Our Lady's RC Primary School

Anti-bullying Policy

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Person Responsible:	Headteacher
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Signed: (Person Responsible) **Date:** 4.9.2024

Signed: (Headteacher) **Date:** 4.9.2024

Signed: (Chair/Governor) **Date:** 4.9.2024

"Learning and loving together; we grow with Jesus"

Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's

During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

"**Learning and loving together; we grow with Jesus**"

The Core Values that provide the foundation for that Mission are:

Faithful	**Positive**	**Safe**
Nurturing	**Forgiving**	**Fair**
Respectful	**Honest**	

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love** – **the hearts** and Christ**- the Cross**

Introduction

At Our Lady's RC Primary School our definition of bullying is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

This guidance is based on the DCSF 'Safe to learn: Embedding Anti-Bullying work in schools' guidance

At Our Lady's RC Primary School, we strongly believe that all bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

All members of the school community are asked to inform the Headteacher or designated member of staff or any member of the Senior Leadership Team of any incidents of bullying.

Victims of bullying will be treated in a supportive manner and their case heard in an atmosphere of positive concern.

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

This policy should be read in conjunction with the school's policies:

- Child Protection
- Equal Opportunities
- Positive Behaviour
- Online Safety
- SEND
- Exclusion
- PSHE policy
- Religious Education Policy

This anti bullying document is also compliant with:

- Equality Act 2010
- SEND code of practice 2014: 0 to 25 years
- Keeping children safe in education, DFE, 2024
- DFE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

CONSULTATION

The following groups have been consulted in the compilation of this policy and ongoing consultation is encouraged.

- Children – through the School Council
- Parents/carers – through specific surveys

- School Staff – through staff meetings and questionnaire
- Governors – through termly meetings and consultation

These stakeholders are consulted when developing, implementing, monitoring and evaluating this policy.

Aims and Objectives

- To give a clear definition of bullying
- To raise awareness of bullying by ensuring that all governors, teaching and nonteaching staff, pupils and parents should have an understanding of what bullying is
- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching and non-teaching staff know what the school policy is on bullying, and to follow it when bullying is reported.
- To ensure a whole school approach to bullying by ensuring that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

What is bullying?

There are a number of definitions of bullying but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged
- That it involves an imbalance of power
- That it may be verbal, physical, psychological, racist, sexual or homophobic.

Bullying can be:

Psychological	Ganging up, turning others against the victim.
Emotional	Being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
Physical	Pushing, kicking, hitting, or any kind of violence.
Racist	Racial taunts, graffiti, gestures.
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Being of, or focusing on the issue of sexuality.
Verbal	Name calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Abusive email and internet chat. Twitter, Facebook and other social media misuse Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, I- pad, games consoles. Also includes written media (notes)

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions and comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and /or disability.

Bullying is not:

• Minor disagreements between friends, although these may need some strategies to help the children if one or more is upset by them.
• Hot-headed situations when a child lashes out in anger or frustration
• Bossiness

Bullying takes many forms and it can be related to:

- Race
- Religion
- Culture
- Nationality
- Sexual orientation (or alleged orientation)
- Sexual harassment
- SEND
- Appearance
- Health
- Home circumstances e.g. bereaved, child who is looked after

Why it is important to respond to bullying?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.

At Our Lady's RC, we understand that we have a responsibility to respond promptly and effectively to issues of bullying.

Strategies for the prevention of bullying

In order to encourage co-operative, non-aggressive play, we have introduced and implemented preventative strategies, which we hope will reduce incidents of bullying behaviour. Our proactive strategies include:

- We are a listening and telling school. This is a message that will be promoted at all times and with all audiences.
- We seek to promote a happy school for all members of the school community.
- There is an agreed collective responsibility to address any incidents of bullying observed.
- The School Council will include bullying as an agenda item at each meeting.
- The issue of bullying will be raised in order to maintain awareness of the issue through school assemblies and prominent pictorial displays, posters, visual and audio recordings.
- Personal, Social and Health Education along with Sex and Relationships Education delivered throughout the school according to our scheme of work, which covers topics such as peer pressure, choices and bullying explicitly.
- Strategies such as Circle Time and Role Play are used as a means to explore different issues as they arise in school.

