

## ST ANNE'S ANTI-BULLYING POLICY

<b>Person Responsible:</b>	<b>Headteacher</b>
<b>Date policy reviewed:</b>	<b>February 2025</b>
<b>Reviewed by:</b>	<b>Anti-Bullying Co-ordinator</b>
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## **Mission Statement**

**With Christ at the centre of our lives, we live out our call to serve the young.**

**'It is not enough to love children. They must know that they are loved.' Don Bosco.**

The governors and staff of St. Anne's Catholic Primary School aim to provide a secure and caring environment for the children who are in our care. This policy is based on our Mission Statement and the importance of promoting positive relationships between all our children.

Children are encouraged to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated. This friendly environment allows them to learn effectively, improve their life chances and help them maximise their potential.

Our staff work and grow together as a team, giving of their best and supporting each other. All members of our community are made to feel welcome and encouraged to take an active part in the life of the school.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying and cyberbullying. We want them to feel confident to seek support from school should they feel unsafe.

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**).

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. **Preventing and Tackling Bullying (July 2017)**

Every member in our school community has a responsibility to ensure that bullying behaviours are not tolerated and bullying of any kind is unacceptable behaviour. Every member of staff will act upon any incidences of bullying.

## **Aims of the policy**

At St Anne's Catholic Primary School we do not accept any form of bullying. Every effort is made:

1. To create a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them maximise their potential.

2. To ensure that all our pupils feel safe in school, including that they understand the issues relating to safety; such as bullying, including cyber-bullying and that they feel confident to seek support from school should they feel unsafe or threatened.
3. To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy and wherever possible, instances in which pupils are subject to any form of bullying.
4. To respond effectively to all instances of bullying that are reported to us.
5. To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
6. To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.
7. To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.

**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
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

**For pupils who engage in bullying behaviour that:**

- 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.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are 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
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- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer Mentors 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 complement the school on the antibullying policy or procedures.

### **Policy Development**

This policy was formulated in consultation with the whole school community. This includes staff, governors, parents/carers and children.

The Voice of the Children have contributed to the development of the policy through discussions and a pupil friendly version of the policy has been written. This policy is displayed throughout the school.

### **Links with other policies**

Behaviour Policy

Safeguarding and Child Protection Policy

E-Safety Policy

Acceptable Use Policy

Equalities and diversity Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

Complaints policy

RSE policy

SEND policy

### **Roles and Responsibilities**

1. The **Head Teacher** – Mrs Carmel Martin Their responsibilities are:

Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an

Antibullying coordinator who will have general responsibility for handling the implementation of this policy.

2. The **Anti –bullying Coordinator** in our school is: Mr Sean Cassidy

Other anti-bullying leaders: Mrs Rachel Lewthwaite, Mrs R Kemp-Smith, Mrs Alice Wales, Mrs Niamh Burke, Miss Caitlin Dorgan, Miss Hannah Bates, Miss Sophie Gullick and Miss Hannah 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
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents and ensuring that these are added to CPOMs (an online record keeping tool)
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Where bullying outside school is reported to school staff, it should be investigated and acted on (DfE Preventing and tackling bullying – July 2017).
- Ensure that this policy is available to everyone in the school community via the school website.
- Review and update this policy bi-annually.
- Organise events, assemblies and visits to promote anti-bullying in our school eg Gripping Yarns, NSPCC visits etc. Participate in national events eg Anti-bullying Week
- Promote resilience in the school.

3. The **nominated Governor** with the responsibility for Anti-bullying (Behaviour) is: Mr Adam Brooks

Their responsibility is:

- To support the Head teacher and staff in all attempts to eliminate bullying.
- To ensure policy and procedures are in line with **Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2024)**.

4. **Class teachers:**

**Their responsibility is:**

- To promote positive behaviours in their class at all times to establish a climate of respect through Do-jo's, house points and emphasis on living our school values.

- To ensure that pupils understand what bullying is and what procedures to follow, who to tell and sanctions given should be made clear. □To take ownership of bullying incidents.
- To make children aware that they must tell an adult if they are being bullied.
- To promote the policy and procedures through lessons across the curriculum.
- To follow the school procedures for dealing with bullying incidents, log incidents on CPOMS.

