **The Role of the Governing Body**

The primary role of the Governing body is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the governing body act in accordance with this vision and as a role model to the children of the school and the staff members.

The Governing Body will liaise with the Head Teacher and where necessary work with him/her in dealing with incidents of bullying or harassment. If appropriate, the Head Teacher will inform the governing body of any sanctions imposed by the school and will consult with them in the event of any form of exclusions or suspensions.

The Governing body will also act as the forum for appeal should parents have reason to disagree with action taken by the Head Teacher. All appeals will be addressed to the Chair of

Governors who will pass on the appeal to the appropriate member of the Governing Body in accordance with statutory procedures.

### **Preventing peer-on-peer abuse**

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a pupil with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim’s consent, the

information may still be lawfully shared if it is in the public interest and protects children from harm. The school's Pupil Confidentiality Policy will be adhered to at all times.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

### **Cyberbullying**

The school has a Cyberbullying Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in the Behaviour Policy this policy if they become aware of any incidents.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

### **Sanctions**

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the pupil of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

Parents are informed of bullying incidents and what action is being taken.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

## **Bullying Outside of School**

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

### **Procedure for staff who feel they are bullied, harassed or discriminated against by other members of staff**

1. If possible, approach the person causing the harassment and explain your feelings.
2. Make it clear that their behaviour is causing a problem and ask them to stop.
3. Try to sort out the problem together.
4. Keep written records with specific times and dates of alleged behaviour.
5. If the behaviour continues report the behaviour to the Head Teacher.
6. If necessary the Head Teacher will inform the Chair of Governors.
7. Work with the Head Teacher in resolving the problem.

### **Procedure for staff who feel they are bullied, harassed or discriminated against by the Head Teacher**

1. Approach the Head Teacher and tell him/her about your concerns.
2. Make it clear that their behaviour is causing a problem.
3. Try to sort out the problem together.
4. Keep written records with specific times and dates of alleged behaviour.
5. If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union.

### **Procedure for staff who feel they are bullied, harassed or discriminated against by a parent or other adults not employed by the school**

1. Make it clear that their behaviour is causing a problem.
2. Tell them to stop.

3. Write down details of the behaviour including specific times and dates.
4. Report behaviour to the Head Teacher.

**Useful Websites**

<http://www.bullying.co.uk/>  
<http://www.kidscape.org.uk>  
[jo@samaritans.org](mailto:jo@samaritans.org)  
<http://www.childline.org.uk>  
[www.macmillan.org.uk/whybother](http://www.macmillan.org.uk/whybother)

This policy was reviewed by the Governing Body of St Chad’s Catholic Primary School on and will be reviewed October 2016

Date .....

Signed ..... Chair of Governors

## Appendix 1: Form To Report Incidence Of Bullying Among Children

This form is to completed by the class teacher and handed to the Deputy Head Teacher or Head Teacher

Name of person who has been victim of bullying		
Name/s of alleged bully/ies		
Name/s of any witnesses		
Where the bullying took place		
Year Group	Class teacher	Date
It is our statutory duty to record any incidents of racial harassment Please tick this box if this incident is defined as such.		
In the space below, write an account of the bullying incident including the frequency of the behaviour, those involved, the type of bullying and where it occurs or occurred.		

# Worry Box Slip

Name: .....

Class: .....

Tick a box

I am worried about something.



I know someone who is worried



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Their name is:

What has been happening?

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Have you talked to someone about this problem?

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Date \_\_\_\_\_