- Posters, books and display boards are used to promote a positive attitude towards behaviour and friendships.
- Through assemblies and the RE curriculum we talk about the importance of friendship and being a good citizen.
- Every opportunity to promote whole school initiatives such as celebrating diversity and difference, involvement in anti-bullying week, theatre productions and external speakers will be taken.
- We seek children's opinions through questionnaires and surveys, and key issues from these are dealt with through circle time and at school council meetings.
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at a staff meeting. The policy will be discussed and then distributed to all new staff.
- Parents will be encouraged to actively support the policy by signing the home-school agreement and promoting the School's Positive Behaviour Policy.

Our children also have access to:

- Social and Emotional Aspects to Learning
- Friendship Stops/benches
- Worry Box
- Nurture via class or the Rainbow Room
- Circle of Friends

Alongside these strategies, we encourage co-operative behaviour through:

- Play equipment;
- Play Leaders;
- A series of fund raising events which encourage partnership with parents;
- Regular activities in and out of school focusing on teamwork, co-operation and self-worth.

Procedures for reporting bullying

It is essential that all members of the school community feel they have the opportunity to raise concerns regarding incidents of bullying.

Pupils:

- Worry box
- Approaching staff (or other appropriate adult in school)
- Approaching another child
- Approaching parent's/carer's

Parents:

- Approaching class teacher (or appropriate TA)
- Reporting to Headteacher or other designated person *(see Behaviour Policy)*

Staff:

- Report to Headteacher or other designated person

Staff have a duty to safeguard all pupils in school. Therefore, if a child approaches a member of staff with concerns regarding bullying, the member of staff should inform the child that this information may need to be passed onto the Headteacher or other designated person.

Procedures for dealing with bullying

When bullying has been observed or reported then the following steps should be used:

The Seven Steps Approach

This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim.

If bullying is reported, the following will happen:

1. The Headteacher or designated member of staff talks to the victim about his/her feelings. The Headteacher or designated member of staff will not question the child about the incidents, but does need to know who is involved.
2. The Headteacher or designated member of staff arranges to meet with the group of pupils involved, this may include some bystanders or even friends of the victim who joined in, but did not initiate the bullying.
3. The Headteacher or designated member of staff tells the group about the way the victim is feeling (with his/her consent) and might use a poem, a piece of writing or a drawing to emphasise the victim's distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.
4. The Headteacher or designated member of staff does not allocate blame, but states that they know that the group can do something about it.
5. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Headteacher or designated member of staff gives some positive responses but does not mention improved behaviour.
6. The Headteacher or designated member of staff ends the meeting by seeking assurances from the group that they will help to solve the problem. A meeting is arranged to see how things are going.
7. At this follow up meeting, the Headteacher or designated member of staff discusses with each child, including the victim, how things are going. This allows the Headteacher or designated member of staff to monitor the bullying and keep the children involved in the process. Further meetings will be arranged as necessary

All interventions will be recorded and carefully evaluated. All staff will be informed of the action taken. This strategy is called "The Seven Steps Approach" and seeks to support the victim by seeking to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Punishment of the bully will often make things worse for the victim and, therefore, often leads to secrecy rather than early disclosure. This approach is the preferred method of the Local Authority.

If, on review, "The Seven Steps Approach" does not work for a particular child or group of children and the bullying continues, then some or all of the following will happen:

- The parents/carers of the victim and the bully or bullies will be informed.
- The pupils concerned may be considered for the Nurture Group*).*
- A referral to the Wigan LA Behaviour Support Team will be made which may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made).
- A fixed-term exclusion may be necessary *(see Exclusions Policy).*
- The Governing Body will be made aware of the disciplinary action taken.

Bullying outside school

The Headteacher has the power to respond to bullying behaviour involving pupils whilst out of school; be it on a school trip, school activity or in the community. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Head teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's general behaviour policy. In serious cases where an offence may have been committed the Headteacher will contact the local police.

Monitoring and Evaluating the Policy

The Senior Leadership Team will monitor and review the incidents of bullying regularly to identify any recurring incidents and see if these can be related to particular school routines. Certain incidents of bullying are reported to the Local Authority.