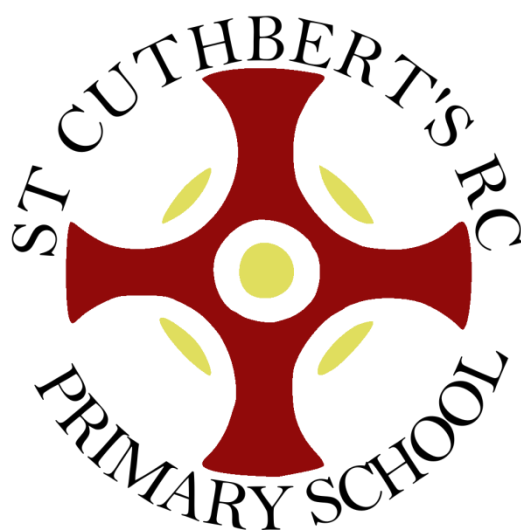


# **St Cuthbert's RC Primary School Crook**



## **Anti-Bullying Policy**

Reviewed July 2021

# St. Cuthbert's RC Primary School Anti-Bullying Policy

## Introduction

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

*"The dignity of the human person is rooted in his or her creation in the image and likeness of God."*  
Catechism of the Catholic Church

At St. Cuthbert's School we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

*"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."*  
YOUCAT 330

At St. Cuthbert's School we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our mission statement is lived out so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken.

Our Motto is 'Live the light, share the light, be the light.' We ask our children to stand tall like lighthouses so that everyone might see their light and follow their example, just like St. Cuthbert did.

## Aims and objectives

- To provide a secure, safe and positive Christian environment free from threat, harassment or any type of bullying behaviour, where children and adults can grow and develop.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent whole school response to any bullying incidents that may occur.
- To work with all members of the school community (staff, children, parents/carers and governors) to foster productive partnerships which help maintain a bullying-free environment.
- To celebrate diversity and the uniqueness of individuals.

## What is bullying?

Definition of bullying

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE **"Preventing and Tackling Bullying", July 2017**)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is defined by our school community as, *'Picking on someone for a long period of time because you think you are smarter, stronger or better than them.'*

*It takes many forms and can include:*

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)*
- 

Bullying related to sexual orientation (homophobic/biphobic bullying)

Gender based bullying, including transphobic bullying

### **Forms and Types of Bullying covered by this policy:**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

Bullying can be categorised into seven main types:

- Prejudicial bullying (against people/pupils with protected characteristics):Bullying related to race, religion, ethnicity, nationality or culture
- Bullying related to home circumstances - young carers, children in care or otherwise related to home circumstances
- Bullying related to appearance or physical/mental health conditions
- Bullying related to special educational needs (SEN) and disabilities
- Bullying related to gifts and talents
- Bullying related to sexual orientation
- Bullying related to gender

#### **Bullying related to race, religion or culture**

Racist, faith-based or cultural bullying is bullying based on a person's background, colour, religion or heritage. This form of bullying has a negative impact on a child's sense of identity, self-worth and self-esteem. It also can be negative about the child's family, and about their ethnic or faith community as a whole.

#### **Bullying related to home circumstances**

The home circumstances of children can make them vulnerable to bullying. This may include obvious signs of affluence or lack of it, being a looked after child, being a young carer or having a family member with a disability or special need.

#### **Bullying related to appearance or health conditions**

Children with health or visible medical conditions, or perceived physical characteristics, such as size and weight may be vulnerable to bullying.

## **Bullying related to special educational needs (SEN) and disabilities**

Children with SEN and disabilities are vulnerable to bullying. Their differences can be used by bullies to isolate them from friendship groups.

## **Bullying related to gifts and talents**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements and abilities can set them apart from their peers. This may lead to resentment and jealousy among their peers which may make them targets for bullying behaviour.

