



Ss. Peter & Paul Catholic Primary School



Anti - Bullying Policy

This policy was fully adopted by the Governing Body on: October 2018
This policy will be reviewed annually

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Anti-Bullying Policy

Aims of the Policy

Ss. Peter and Paul 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.

The Education and Inspections Act 2006, outlines a number of 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 Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at Ss. Peter and Paul Catholic Primary School.

We aim to live out our School Mission Statement where children live in a safe, secure environment where each child is valued. Any concern, however small, will be addressed.

Clear Definition of Bullying

For the purpose of this policy, bullying is 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 a period of time.
- Intent: The perpetrator(s) 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 takes a variety of forms. The following covers the most significant of these:

- Physical - hitting, kicking, taking or damaging belongings.
- Verbal - name calling, insulting, repeated teasing, racist remarks, threats.

- Indirect - spreading nasty rumours, deliberately excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or acknowledge a person, the 'look'
- Emotional
- Online (or cyber-bullying)
- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 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/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Unless checked, low key bullying such as shoving or name calling can escalate if the bully finds that the bullied pupils respond in a particular way.

It is important not to underestimate the significance of the non-physical forms of bullying. Those who have suffered from bullying often report that they recover from any physical injury or pain much more quickly than they get over the feelings of humiliation, anxiety or fear.

Strategies for Prevention of Bullying

- Awareness-raising through assemblies and PSHE lessons.
- Self-assertiveness should be taught to children. They have the right to feel valued.
- Policy available to parents on request
- Competitions and workshops.
- Reward initiatives led by Midday Staff.

- Good behaviour certificates.
- INSET welfare staff and teaching staff
- Provision of adequate resources and playground environment to engage safe, happy and secure play.
- Golden ticket awards.

Statutory Implications

- Under the Equality Act 2010, the school understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.
- Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Signs of Bullying

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating. Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

Reporting Bullying

In the first instance bullying should be addressed by the Class Teacher or adult on duty. More serious or repeated offences should be reported to the Headteacher via the hierarchical system.

The Headteacher must be informed immediately if there is a more serious offence.

Children must be encouraged to report an incident right away to the nearest available adult.

Children must be reminded of strategies available for the prevention of bullying.

Children must be reassured that it is correct to report bullying if it happens to themselves or another child.

Staff should seek advice from Key Stage Leaders and then the Headteacher when necessary. If a member of staff feels it appropriate the incident should be reported in the class teachers critical record book. Staff can liaise with other teachers about other children involved in incidents. The playground books and lunchtime supervisors' book also contain records which may throw light on incidents.

Parents - see GUIDELINES FOR PARENTS

Responding to bullying

After being informed the person who has had the incident reported to them should take this action:

- Contact the class teacher.
- Class teacher will discuss with parent.
- An investigation into the incident should then take place.
- The class teacher would reassure the 'bullied' child that their concerns would be dealt with at any time, and question them as to whether they felt confident the matter had been sorted out on this occasion.
- Staff will monitor children involved in incidents afterwards for a time.
- Parents of all children involved in a serious incident should be informed by staff.

Roles and responsibilities

- The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The headteacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The headteacher keeps a Bullying Record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.
- The headteacher analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- The headteacher arranges appropriate training for staff members.

- Each head of year corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- All staff are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's class teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- The school nurses, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant head of year and class teacher.
- Parents/carers are advised to inform their child's class teacher if they are concerned that their child may be bullied or be involved in bullying.
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

Monitoring and Evaluating the Policy

Staff will review bullying procedures at the first staff meeting of the academic year. It is important to be vigilant at all times during the school day and staff also need to be aware of the 're-occurrence' of incidents at a later time.

The Governors and staff will monitor this process together.

Other Relevant Information

A small budget should be made available to support workshops for the children for awareness raising.

All staff have had training and new staff will be informed of procedures by the Senior Management Team.



Beatitude Number Three

Jesus said, "Blessed are the meek."
It's better - turn the other cheek
than let yourself lose self-control.
Vengeance will rob you of your soul.