### **Definition of Bullying**

#### **What does bullying look like?**

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, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." The Anti-Bullying Alliance (ABA) defines bullying as "Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." (ABA 2021)

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

### **Types of Bullying**

Specific types of bullying include:

- **Bullying related to race, religion or culture** which refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **SEND bullying** related to special educational needs or which is the deliberate bullying of any person because of a Special Educational Need or disability the victim may have.
- Bullying related to appearance or health.

- **Sexist/ Gender/ Homophobic Bullying** relating to sexual orientation and gender orientation or transgender/gender questioning, as well as referring to any unwanted physical contact or sexist comments.
- **Bullying of young carers or looked after children** or otherwise related to home circumstances. "The term young carer should be taken to include children and young people under 18 who provide regular or ongoing care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances... a young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life chances." ADASS and ADCS (2012) Working Together to Support Young Carers
- **Child on Child abuse** when some allegations are so serious that they may raise Safeguarding concerns. Refer to Safeguarding and 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.

### **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.

### **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

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'. At our school, we stress the role of the bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene (Pepler).

We encourage the bystander to get report instances as opposed to watching and colluding any bullying they witness. This is done through curriculum work/assemblies/PSHE and these roles are explained to the children. This also includes what they should be doing, how to deal with a bullying incident and how they will be supported.

### **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 or having 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
- A culture of aggression and bullying
- Being bullied themselves (including historical bullying)
- Social issues or family issues
- Peer pressure
- Being seen as being different
- Inability to express feelings and emotions

### **Developing and promoting Resilience and Emotional Well-being. This is what we do at St Anne's Catholic Primary School:**

- Restore & Reflect
- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE (through the Ten Ten scheme)
- Pastoral systems
- Healthy Schools
- Teaching staff, LSA's and parent workshops providing training in identification and support to the well-being in pupils (includes mental health and anxiety)
- Mindworks
- Meeting the needs of SEND learners
- Restorative Approaches
- Peer Mentors/buddies
- ELSA support
- Talking and Drawing

- School Counsellor
- Social Skills groups
- Community Links
- Use of extra-curricular clubs, e.g. choir, various sports, guitar, languages etc.
- Worry boxes /monsters in each class room

### **Strategies for Preventing Bullying**

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

- Pupil's Anti-bullying policy – present around school (posters)
- Restorative Approaches
- Involvement in Connect
- Involvement in Healthy Schools
- Anti-Bullying/Friendship week
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Social Stories: Individual support plans for pupils with additional needs
- Student voice through School Council
- Wellbeing champions
- Sports leaders
- Headteacher awards
- Staff training and development for all staff
- Counselling
- Assemblies – school led and outside agencies/charity led e.g. Gripping Yarns, NSPCC
- Good quality role models
- High profile response to bullying
- E-safety embedded into the curriculum. Parents informed of procedures at 'Meet-the teacher' meetings.
- Safeguarding Curriculum Map constantly updated
- Worry boxes/monsters in all classes.
- The School is committed to a policy of working with all pupils in the school to raise self-esteem, co-operation and creative problem solving.
- All areas are adequately supervised and problem areas visited more often, i.e. cloakrooms, the cage, football pitch.
- All members of staff are aware of the School Policy on anti-Bullying and are committed to its consistent application. Adults on duty watch for 'aggressive' situations, and also children who are isolated.
- Knowledge of pupils who are bullies, or pupils being bullied, is shared.

### **Reporting and Responding to Bullying Procedures**

**All reported incidents will be taken seriously and investigated involving all parties.**

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 for reporting**

- **Children and young people in school** – talk to any member of staff, place a note in the worry box, PSHE lessons, talk to Peer Mentors, refer to Pupil's Anti-bullying policy.
- **Parents / Carers** – talk to Class Teacher in the first instance (face to face, email and phone call) and a member of the Senior Leadership Team, including the Headteacher if it persists (face to face, email and phone call).
- **Staff or visitors** – talk to a member of staff a member of the Senior Leadership Team.
- **Bystanders** – talk to any member of staff, or peer-mentor (KS2)

## Procedures

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

1. The incident is reported (see above)
2. Where possible the class teacher interviews all parties and records all information. If a class teacher is unavailable a member of anti-bullying team will interview all parties and record all information.
3. Restorative approach (Six questions) used to initially investigate the situation. This approach is used across EYFS, Key Stage 1 and 2.

