



ST. IGNATIUS CATHOLIC PRIMARY SCHOOL

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ANTI-BULLYING POLICY

Governors' committee responsible:	Children and Learning
Staff member:	Mrs E. O'Neill/Miss C. Green
Review period:	Biennial
Date policy accepted by Governing Body:	Spring 2024
Date for review:	Spring 2026
Status	Recommended
Signed by:	
Headteacher: _____	Date: _____
Chair of Governors: _____	Date: _____

Mission Statement

As a Catholic School, we aim to maintain and develop a Christian and challenging learning environment in which our children will feel happy and secure, and to provide a quality of education which will enable all of them to reach their full potential.

Good practice suggests that a separate policy for Anti-Bullying is drawn up that sits clearly within or is signposted from the school behaviour policy. All of our school's policies are in the context of a Catholic ethos. We are a community of faith based on love of God and one another.

We believe that bullying is not acceptable in any form or in any context.

Introduction

At St Ignatius Catholic Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007)

Principles that underpin the policy

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.
- They will have any safeguarding issues, around their circumstances, addressed

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- Receive consequences in line with the school's behaviour policy
- They will have any safeguarding issues, around their circumstances, addressed
- School is aware of other circumstances and situations that may be influencing the child's behaviour

For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish

- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children’s Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For parents / carers

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can feed back to the school on the anti-bullying policy or procedures.

Policy Development

This policy has been informed by the DfE publications:

- ‘Preventing and tackling bullying – Advice for headteachers, staff and governing bodies’ – July 2017
- ‘Supporting children and young people who are bullied: advice for schools’ - March 2014

Further guidance may be drawn from

- ‘The use & effectiveness of anti-bullying strategies in schools’ Research Report DfE RR098 (May 2011)
- ‘Reducing bullying amongst the worst affected’ DfE Sept 2011.
- ‘No place for bullying’ Ofsted June 2012

Children have contributed to the development of the policy through the school council, playground buddies, circle time discussions and PSHE lessons.

Parents and carers are encouraged to contribute by taking part in online surveys, parent meetings, and parent focus groups. A shorter parent’s guide can be found at the end of this document.

Links with other policies

Behaviour and attitudes policy	Staff code of conduct
Child Protection and Safeguarding policy	SRE policy
Acceptable Use Policy - Cyberbullying and internet safety	EDI policy and objectives
Complaints policy	SEND policy

How policy sits in line with the school Behaviour Policy

Scope of this policy:

- bullying of students within school
- bullying of and/or students outside of the school, where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school
- bullying of staff by parents/carers within or outside school including social media
- bullying of children by parents/ carers within or outside school including social media

Roles and Responsibilities

The Head Teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinators in our school are:
Mrs E O’Neill, Mrs N Green and Miss C Green

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- 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 coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

It is ‘good practice’ to have a nominated Governor with the responsibility for Anti-bullying (This may sit within the Safe Guarding or Behaviour role) Name of Governor: **TBA**

Their responsibilities are to ensure policy and procedures are in line with “Working Together to Safeguard Children” (2015) (updated las 15th December 2023) and “Keeping Children Safe in Education” (2015) (updated last 1st September 2023)

Definition of Bullying

D of E definition of bullying from ‘Preventing and Tackling Bullying’ (July 2017)

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

The Anti-Bullying Alliance (ABA) defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.” (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances, for example low income, parental situation
- sexist or sexual bullying e.g. sexist language, inappropriate sexualised behaviours (see also Child Protection policy)

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Bullying can take place between: young people; young people and staff; between staff; individuals or groups.

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Bullying can be fuelled by prejudices, which we do not accept. Thus may include behaviour that is homophobic, transphobic, racist, disablist or targeted at faith or sex.

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- prejudice-related behaviour
- controlling behaviour
- intimidation
- unwanted touch

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'.

Bystanders watch or are aware of bullying behaviours but do not act to change things. Accessories may encourage bullying behaviours by laughing, verbal encouragement or agreeing with the bullying behaviour.

Pupils are supported to understand this role through preventative teaching (including curriculum work in PSHE and assemblies, which explain these roles and what these pupils should be doing instead). Through our Restorative Approaches, when dealing with a bullying incident these pupils will be supported in understanding the impact of their choices and discuss how and why they should do things differently.