## **Bullying related to sexual orientation**

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying includes all forms of bullying but in particular it can include homophobic language. This is terms of verbal abuse used towards lesbian, gay, bisexual or transsexual people or those who are perceived LGBT. It can be used as an insult or to refer to something or someone as inferior eg derogatory use of the word 'gay'.

## **Bullying related to gender**

Sexist, sexual and transphobic bullying affects both genders. Sexist bullying is based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. Both sexes may be victims and each may be a victim of their own sex. Children who feel that they belong to another gender or do not conform with the stereotypically defined roles often ascribed to particular genders, can also become a target of bullying.

## **Forms of Bullying**

Different forms of bullying can be seen within the seven identified types of bullying. Forms of bullying include:

### **Physical**

This can include physical harm, such as punching or pushing, being made to give money or belongings, or forcing a child to act against their will.

### **Verbal**

Verbal bullying can include being teased in a nasty way, being called 'gay' in a derogatory way, being insulted about race, religion or culture, being called names or being the subject of offensive comments.

### **Indirect**

This can include being deliberately excluded from groups or ignored, or being the subject of tales or rumours.

### **Electronic /'cyberbullying'**

This form of bullying includes verbal or indirect bullying via text message, email, instant messenger services or social network sites or images spread via the internet or mobile phones.

## **Our Approach to Bullying**

Our approach to bullying is informed by the Catholic faith.

*“Every human being is created in God’s image and likeness and therefore is valuable and worthy of respect.”*

*Christ at the Centre*

## **Key Principles**

- The school leadership will work with all in our community to prevent all forms of bullying, including prejudice based bullying, and to fully address incidents of bullying as they arise.
- All bullying in its variety of forms and types will be taken equally seriously and addressed appropriately.
- We will address bullying within the framework of Catholic beliefs and Church teaching and in a way which is age-appropriate.

## **Responding to bullying**

When responding to incidents of bullying we aim:

- to make the child who has been bullied feel safe
- to encourage better behaviour from the child who has displayed bullying behaviours

## **How bullying is dealt with:**

### **By Pupils**

- Pupils are encouraged to tell a teacher, or adult they trust, if they are being bullied or think they are being bullied; if they witness bullying or are worried about someone who is being bullied, or may be at risk of being bullied.
- Where pupils may be too shy to approach adults about a matter, or wish to be anonymous, they are encouraged to use the school ‘worry box’.

### **By Staff**

- Any form of bullying whether physical, verbal, sexual or racial will be dealt with in the same way.
- All staff are trained in anti-bullying awareness which is up-dated regularly.
- Support staff will report incidents to the class teacher or Head Teacher. The Head Teacher will be informed of all incidents.

### **Staff will:-**

- Encourage pupils to be open about and discuss incidents of bullying.
- Listen to and treat pupils sympathetically and take their concerns seriously
- Deal with any bullying as soon as it is reported
- Support all parties while issues are resolved.
- Ensure that bullies know:-

What effect their actions are having

That their actions are not acceptable

Whether the Head Teacher will be informed.

Whether the incident will be recorded

What sanctions will be administered to ensure that such behaviour is not repeated e.g.

- Asking bullies to put themselves in the victim's position and write about their feelings.
- Apology by the bully to the victim (written or verbal)
- Sanctions implemented in line with the Behaviour Policy.

Staff will also involve pupils in discussion about what action will be taken and what they must do if bullying recurs.

- Record more serious level incidents and any frequently repeated minor ones on the Concern Form.
- Monitor incidents.

### **By the Head teacher**

- The Head teacher sets the school climate of mutual support and praise for success, making bullying less likely.
- Ensures that all staff are trained to deal with incidents of bullying and are aware of agreed strategies.
- Ensures that all children know that bullying is wrong and it is unacceptable behaviour.
- Is responsible for the investigation, recording, monitoring and review of all bullying incidents in school.
- Supports the class teacher in dealing with bullying incidents.
- Investigates more serious incidents.
- Informs parents and holds reviews with them on a regular basis.
- Keeps abreast of current strategies and "best practice."
- Liaises with outside agencies and other schools.

