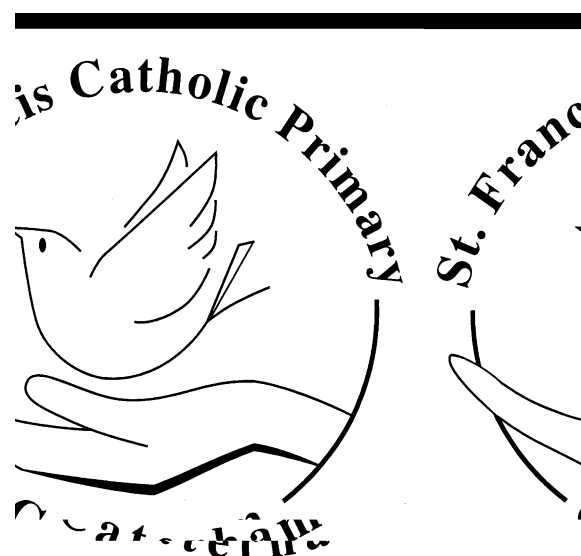


ST. FRANCIS' CATHOLIC PRIMARY SCHOOL
Whyteleafe Road
Caterham
Surrey
CR3 5ED



Anti-Bullying Policy

Agreed Summer 2023
For review: Summer 2026

St. Francis' Catholic Primary School

ANTI-BULLYING POLICY

Introduction

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

St Francis' Catholic Primary School

Vision

To provide an excellent education and wider opportunities where all members of our school community will grow and realise their potential through encouragement and perseverance in a safe environment. In God's love and inspired by our faith, we respect, reflect, achieve and grow together.

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 school family an understanding of the importance of Christian values, forgiveness and reconciliation and a deep love and lifelong commitment to God.

At St Francis', all members of our school community value and develop the unique strengths and gifts of one another and of our pupils. We strive to provide an excellent education and wider opportunities for the children entrusted to us, so that our pupils may grow and realise their potential through self-belief, perseverance and resilience.

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

Respect ~ Reflect ~ Achieve ~ Grow

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

Aims

To ensure in our school community:

- **Everyone** has the right to be treated with respect.
- **Everyone** has the right to feel happy and safe.
- **Everyone** understands that bullying and harassment are unacceptable.
- **Everyone** understands the issues relating to safety
- **Everyone** feels confident to seek support from school
- **Everyone** feels safe and secure in school and on school related journeys
- 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 Anti-Bullying Lead the PSHE Subject Lead

The nominated Governor with Responsibility for Anti-Bullying is the Chair of Governors

The responsibilities of the Anti-bullying Lead are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Liaison with the Headteacher and Senior Leadership Team, Online Safety (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.
- Supporting the management and recording of bullying incidents along with SLT.
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate

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. (Issues relating to staff will be dealt with through the school's Performance Management and Disciplinary Processes)
- 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 record issues on our whole School CPOMs system.
- To be mindful of the expectations outlined in our Safeguarding Policy and in the Government Document - Keeping Children Safe in Education.

At St Francis' Catholic Primary School we recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Definition of Bullying - Consistent, persistent and over time

There is no legal definition of bullying, however: **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)

In St Francis' Catholic Primary School, our definition of bullying is: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

St Francis' Children's Definition Statement

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:

Bullying can take many forms:

- **Emotional** - being unfriendly, excluding, tormenting, threatening behaviour
- **Verbal** - name calling taunting, mocking, insulting, sarcasm, spreading rumours, teasing, use of derogatory or offensive language. e.g. racist, sexist or homophobic remarks, anti-faith, repeated teasing, threats, sarcasm, gossiping.
- **Physical** - pushing, kicking, hitting, punching or any use of violence, taking or damaging belongings
- **Extortion** - demanding money/goods with threats
- **Online** – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact, sexually abusive comments
- **Homophobic or biphobic** - bullying because of sexuality or perceived sexuality
- **Transphobic** – because of gender identity or perceived gender identity

Note: 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.

If bullying involves crime it will be reported to the Police

The school reports all matters brought to their attention annually to the Local Authority.

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, **not doing as well at 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, **problems with eating or sleeping**

Behavioural: being afraid to go to school, being mysteriously 'ill' each morning, or skipping school, asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money or stealing money (to give to a bully), using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy, losing confidence, or becoming distressed and withdrawn, bullying others.

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

Why is it important to respond to bullying? There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Our school has a clear behaviour system (See our school Behaviour Policy, Online (E-Safety) 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:

1. Staff to follow our Friendship Issues/ Concerns Cycle (**see Appendix 1**)
2. Issues should be reported immediately; initially to the child’s class teacher, or the Anti-Bullying Lead ~~Coordinator~~, or any member of staff and must be recorded on our whole school reporting system CPOMS. The school’s Bullying Incident Report Form (Appendix 2) can be used to support initial recording and can also be uploaded to CPOMS.

Procedures for dealing with Bullying

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and added to the school’s reporting system CPOMS and the Designated Safeguarding Lead informed.

- 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 also be encouraged by displaying posters around the school.

- It is the responsibility of any witness to report the incident immediately to the adult in charge or the class teacher. If there are any safeguarding concerns these should be immediately reported to the Designated Safeguarding Lead (DSL)
- Assurances will be given to the child concerned that they are being listened to and that their concerns are being acted upon.
- 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/carers 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.
- Staff 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.
- A clear account of the incident will be recorded on our whole school reporting system CPOMs and appropriate staff will be informed by the reporting adult. Parents will be informed.
- Any disciplinary measures will be carried out in accordance with the school Behaviour Policy. We follow our Behaviour Policy and associated consequences. If bullying does not stop, despite all support given, it can lead to internal suspension, then to formal suspension and exclusion.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. We give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

Procedures for parents:

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy which can be accessed via the school website.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

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?

Monitoring is ongoing following any issue.

Note: We follow our Behaviour Policy and associated consequences. If bullying does not stop, despite all support given, it can lead to internal suspension, then to formal suspension and exclusion.

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 Emotional Literacy Support Assistant (ELSA)

Support for Pupils who are Bullying

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 Emotional Literacy Support Assistant (ELSA)
- Referral to outside agencies are made 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 and Online Safety Policies
- CPOMS whole school recording System
- Parental involvement to discuss poor behaviour
- Our Religious Education and Values Education
- In school support in school from our Emotional Literacy Support Assistant (ELSA)
- Personal, Social, Health Education (PSHE) Lessons including use of Circle Time materials, Assemblies etc are used to send clear messages that bullying is not tolerated.
- Annual Anti-Bullying Week
- Specific curriculum input on areas of concern such as online/cyber-bullying and internet safety – PSHE & Computing Curriculum
- Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.
- Parent information events: Online (E-Safety) Evening
- Involvement in the Local Authority Healthy Schools Programme
- Playground buddying
- School Council and Prefects
- Staff training and development

Associated with this policy:

School Policies:

Behaviour Policy PSHE Policy, Online (E-Safety) Policy, Health & Safety Policy, Child Protection Policy, Pupil Personal Profile. Whole School CPOMS Reporting System

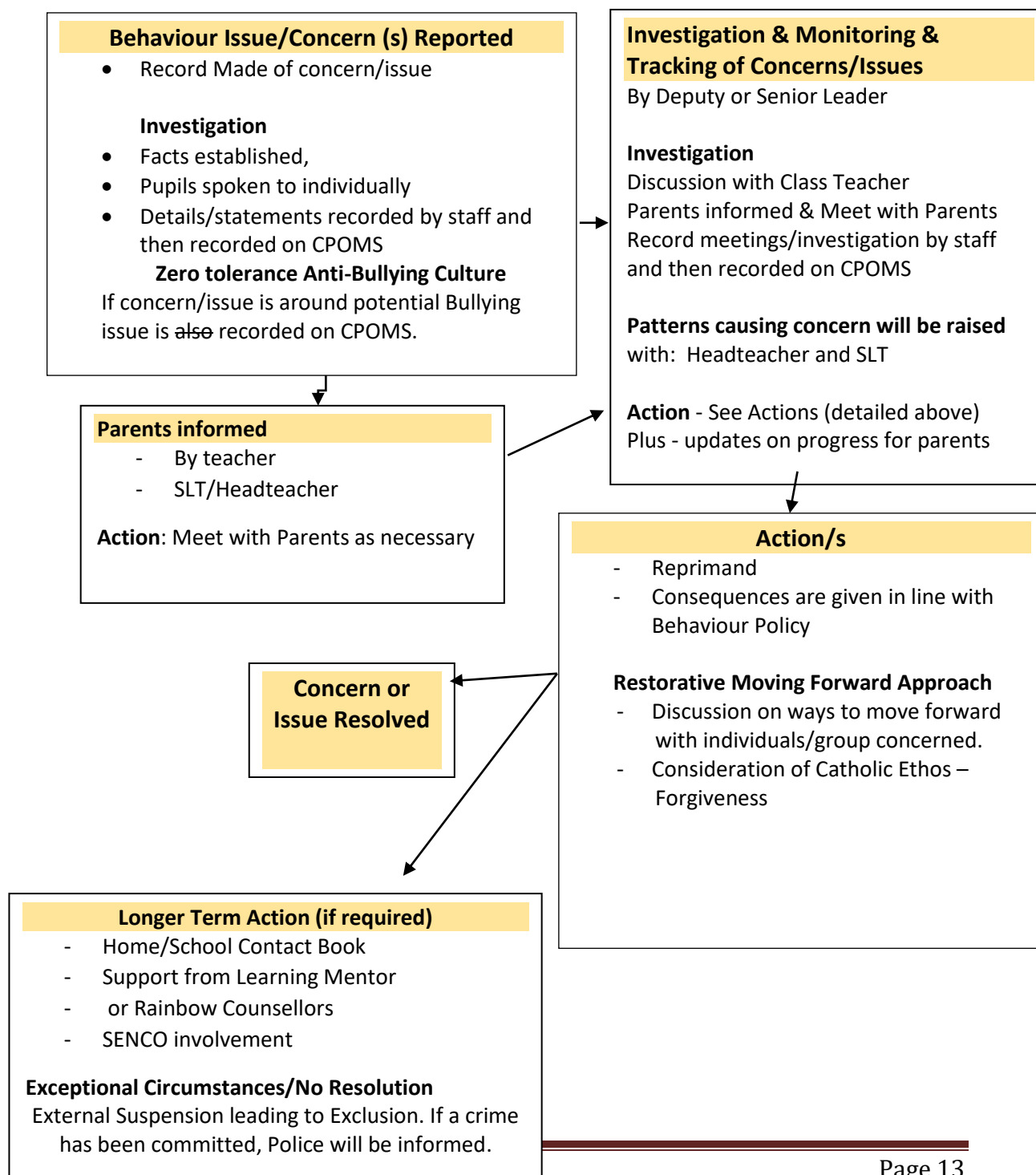
Appendix 1 St Francis' Friendship and Behaviour Issues - Concerns Cycle

Appendix 2 St Francis' Reporting Form (Incidents to be recorded directly on CPOMS our online system, but in the event that CPOMS is unavailable, this form may be used.)

Appendix 3 National Websites

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.



Bullying Incident Report Form

| | | | | | | | | | | | |
|--|---|---------------------|---|------------------------|--------------------|--------------------------|---------------------|----------------|----------------|----------------|--|
| Reported by: Role: | | | | | | | | | | | |
| Date(s) of incident(s): | | | | | | | | | | | |
| Time(s) of incident(s): | | | | | | | | | | | |
| Locations(s) of incident(s): | | | | | | | | | | | |
| Details of people involved 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. 1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved • | | | | | | | | | | | |
| Bullying incident related to: tick all that apply <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) | | | | | | | | | | |
| Forms of bullying used: tick all that apply <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Physical aggression</td> <td style="width: 50%;">Damaging or taking personal possessions</td> </tr> <tr> <td>Deliberately excluding</td> <td>Verbal threats</td> </tr> <tr> <td>Name calling and teasing</td> <td>Spreading rumours</td> </tr> <tr> <td>Cyber bullying</td> <td>Extortion</td> </tr> <tr> <td colspan="2">Other (define)</td> </tr> </table> | | Physical aggression | Damaging or taking personal possessions | Deliberately excluding | Verbal threats | Name calling and teasing | Spreading rumours | Cyber bullying | Extortion | Other (define) | |
| 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: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Once or twice</td> <td style="width: 50%;">Persisting over two months</td> </tr> </table> | | Once or twice | Persisting over two months | | | | | | | | |
| 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? | Has action been agreed with victim? |
| Had individual discussions with all? | Has action been agreed with perpetrator? |
| Had group discussion with all involved? | Are notes and comments attached? |
| Other actions: | |
| Medical treatment required? | Referral to other agencies? |
| Police involvement? | Specific report from staff attached? |
| Report to governors? | Other? |
| Details of actions agreed with everyone involved - including parents and carers where appropriate: | |
| Follow up review dates and interventions: | |
| Completed by:..... | |
| Role:.....Date:..... | |
| Checked by:..... | |
| Role:.....Date:..... | |
| Outcome of follow up and further actions taken (tick as appropriate): | |
| Has the bullying stopped? | Yes No |
| Describe any other outcomes, who was involved and when they occurred: | |

National Websites

Organisations that can offer support are:

<https://www.gov.uk/bullying-at-school/reporting-bullying>

Details how schools should report 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.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.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

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.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.