

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL
Whyteleafe Road
Caterham
Surrey
CR3 5ED



**Policy Documents for
*Anti-Bullying***

For review: Autumn 2021

St. Francis' Catholic Primary School

ANTI-BULLYING POLICY

Introduction

This Policy is delivered in the context of our School Mission Statement.

Mission Statement

Through God's love and with guidance from the Holy Spirit, we the St Francis Community, share our Catholic Faith. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our Families, Governors and Parish and inspired by our faith we support the children of St Francis'. We encourage the children to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Pupil, Staff and Governor Consultation has contributed to this policy.

Aims

To ensure:

- Pupils understand that bullying and harassment are unacceptable
- Pupils feel safe and secure in school and on school related journeys
- Pupils understand the issues relating to safety
- Pupils feel confident to seek support from school
- All staff, pupils and parents work together to deal with any incidents quickly and effectively

Objectives

- That all pupils, parents, staff and governors are aware that at St Francis' bullying is not tolerated.
- That all pupils, parents, staff and governors are able to work together to ensure pupils feel safe at school and on school related trips.
- That all feel confident to seek support from our school

Responsibilities

The Headteachers and Governors have overall responsibility for ensuring that the school fulfils its legal obligations and that anti-bullying and anti-harassment procedures are established and carried out in school. However, every member of our school community shares in the responsibility and have a duty of care to report and deal with incidents in the appropriate manner.

This includes any statutory duties to report certain types of incident.

The PSHE and Anti-bullying Co-ordinator is Mrs Sara Jackson

The nominated Governor with Responsibility for Anti-Bullying is Mrs Nathalie Walsh (Chair of Governors)

The responsibilities of the Anti-bullying Co-ordinator are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Liaison with the Headteacher and Senior Leadership Team, the E-Safety Subject Leader
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing pupil behaviour

Responsibilities of Staff, Volunteers and Visitors on our School Site

All staff, volunteers and visitors to school have:

- A responsibility to model respectful behaviours towards pupils and towards other adults.
- To listen to children, be understanding and sensitive to what is being said and report concerns immediately to the Class Teacher, Senior Leadership Team or Designated Safeguarding Leads (DSLs).
- To be mindful of the expectations outlined in our Safeguarding Policy and in the Government Document - Keeping Children Safe in Education.

Definition of Bullying - Consistent, persistent and over time

There is no legal definition of bullying. However, usually:

Bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

(Safe to Learn (2007): embedding anti-bullying work in schools)

Our St Francis' children's definition of Unkind Behaviour (Friendship Issues) and Bullying

Unkind Behaviour (Friendship Issues) Falling out, teasing and being mean and unkind to each other, pushing and shoving. It might happen more than once but it is occasional. These are regarded as general friendship issues – of an age appropriate nature.

Bullying: When we are hurt on purpose: We can be physically hurt, or our feelings are hurt, or people say unkind words to us. This happens to us not just once or twice, but several times on different occasions. The behaviour of a bully might be frightening, and we might feel scared. We might think it is not going to stop and we know that we might need an adult to help it stop. It can even happen online.

Bullying is:

- a repeated consistent and persistent, deliberate intention to hurt or humiliate (physical or emotional)
- There is a power imbalance that makes it hard for the victim to defend themselves

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, teasing, arguments or thoughtless behaviour that causes distress. Children fall out and say or do things for a variety of reasons, often because they are upset. Many issues between children are age appropriate and cease with maturity and support. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or hurtful behaviours. We all have to learn how to deal with these situations and develop skills to repair relationships.

It is bullying if it is repeated, consistent and persistent.

Types of Bullying,

These are harassing, discriminatory or derogatory behaviours or remarks that include:

- **Online or Cyberbullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.
- **Homophobic, gender or sexual orientation bullying** occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people, or those in same sex marriages.
- **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Whilst the school recognises the severity of a racist and homophobic comments, it also recognises that some comments can be made in ignorance when children 'parrot' something they may have heard and perhaps do not understand the meaning or offence of certain words. The School investigates all matters brought to their attention, and works with children and their parents, to ensure that the children understand what they have said or done and that any misconceptions are rectified, and the person or persons concerns, and distress are addressed. The school reports all matters brought to their attention annually to the Local Authority.

What does Bullying look like?

Bullying can include, but is not limited to, the following behaviours:

Physical: hitting, kicking, pushing, taking or damaging belongings

Verbal: name calling, taunting, mocking, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks, anti-faith, repeated teasing, threats, sarcasm, gossiping.