A humble person is not weak.
Jesus said, "Blessed are the meek."
When we use self-discipline,
we show God's power from within!

God implied to stand for others -
not ourselves, but for our brothers.
Jesus said, "Blessed are the meek."
Be thoughtful and with kindness speak!

The world is filled too much with pride.
Submit to God; be on His side!
If peace on earth is what you seek,
Jesus said, "Blessed are the meek."

"Blessed are the meek, for they shall inherit the earth." Matthew 5:5

Written Jan. 15, 2016 for the contest of Olive Eloisa Guillermo

Every Child Matters

Guidelines For Parents

What Parents should not do:

Parents should not respond by saying any of the following:

- "It's all part of growing up - you will have to learn to cope with it!"
- "Just hit him/her back"
- "Don't be a baby - that sort of thing doesn't happen"

Nor should parents decide to tackle the alleged bully themselves, or approach the parents of the offender. They will close ranks around their child and the Headteacher will have a much more difficult task to resolve the problem. Parents should work with the school to help resolve the situation on behalf of their children.

What parents should do

You should inform the school immediately

Normally, the first person to see, in minor or isolated instances of suspected bullying, is your child's class teacher. All parents should bear in mind that sometimes there are two sides to the story and should be open-minded. However, in the majority of cases where bullying occurs, the victim has made little or no contribution to his or her misfortunes: Bullies bully because they are bullies, not in response to some offence.

If you feel the situation is very serious or if you prefer, take the issue to the Headteacher. Whichever member of staff you approach, your complaint will be taken seriously and acted upon.

Do not allow the bullying to become intolerable - Report your concerns to the class teacher or Head teacher.

If any incidents re-occur, please inform school so it can be dealt with immediately.



Alleged Bullying Incident Report Form

This form will be sent to the head teacher upon completion:

Incident reported by (include role in school):

Date incident took place:

Victim details

New case?	Y/N	Is the alleged bully known to the pupil?	Y/N
Name of pupil(s) being bullied			
Female/Male			
Ethnicity			
Other details <i>eg CLA, PP, FSM</i>			
Year group			
Class			
How may we contact you (the reporting adult)?			
<i>Please circle</i>			
At school		At home	
Home address:			
Email:			
Telephone (mob/home):			

Incident details

Type of bullying	
Harassment (verbal or written) e.g. name calling, insulting, making offensive remarks, emails, writing offensive graffiti, obscene gestures, intimidating with facial expressions	Cyberbullying e.g. text, email, facebook,
Physical (unprovoked or threat of it) e.g. hitting, kicking, taking belongings, damaging personal property	Indirect e.g. spreading nasty rumours, exclusion from social groups
Other	
Focus of bullying	
Racist¹ (<i>complete racist incident form</i>)	
Homophobic (based on sexuality/perceived sexuality; <i>complete homophobic incident form</i>)	
Due to SEND	
Appearance	
Other	
Not Known	
Give details of what happened	
Where did the incident take place?	
When did the incident occur?	
Who has been suspected of bullying? <i>Give name(s)/class/year group/ethnicity/gender:</i>	
Did anyone else see the incident?	
According to the victim, how often does the bullying take place?	
According to the victim, how long has the bullying been going on?	

¹Please also record this incident separately as a Racial Incident according to racial incident monitoring statutory requirements

Impact of the bullying

What emotional impact has the bullying had on the pupil?

Was anyone physically hurt?

Did anyone need medical attention?

Has anyone else been informed of the bullying?

If so, when were they informed?

If not, why has the incident not been reported?

Action taken or planned

The Victim		The Perpetrator	
Incident referred to the Head teacher/Deputy Head/SLT/Year Leader/Class Teacher (circle)			
Letter to/discussion with Parent/Carer		Letter to/discussion with Parent/Carer	
Apology received from perpetrator		Discussion with perpetrator	
		Apology given to victim	
		Fixed-term exclusion	
		Referral to other agency e.g. CAHMS	
No action as unfounded		Other sanction	

What more do you think could be done to help prevent instances like this in future?

Incident recorded by:

Name of member of staff:

Sign:

Date: