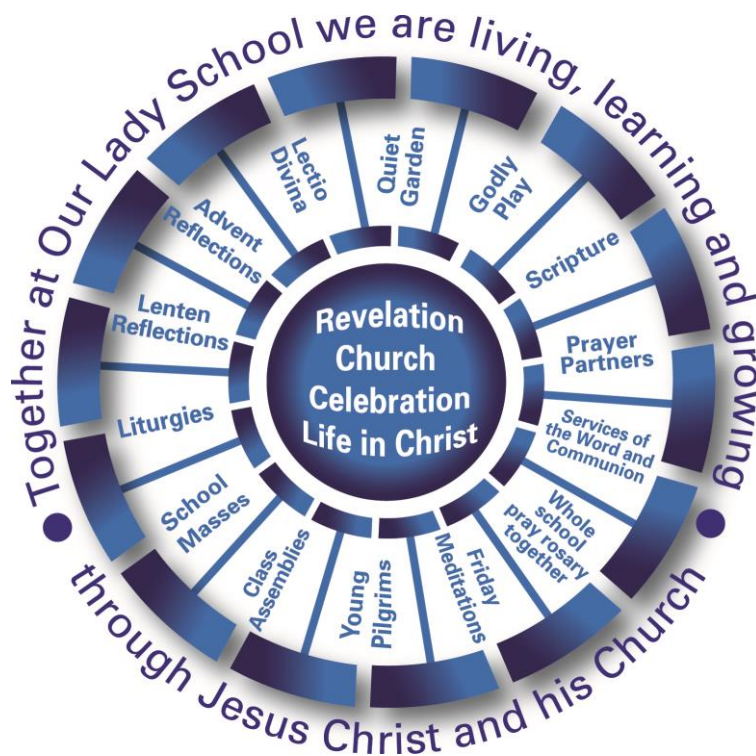




Our Lady Catholic Primary School

Anti-Bullying Policy (Wellbeing Policy)



The Diocese of Westminster Academy Trust
A Catholic Academy

January 2022

This policy is to be read in conjunction with our Online e-safety policy dated April 2018 and Positive Behaviour Policy with Exclusion Statement January 2022

Through following the teachings of Jesus Christ and his Church we aim to create an environment where each child feels safe and secure and able to report incidents and feel confident that they will be listened to.

Our policy aims to:

- reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form
- establish appropriate means of providing after-care should an incident of bullying occur
- ensure that all pupils, staff, parents and governors are aware of the policy and fulfil their obligations to it

Definition of Bullying

We firmly believe that no one deserves to be a victim of bullying and that bullying behaviour is in all circumstances unacceptable. If it does occur, all pupils should be able to tell the staff and know that incidents will be dealt with promptly and effectively.

The following principles inform our anti-bullying approach:

- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of a Catholic community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that in the resolution of incidents pupils should wherever possible be reconciled.

What is bullying?

Bullying behaviour is defined when all three of the following dimensions occur *:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (eg size, age, popularity etc.)

*HCC guidelines 2018

Hurt has been deliberately/knowingly caused (physically or emotionally)

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

It is a repeated incident or experience e.g. multiple incidents

Being bullied is the experience of persistent or repeated anti-social behaviour.

Involves an imbalance of power

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

Bullying can be:

- *Emotional* being unfriendly, excluding, tormenting
- *Physical* pushing, kicking, hitting, punching or any use of violence
- *Racist ** racial taunts, graffiti, gestures
- *Sexual* unwanted physical contact or sexually abusive comments
- *Homophobic* because of or focusing on the issue of sexuality
- *Verbal* name-calling, sarcasm, spreading rumours, teasing
- *Cyber* all internet areas, e.g. e-mail and internet chat room misuse; mobile threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities.

**racist bullying is defined as 'any incident which is perceived to be racist by the victim or any other person.'*

When is it not bullying?

- when the incident is a one off or is in isolation
- when the action is not deliberate
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school.

Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional.

The Role of the School

All members of the school community, pupils, staff, parents and governors, need to understand what constitutes bullying and be alert to signs that bullying is taking place in a consistent manner. Staff must understand the importance of preventative measures and also the procedures to follow if an incident of bullying takes place

Preventative measures:

We will:

- help children to behave in a socially responsible way through the PSHE and RE curriculum in particular
- we have an in school mental health lead (Mrs Marinho) and every year we organise a mental health week
- provide opportunities for the children to share their ideas and feelings about bullying
- promote positive attitudes towards differences (assemblies, class PSHE lessons)
- encourage the children to follow the golden rules and their class rules (displayed on every classroom door)
- ensure that all children know that the school cares about bullying
- organise supervision of key areas of the school (SLT on duty every day)

We will take steps to prevent children from –

- making unkind or offensive comments
- behaving in a racist or sexist manner
- using foul or unacceptable language
- being rude or aggressive
- shouting
- using physical aggression
- damaging property
- feeling scared and threatened

Responding to incidents of bullying:

Victims and witnesses of bullying must know that it is 'OK to tell' and that they will receive practical help if they do so. They should know it is 'OK to tell' other responsible pupils such as House Captains and that they will then inform an adult.

When responding to incidents of bullying staff will ensure that:

- the school's opposition to such behaviour is made clear
- the reasons for the school's objections to such behaviour are explained
- steps are taken to ensure, that as far as possible, such behaviour is not repeated
- the parents of the offender are informed of the school's policy not to tolerate such behaviour
- children who have been bullied, and their parents, are supported and kept informed
- bullies and victims will get a buddy from their class to help support them
- the nature and response to an incident is made known to other staff and recorded as outlined below

Recording of Incidents of Bullying

All incidents of bullying should be recorded and monitored

FORM 1: Initial Investigation into a Behaviour Incident is filled out.

If necessary, FORM 2: Bullying Report and Monitoring Form should then be filled out

The Role of Parents

Parents, carers and families have an important role to play in helping schools to deal with bullying. They should:

- discourage their children from using bullying behaviour at school, at home or elsewhere
- take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- watch out for signs that their children are being bullied, or are bullying others
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others, making an appointment to see the child's class teacher
- when speaking to the teacher be as clear as possible about what your child says has happened – give dates, places and names of others involved

The Role of the Governing Body

The governing body has an important role to play in ensuring that the school has a policy, that the policy is operated by all staff and that it is effective. The governing body should:

- review the school's anti-bullying policy regularly - Governor working with School Council
- consult all interested parties in revising the policy as necessary
- help to explain and comment on the policy to all interested parties
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy

The Role of the School Council

- School Council was elected by the school as good role models
- The role of School Council is to prevent bullying, by working across the Key Stages and linking to the Senior Leadership Team and the Governing Body
- Each class representative has a duty to report bullying
- Every year the School Council review the policy and the definition of bullying
- The School Council should work as a team in ensuring compliance to the policy

The Role of the Pupils

- if you see bullying behaviour happen, do something about it.
- try hard not to use bullying behaviour.
- if you think you are being bullied tell an adult.

- stand up, speak out, take action
- don't follow the crowd

Positive Relationships

All children have two named adults that they are happy to speak to about issues or incidents.

All children have a wellbeing buddy is a member of the same class.

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		

Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Bullying Report and Monitoring Form

Form 2

For each incident please complete one form and return to the designated teacher **Ciara Nicholson/Sarah Snowball/Bryoney Davis** for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses. Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		

'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

.....

9. Outcomes/actions from follow up.