Indirect including online bullying: spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or the internet, producing offensive graffiti.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others, who become the 'bystanders' or 'accessories'.

Groups Vulnerable to Bullying

Groups vulnerable to bullying include:

- Children with Disability
- Children with Special Educational Needs
- Looked After Children
- Travelling Groups
- Bullying related to race, religion or culture
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Young people perceived to be gay, lesbian, bisexual or transgender
- Young people from ethnic minorities
- Refugees and asylum seekers

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals and groups

Signs of Bullying

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling/bedwetting

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy and also the school's Child Protection policy.

Staff should be aware:

- Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done".

- Pupils may also be reluctant to report because they feel it is something within them which is at fault.
- Pupils with learning disabilities or communication difficulties may not understand that they are being bullied.

It is important that all staff show that they take issues seriously and give the clear message that bullying is not tolerated. Staff should also show that they can support pupils effectively to prevent harm and that there are solutions which work.

Reporting Procedures for Bullying Incidents

Our school has a clear behaviour system (See our school Behaviour Policy and Friendship Issues/ Concerns Cycle **Appendix 1**) for the whole school community (including staff, parents/carers, children and young people) to report bullying; this includes support for those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

If bullying is witnessed or suspected by any party, then it will be taken seriously and investigated fully. This issue should be reported immediately; initially to the child's class teacher, or the Anti-Bullying Coordinator, or any member of staff. A Bullying Incident Record is attached (**see Appendix 1**) and the Friendship Issues/ Concerns Cycle (**see Appendix 2**)

Procedures for dealing with Bullying

- Initially it is the responsibility of the bullied person, or people, to report the incident immediately to the adult in charge and/or to the class teacher. This will be encouraged by displaying posters around the school.
- It is also the responsibility of any witness to report the incident immediately to the adult in charge or the class teacher
- The teacher/adult will then need to investigate the allegation
- The child/children involved, including witnesses, will need to be interviewed in order to assess the events of the incident. The headteacher / staff are 'in loco parentis.' When incidents arise, pupils may be interviewed without the parent/carer being present. This is to inform the headteacher/ staff decision about action resulting from the incident. Witness accounts may not necessarily be shared with other parties.
- A clear account of the incident will be recorded in the Behaviour Book and parents will be informed. If appropriate Staff will be informed by the Coordinator.

- If the decision is deemed to be of a serious nature, both the Headteacher and Deputy Headteacher will be informed, as well as the parents of those involved.
- Any disciplinary measures will be carried out in accordance with the Behaviour Policy.
- The class teacher and Anti-Bullying Co-ordinator will watch over the victim to ensure that the child has recovered and is happy. A restorative conversation between the victim and the bully will be encouraged and supported wherever possible.

Restorative Approach

Whilst we do not tolerate bullying and take claims of bullying very seriously, as a Catholic, Christian School we aim to use supportive and restorative approach towards investigating instances of bullying.

The 5 Key questions used in a restorative conversation:

- 1) What happened?
- 2) What were you thinking?
- 3) How were you feeling/
- 4) Who else has been affected by this?
- 5) What do you need to do now, so that the harm can be repaired, and positive relationships can be restored?

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

Support for Pupils who have been Bullied

Pupils will be supported by:

- Offering an immediate opportunity to discuss their experience with their class teacher or a member of staff of their choice.
- Reassuring the pupil
- Encouraging their friends to be supportive
- Circle time discussion
- Time out
- Restorative justice approaches
- Activities to restore self-esteem, confidence and to build resilience
- Offering continuous support, including possible counselling
- Support in school from our Learning Mentor

Support for Pupils who have Bullied

These pupils will be supported by:

- Discussing what has happened

- Discovering why the pupil became involved
- Establishing the facts of wrong-doing and the need for change
- Creating an opportunity to acknowledge wrong-doing and to make amends
- Informing parents/carers to help change the attitude of the pupil
- Support in school from our Learning Mentor
- Referral to outside agencies if appropriate

Strategies for preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at St Francis' School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- School Behaviour Policy and Reflection Folders
- Reflection Folders monitored by Headteacher & Deputy for frequency of poor behaviour. Parents called in to discuss poor behaviour
- Our Religious Education and Values Education
- Personal, Social, Health and Citizenship Education (PSHCE)
- Annual Anti-Bullying Week
- Specific curriculum input on areas of concern such as online/cyber-bullying and internet safety – PSHCE & Computing Curriculum
- Parent information events: E-Safety Evening
- Use of SEAL/Circle Time materials
- Involvement in Healthy Schools
- Playground buddying
- School Council and Prefects
- Staff training and development
- Playground behaviour log

Associated with this policy:

School Policies:

Behaviour Policy and Reflection Folders, PSHE Policy, E-Safety Policy, Health & Safety Policy, Child Protection Policy, Child Protection Reporting Form, Pupil Personal Profile.

Surrey County Council Guidance

http://www.surreycc.gov.uk/__data/assets/pdf_file/0019/10288/Anti-Bullying-guidelines-final-doc.pdf:

National Websites: Listed below Appendix 3

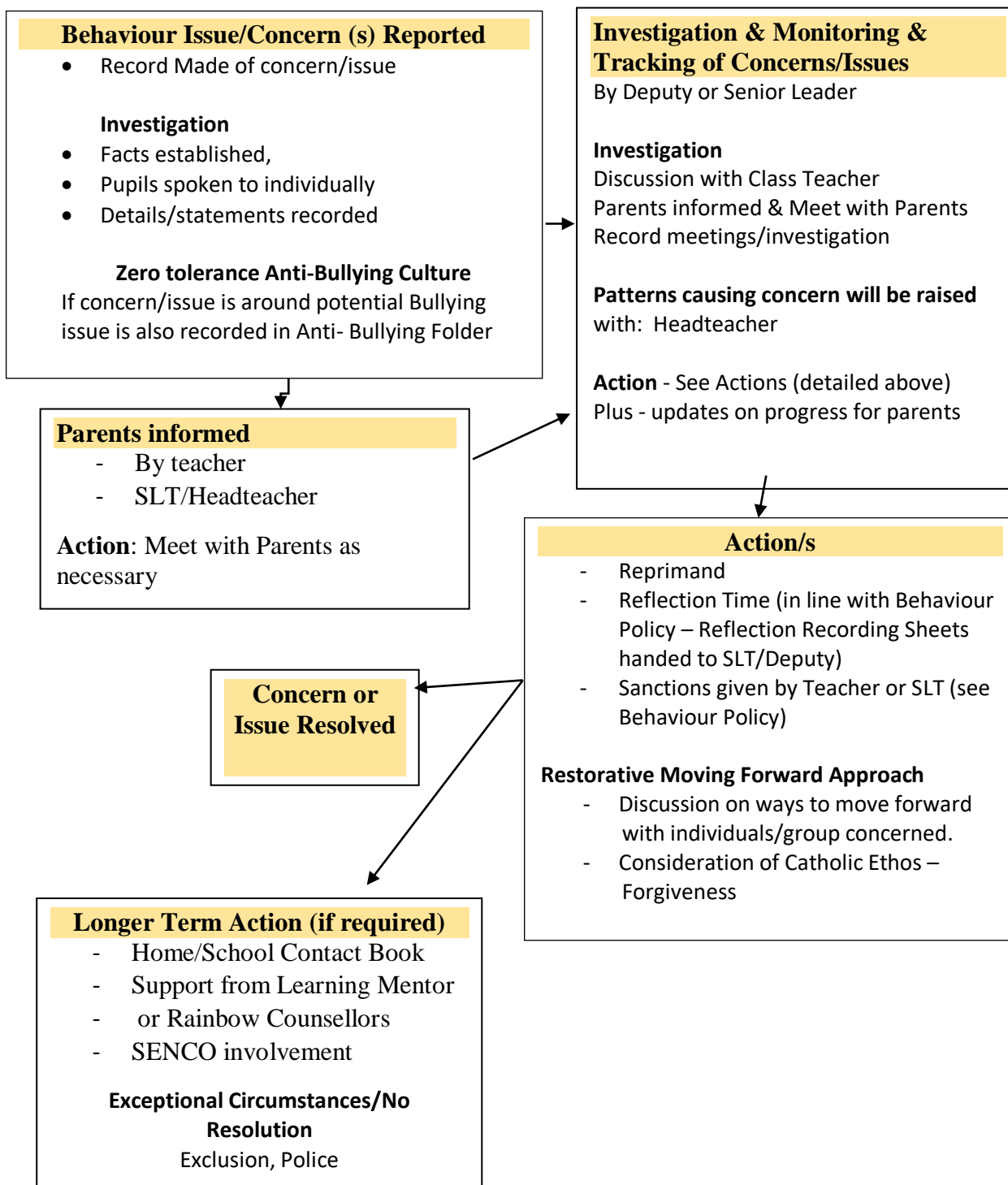
Bullying Incident Report Form

Reported by: Role:								
Date(s) of incident(s):								
Time(s) of incident(s):								
Locations(s) of incident(s):								
<p>Details of people involved</p> <p>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.</p> <p>1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>								
<p>Bullying incident related to: tick all that apply</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Race</td> <td style="width: 50%;">Appearance or health condition</td> </tr> <tr> <td>SEN or disabilities</td> <td>Sexual orientation</td> </tr> <tr> <td>Gender</td> <td>Religion or culture</td> </tr> <tr> <td>Age</td> <td>Other (define)</td> </tr> </table>	Race	Appearance or health condition	SEN or disabilities	Sexual orientation	Gender	Religion or culture	Age	Other (define)
Race	Appearance or health condition							
SEN or disabilities	Sexual orientation							
Gender	Religion or culture							
Age	Other (define)							
<p>Forms of bullying used: tick all that apply</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Physical aggression</td> <td style="width: 50%;">Damaging or taking personal</td> </tr> <tr> <td>possessions</td> <td></td> </tr> <tr> <td>Deliberately excluding</td> <td>Verbal threats</td> </tr> <tr> <td>Name calling and teasing</td> <td>Spreading rumours</td> </tr> </table>	Physical aggression	Damaging or taking personal	possessions		Deliberately excluding	Verbal threats	Name calling and teasing	Spreading rumours
Physical aggression	Damaging or taking personal							
possessions								
Deliberately excluding	Verbal threats							
Name calling and teasing	Spreading rumours							

Cyber bullying	Extortion
Other (define)	
Frequency and duration of bullying behaviour:	
Once or twice	Persisting over two months
Several times a week	Persisting for more than a year
Other notes on incident: including relevant previous behaviour	
Checklist: Tick as appropriate	
Does incident involve same person?	Has a follow up date been set?
Have parents/carers been notified? victim?	Has action been agreed with victim?
Had individual discussions with all? perpetrator?	Has action been agreed with perpetrator?
Had group discussion with all involved? attached?	Are notes and comments attached?
Other actions:	
Medical treatment required?	Referral to other agencies?
Police involvement? attached?	Specific report from staff
Report to governors?	Other?
Details of actions agreed with everyone involved - including parents and carers where appropriate:	

St Francis' Friendship and Behaviour Issues - Concerns Cycle

At St Francis' we use restorative practices to support our behaviour management strategies. This involves all parties involved having the opportunity to speak and share their version of events. The children are expected to tell the truth and reflect on what has happened, who it has affected and how to make amends for any wrongdoing. Within our Catholic ethos we work towards saying sorry and moving forward.



Appendix 3

National Websites

Organisations that can offer support are detailed on pages 57 to 60 of the DCSF Safe to Learn Guidance document. These are a few of many in a growth area!

www.dcsf.gov.uk/bullying

Government site with information about the new pack for schools and many links to related sites.

www.teachernet.gov.uk/publications

Copies of Bullying – A Charter for Action can be downloaded online at search using ref:DCSF-00657-2007. Also on this site, Safe to learn – Embedding Anti-Bullying Work in Schools, DCSF-00656-2007 Cyberbullying DCSF-00658-2007 Homophobic bullying DCSF 00668-2007. All these booklets can be ordered for free from DCSF Publications at 0845 60 222 60

www.kidscape.org.uk

provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, DVDs, free booklets and leaflets about the prevention of bullying, which can be translated online into several languages 020 7730 3300

www.beatbullying.org

provides a toolkit for young people, and information and strategies to help them 0845 338 5060

www.childline.org.uk

Childline offers a free 24 hour helpline for children in distress or danger on 0800 1111 The website has useful information sections, particularly on racial harassment and bullying.

www.anti-bullyingalliance.org.uk

The alliance brings together 60 organisations, and has commissioned a research and evaluation team to advise on bullying and anti-bullying initiatives

www.cyberbullying.org

plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence

www.thinkuknow.co.uk

provides information for children and young people, parents, teachers and trainers on staying safe online

www.becta.org.uk/schools/esafety

For more information on policies around ICT in schools, including Acceptable Use Policies for staff and pupils

www.ncb.org.uk

The website of the National Children's Bureau has information on bullying in the Forum on Children and Violence section.

www.nspcc.org.uk

The NSPCC site includes information on bullying as part of the Full Stop campaign. www.smallwood.co.uk www.luckyduck.co.uk Both have catalogues of publications in this area