### **By parents:**

If you suspect or have reason to believe that your child is being bullied, or your child is showing a number of characteristics of bullying behaviour:-

- Talk to your child about what is happening. Be calm; show sensitivity and concern and reassure your child that he or she is not to blame.
- If your child says that they are worried about being with certain people in certain places, take this seriously.
- Parents who have reason to believe that their child is being bullied are encouraged to contact any member of staff or the governing body at the earliest opportunity. Any issues will be confidential.
- Maintain contact and work in partnership with the school.
- Parents of bullied children and alleged bullies will be informed of the action the school will take and will be informed of progress where appropriate.

### **Homophobic bullying and using homophobic language**

Homophobic language can be used as an insult or to refer to something or someone as inferior such as the derogatory use of the word 'gay'. The derogatory use of homophobic language in our school will always be challenged even if it appears to be being used without any homophobic intent.

### **Children with SEN or disabilities**

Our school is committed to actively promoting equality of opportunity for all children with SEN or disabilities. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) school will expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

## **Staff training**

Training of all staff including all teaching and support staff takes place annually and attendance is logged. All adults working in the school know the anti-bullying policy and the procedures and proformas used for reporting of incidents. Training on anti-bullying is part of the induction of new staff.

All staff receive training about being sensitive to the changes of behaviour that may indicate that a child is being bullied. Those being bullied may demonstrate physical, emotional and behavioural problems or changes.

Staff are expected to take preventative measures. This includes being aware of where and when bullying might take place. This awareness is informed by discussions with children and from questionnaires completed by children. The staff training includes equality training to raise awareness among staff of potential prejudicial behaviour and how not to reinforce stereotypes.

## **Curriculum**

As a Catholic school Religious Education is the core subject of our curriculum. There are opportunities within RE to make links with Rights Respecting Schools, Fairtrade, Comenius Project, Connecting Classrooms, Mini Vinnies and Junior Ministry Team to reinforce the principles of human rights, Catholic social teaching and the uniqueness of the individual, made in God's image and likeness. Our curriculum as a whole is planned and delivered to enable children to develop empathy, to understand the effect bullying has on people and to take responsibility for trying to prevent bullying. Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, celebration assemblies, our children gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Children have a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. This is explicitly planned within the PSHE and Citizenship programmes delivered in school and through the annual celebration of Anti-bullying week. Staff are also expected and encouraged to take advantage of unplanned opportunities to celebrate diversity and to reinforce the principles of anti-bullying.

## **Pastoral structure**

Children are elected to the school council each year. The elected school council regularly meets with the head teacher fortnightly and topics are based around playground rules, behaviour, buddy systems, whole school priorities and any discussion points brought to the school council meetings by class council.

The class council and school council forum provides a structure of support for all children and helps to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

## **Collective Worship**

In collective worship themes and values play a part in challenging prejudice and promoting justice for all. The timetable of collective worship includes specific opportunities throughout the year (e.g. Statements to Live By, Anti-bullying week, Friendship days) which support work in anti-bullying (see collective worship file). The children are encouraged to live the gospel values by following Christ's example.

**In the event of incidents which have been identified as ‘bullying’ the following principles and procedures will be followed at St Cuthbert’s School.**

