



ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

**Anti-Bullying Policy**

**Mission Statement**

Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

This policy is based on DfE guidance "**Preventing and Tackling Bullying**" (July 2017) and supporting documents, including **Cyberbullying: Advice for headteachers and school staff** (November 2014). It also considers the DfE statutory guidance "**Keeping Children Safe in Education**" 2023.

**Statement of Intent**

**St Winefride's Catholic Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.**

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

**All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.**

**Rationale**

At St. Winefrides, we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

We believe that:

- Bullying is undesirable and unacceptable.

- The unhappiness caused by bullying is in direct opposition to the philosophy of our mission statement and Christian ethos.
- Seeking help and openness are regarded as signs of strength, not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying.

### **Aims and Objectives of our Anti-Bullying Policy**

- St. Winefride's is committed to developing an anti-bullying culture where the bullying of adults and children is not tolerated in any form.
- This policy outlines what St. Winefride's will do to prevent and tackle all forms of bullying.
- To involve all staff in dealing with incidents of bullying effectively and promptly,
- To involve whole school community in dealing effectively with bullying incidents and, if necessary, referring the incident to safeguarding agencies.
- To communicate with parents/carers effectively about bullying,
- To acknowledge the key role of every staff member in dealing with incidents of bullying,
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations,
- To promote emotional health and well-being across the whole school and develop effective listening systems for children in our school.

### **Responsibilities**

It is the responsibility of:

- The headteacher and the deputy headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### **Definition of bullying**

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.
- Bullying is "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 can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and *adverse effects on children's emotional development.*

*“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 online.” (Anti-Bullying Alliance 2023).*

**St. Winefride's definition\* of bullying, as defined by School's Council**

1. Bullying does not happen just once; it happens more than once.
2. Bullying is deliberate and intentional.
3. Bullying is unfair. The person/people doing the bullying are stronger, they have more influence or power.

\* This definition will be simplified for the younger children.

A one-off act of random violence against a child who happens to be in the wrong place at the wrong time is different, though clearly unacceptable.

An important fact that is underlined by the Anti-Bullying Alliance is that the school must aim not to label any child a 'bully'. They stress that the child is exhibiting bullying behaviour and that schools must aim to change the child's behaviour.

**What we do to prevent bullying**

Everyone involved in the life of St. Winefride's must take responsibility for promoting a common anti-bullying approach. All members of the St. Winefride's school community are expected to report incidents of bullying.

**All staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect. All staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone, create a positive atmosphere and promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Raise awareness of bullying through assemblies and aspects of the curriculum, such as Religious Education and RSE. The emphasis will be on stressing that bullying is unacceptable and what to do if a child feels he or she is being bullied.
- Whole school celebrations of diversity, uniqueness take place. Anti-Bullying Week is celebrated each year and the school use a Christian company to share a performance with children at the start of Anti-Bullying week.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Utilises support from Shrewsbury Diocese, the Local Authority and other relevant organisations when appropriate.

**The whole school community will:**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.

- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Bullying can take many forms:**

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
  - Physical
  - Emotional
  - Online (cyberbullying)
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- **Physical** – assault, pushing. Shouldering, elbowing, tripping, slapping, hitting, kicking, pinching, hair pulling, unacceptable touching (including that of a sexual nature), throwing objects, blocking i.e. preventing movement through an access point, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.
  - **Verbal** – racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any bothersome outcomes designed to be hurtful or used to intimidate.
  - **Written** – any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.
  - **Interference with another individual** – theft, extortion, vandalism, defacing of property, ruling games, blackmail or any other activity designed to intimidate or hurt.
  - **Psychological pressure – silent bullying** – social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.
  - **Racist** – name calling, incitement, making comments about a person’s country or culture or appearance or commenting on parents or spreading rumours. Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
  - **Homophobic** – bullying related to sexual orientation - name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends including spreading rumours.
  - **Transphobic bullying:** Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.
  - **Subtle bullying** – looking at a person in a particular way, swearing at or about a person.
  - **Incitement of others** – to become involved e.g. by blackmailing, excluding or threatening behaviours.
  - **Cyber bullying** via technology – emailing or texting about a person or to a person, spreading rumours or defacing or corrupting a piece of work. Instant Messaging or posting on a social network platform such as Facebook and using any language identified above. This is also applicable to online forums and chat rooms.

- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

**NB/ when dealing with such incidents, staff will point out to children the difference between bullying and falling out.**

#### Procedures for dealing with Bullying

The children have been given clear directions about what to do if bullying occurs. They should **always** tell an adult. They know who their trusted adults are and that there is always an adult to speak to. They know that they can speak with our learning mentor about anything that may be worrying them. If a child is upset or feels that they are being bullied, they have a way of letting adults know.

When a bullying incident is discovered, the school will go through several steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

**Bullying is serious and unacceptable in our school.** If any child is thought to be a victim of bullying or if a member of staff has evidence that a particular child is bullying others, this must be investigated immediately. All incidents, including alleged reports, are recorded on CPOMS and the headteacher (or deputy headteacher in absence of the headteacher) will be informed.

#### STEP 1 – Allegations of Bullying

##### **Actions**

- Talking through incident/incidents with all parties involved.
- Discussing which rule/s have been broken.
- If appropriate, sanctions are imposed – refer to Behaviour Policy.
- Informing other staff members, and parents/ carers, where appropriate.
- It may be possible for children to work with a Learning Mentor in a small group through an intervention, such as 'Time to Talk'.

#### STEP 2 - Bullying

Where there is evidence of bullying taking place, the headteacher or deputy headteacher will be involved.

##### **Actions**

- Parents, and relevant staff members, will be informed as soon as possible.
- Headteacher or deputy headteacher will interview all parties involved.
- The child who has been bullied will be supported and helped to express their feelings – staff will make sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

- Staff will also support child displaying the bullying behaviour to help them express their feelings and discuss which rule/s have been broken and what inappropriate behaviour has been displayed and to ascertain if anything is behind this behaviour.
- Sanctions will be applied (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- The designated safeguarding lead is informed of all bullying issues where there are safeguarding concerns.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **STEP 3 – Persistent Bullying**

**Actions** – as above. In addition -

- The headteacher will meet with parents to draw up a pastoral support plan to support the child in school.
- The child who is bullying will be subject to the relevant sanctions. (The power to exclude the alleged bully from school is available as a last resort.)
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

**NB/** If a teacher considers the incident/situation as being severe, the case should be referred directly to the headteacher, or, in her absence, the deputy headteacher.

### **Cyberbullying**

**In addition to the above actions,** when responding to cyberbullying concerns, the school will:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems,
  - Identifying and interviewing possible witnesses,
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content,
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy,
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply,
  - Providing advice on blocking or removing people from contact lists,
  - Helping those involved to think carefully about what private information they may have in the public domain.

### **Parents Role**

If parents believe that their child is being bullied, they should make an appointment to see the class teacher. Any incidents which occur in school should be dealt with through school. They should encourage their child to speak to an adult in school.

### **Supporting pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff, with whom they feel comfortable.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Pupils who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change, and ascertaining if there is any reason for their behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Supporting adults**

St Winefride's takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents, or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with an appropriate person.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with an appropriate person.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required

**Note:** Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

### **Links with other school policies and practices**

This policy links with several other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding Policy
- Acceptable Use Policy
- Social Media Policy

### **Links to legislation**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006, 2011
- Equality Act 2010
- Protection from Harassment Act 1997
- The children Act 1989
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

### **Review of Policy**

This policy will be reviewed regularly but it may also be reviewed and amended, in consultation with all stakeholders (pupils, staff, parents and governors), considering events or experience.

Data from monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be shared with governors through the Headteacher's Termly Report to Governors.

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)



- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Appendix 1

### Strategies a bully may use:

- physical attack
- verbal abuse
- extortion of money or property/threats
- psychological abuse (e.g. spreading rumours, isolation)
- racially motivated bullying
- targeting of perceived weakness (e.g. disability)
- individual bullying
- group bullying
- sexual harassment/sexist bullying
- 'imported' bullying (e.g. where families are in dispute)
- IT, particularly mobile phones and the internet, to deliberately upset someone else, e.g. negative comments, threats online.

### Symptoms of bullying – what to look out for

The bullied child is a worried child who may display some of the following behaviour:

- reluctance to come to school.
- quiet and withdrawn.
- lack of appetite
- sleeplessness (information from parents)
- pale and tired
- change of mood
- preference to stay in at playtimes.
- reluctant to tell of intimidation (because of reprisals)

- bruises on body
- continual loss of dinner money/lunch box items
- poor attitude to work in class.
- unwilling/secretive about online activities & mobile phone use (information from parents)

**Review of this policy - Awaiting approval at Full Board – 27.11.23**