Why are some children, young people and adults, more vulnerable to becoming bullies?

- family background
- social deprivation
- trauma/loss in the family
- domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- being bullied themselves
- cultural causes of bullying
- social issues
- the bully's personal history, including feeling lonely, jealous, being part of a 'pack'
- having power
- The bully being unable to cope with perceived differences

Developing and promoting Resilience and Emotional Well being

This is what we do at St Ignatius Catholic Primary School:

- Restorative Approaches involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE
- Pastoral support systems such as Rainbows and personalised emotional literacy interventions
- Healthy Schools
- Targeted Mental Health in Schools (TaMHS)
- Referrals to Child and Adolescent Mental Health Services (CAMHS)
- Social Skills groups,
- Peer Mentors and Buddies
- Parent forums
- Member of Anti-Bullying Alliance

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St Ignatius Catholic Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Positive Behaviour Management (see behaviour policy)
- Restorative Approaches
- Involvement in Healthy Schools
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (run by CAMHS annually)
- PSHE/Citizenship
- Circle Time
- Assemblies – school led and outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil voice

- Parent forum
- Playground Buddying
- Lunchtime clubs including Nurture Group
- Emotional literacy support
- Parent information
- Regular Staff training and development for all staff (internal and external)
- Play Therapy
- School schemes to celebrate success: National Healthy schools, Wellbeing Award for Schools

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting for:

Children in school:

- talking to any member of staff
- completing a comic strip conversation and Incident Record with an adult
- PSHE lessons
- circle time
- Rainbows/ emotional literacy groups
- School council

Parents/carers:

- All concerns should be reported in the first instance to class teachers either face-to-face, through the Home-School communication book or via the telephone.
- If further support is needed please contact your child's class teacher or a member of the Senior Leadership Team who will discuss the matter with you either via telephone or face-to-face.

All staff and visitors:

- talking to any member of staff

Bystanders:

- talking to any member of staff

Procedures

At St Ignatius, we have developed a consistent approach to recording and monitoring bullying incidents in their school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

- Class teacher or member of Senior Leadership Team will interview all parties and record information on an Incident Report proforma
- Class teacher or member of Senior Leadership Team will inform parents
- Referral to Behaviour policy: school sanctions may be applied, working with teachers or member of Senior Leadership Team to complete reflections, missing out on a set time at break/ lunch or may result in internal or external exclusions.
- In addition we may utilise a range of responses appropriate to the situation: for example restorative approaches, circle of friends, individual work with victim, perpetrator, or a referral to outside agencies if appropriate
- Responses and support may vary dependant on the type of bullying – for example working 1:1 with the e-safety lead in a case of cyber-bullying
- Support for **ALL** involved in the bullying incident through check-ins with adults and monitoring by staff
- Contacting the Police (see D of E Guidance on Criminal Law re: Hate Crime) or DSL
- The school will report incidents, where possible, on the same day of bullying to parents / carers.

- The school will deal promptly with any complaints in line with the school complaints policy.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to Senior Leaders.

Racist, sexist and homophobic incidents will also be recorded on a specific proforma.

The information we hold 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 by the Senior Leadership Team (SLT). The data will be shared weekly at SLT meetings for immediate action, and included in termly behaviour analysis which can be used to monitor and address any issues within the school.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices. It can occur through messages, posting or sharing negative, harmful, false or mean content about someone else. It can include personal or private information about someone else causing embarrassment or humiliation. Cyberbullying is unique in that it can be persistent as digital devices offer continuous communication; it is permanent and public and can be hard to notice as it is not easily overheard or seen. St Ignatius will investigate any incidents of cyberbullying inside or outside the school and will ensure education supports pupils in reporting incidents, especially where they are bystanders. Clear expectations of acceptable internet use are explicitly taught and reiterated to the whole school community.

Bullying outside the school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises, “to such an extent as is reasonable”. 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 centre.

When bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Reference Documents and Related Policy/Guidance

- National Documents: Preventing and Tackling Bullying (July 2017); KCSIE (2016); Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)