- Incidents of bullying at the school will be investigated thoroughly and sensitively following the school policy. Any incidents must be reported to the Headteacher and recorded using CPOMS.
- Children will be encouraged to report any incidents of bullying that they experience or witness. Staff will reassure children that what they say will be listened to and taken seriously and detailed notes must be made clearly stating the allegation the child has made.
- The procedures will be explained to the child so that they are fully aware of the action to be taken. An ‘Alleged Bullying Incident Log’ form must be completed outlining the incident and action to be taken. This will be reviewed termly to monitor the results of the actions taken. The child will be allocated a staff member to report their concerns to in addition to their class teacher. Appropriate staff will be made aware of the alleged bullying .
- Staff members have a duty to inform the Headteacher of any bullying incidents they witness or suspect involving children or adults at the school.
- The victim of bullying will be comforted and supported by members of staff. Children will be closely supervised and their emotional well being will be checked regularly.
- In the majority of cases bullying behaviour will be dealt with according to the strategies set out in the Behaviour Management policy. This will involve working and talking with the bully to help them understand the impact of their behaviour and helping them make changes to prevent any occurrence of the behaviours causing concern.
- Alleged bullying incidents will be reviewed termly by the Senior Leadership Team. The parents of the child who has felt bullied will receive a letter explaining the support given and the investigation that has taken place.

**Sanctions for perpetrating bullying behaviour bully may include:**

1. Verbal reprimand by the Headteacher.
2. Discussions with parents/carers where appropriate.
3. Withdrawal of children from activities at the school.
4. Loss or reduced break times for a period.
5. Fixed period of exclusion from school.
6. Permanent exclusion from the school may be used depending on the severity of the incident.

- If the investigation has shown that a child has been the perpetrator of bullying the Headteacher will inform their parent, carer or guardian and if necessary have a formal meeting with the parents to discuss the issues and identify solutions to the problem.
- If a staff member has been the perpetrator of bullying this will be dealt with by the Headteacher in accordance with the Staff Competency and Disciplinary Policy.
- The school may refer to the Home/School contract signed by the parent/carers and child to make clear the expected level of behaviour at the school.
- Where bullying behaviour persists and is not stopped by using the strategies outlined in the Behaviour Management Policy, more serious actions may have to be taken if the behaviour is causing significant harm to another child or adult.
- If a parent or carer is unhappy with any aspect of the way the school handles the issue of bullying they may refer to the School’s Complaints policy.

**More information**

Useful information can be accessed:-



[www.bullyinterventiongroup.co.uk](http://www.bullyinterventiongroup.co.uk)

[www.bullyingonline.co.uk](http://www.bullyingonline.co.uk)

[www.childline.org.uk](http://www.childline.org.uk)

### **Reporting and recording of incidents of bullying**

Our school has a clear and well publicised system for reporting bullying. Staff have annual training and children and parents/carers are explicitly reminded of the school's procedures each year during anti-bullying week.

Bullying incidents will be reported on a confidential Concern Form completed by the Head Teacher. An assessment of the incident will be made and the situation will be monitored.

See appendix

### **Confidentially**

Due to the sensitive nature of all bullying concerns, confidentiality will be paramount.

### **Complaints**

If you are unhappy with the way a case has been handled, complaints should be made in accordance with the General School Complaints Procedure, available from the School Office and on our website.

### **Reporting to the Local Authority**

All incidents of racist bullying are reported to the Governing Body.

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

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. Results from children questionnaires are also reviewed and shared with governors.

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.

### **Monitoring the Policy**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy.

It is the responsibility of the school governing body to review the effectiveness of this policy. This is done by examining the school's incident logs, and through the report of the headteacher. Governors will analyse information with regard to the types and forms of bullying.

This policy was written in July 2021

It will be reviewed July 2023

Signed: *M. McElhone*

Signed: .....

Headteacher: M.McElhone

Chair of  
Governors: Tanya Devereux

Date: July 2021

Date: .....

**CONFIDENTIAL**

**ST. CUTHBERT'S R.C. PRIMARY SCHOOL**

**ANTI-BULLYING CONCERN FORM**

Date of Incident	
Where did the incident occur	
Who was involved	
What happened	
Action taken	
Follow-up	
Staff members involved	
	Date of Involvement:
Parent(s) Informed of Incident	
	Date Informed:
Date to be Reviewed	

Signature \_\_\_\_\_ Date \_\_\_\_\_