EYFS questions	Key stage 1 questions	Key stage 2 questions
1. What happened?	1. What happened?	1. What happened?
2. Who has the wrong thing been done to?	2. Who has the wrong thing been done to?	2. What were you thinking at the time?
3. How do you think they feel? Use a feelings mat visual if needed.	3. How do you think they feel?	3. What have you thought about since?
4. What were you thinking at the time? Use a feelings mat visual if needed.	4. What were you thinking at the time?	4. Who has been affected by what you have done?
5. How are you feeling now?	5. What have you thought about since?	5. In what way have they been affected?
6. How can we make (child's name) feel better? Model saying sorry.	6. What do you think you need to do to make things right?	6. What do you think you need to do to make things right?

4. The person(s) will exercise their professional judgement on each individual case in relation to the definition of bullying. The matter may also be referred to one of the anti-bullying team or the headteacher.
5. The outcome of the investigation and subsequent action will be decided by the class teacher, anti-bullying team or the Head teacher.

## Sanctions and next-steps (If deemed as bullying)

One or more of the following may be used as a sanction or next step and parents will be made aware of any sanctions and next-steps.

1. Further restorative work.
2. Children told explicitly that behaviour is unacceptable and must not happen again.
3. Work out a solution and make it clear to all parties.
4. Children will complete a reflection form which is named and dated.
5. Staff across the Key Stage to be informed and will be vigilant during break and lunch times or a designated adult may be asked to monitor, especially during break and lunch.
6. The bullied child/ren will be given a named adult to go to if future incidents occur.
7. A separation plan may be put in place for children involved, including class groups, playgrounds and the dinner hall.
8. 'What if' approach modelled and explained.
9. An individual behaviour programme with clear behavioural targets agreed will be implemented where deemed necessary. This could form part of a Risk and Needs Assessment. Teachers will meet with parents where this is the case.
10. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

If a number of next steps are involved or/and a number of children are involved an action plan will be drawn up to include named personnel. This will be shared with the children involved and their parents. All next - steps should be reviewed regularly, at least every two weeks.

### **Recording bullying**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be recorded on CPOMs. Any additions to the incident (s), e.g. sanctions, next steps, communications with parents etc. will be recorded as actions on CPOMS. The headteacher, Mr Sean Cassidy, the anti-bullying co-ordinator, and the other members of the anti-bullying team will be notified via CPOMS.

The information on CPOMs will be analysed every half-term by the Deputy Headteacher, Sean Cassidy. This will be used to identify trends and inform preventative work in school development of the policy by the anti-bullying team. This information will then be presented to the governors in an anonymous format as part of the termly heads report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### **Useful information**

The following websites may be useful:

[www.anti-bullyingalliance.or.uk](http://www.anti-bullyingalliance.or.uk)

[www.antibullying.net](http://www.antibullying.net)

[www.scre.ac.uk/bully](http://www.scre.ac.uk/bully)

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

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

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

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

## **Appendices**

### **Appendix 1 - The Pupil's Anti-bullying Policy**

#### **What is Bullying?**

In our school a bully is someone who hurts someone again and again and again, by deliberately using behaviour which is meant to hurt, frighten or upset another person.

#### **When is it bullying?**

Bullying is done on purpose, it's not an accident. For example, if someone hurts you during a game by accident that is not bullying, but if every time you played a game they hurt you, or your feelings that would be bullying.

#### **What to do if you are being bullied:**

- Do tell the bully to STOP because they are being unkind!
- Do move away from the child who is being unkind.
- Do use the classroom worry box so your teacher knows you are sad or worried.
- Do tell a teacher straight away (in the playground or in your classroom).
- Do tell your parents.
- Keep telling a trusted adult if it happens again.

#### **What not to do if you are being bullied:**

- Don't do what they say.
- Don't hurt them back (with your words or body).
- Don't think it's your fault.
- Don't hide it.
- Don't worry everything will be okay.

#### **What will happen to a bully?**

Teachers will get involved and help to STOP the bullying.

#### **Your parents**

Your parents are important in helping with bullying at school. We will ask your parents to let us know if they think you are being bullied and to talk to you lots about how things are going at school. Remember telling an adult is the right thing to do.

**At St Anne's everyone will work together to:**

Make our school a place where everyone can feel safe and happy. That means no bullying allowed.

The Voice of the Children were consulted and gave feedback on this policy.