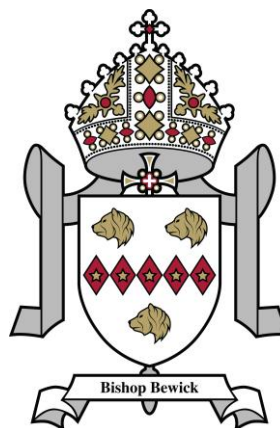# St Cuthbert's Catholic Primary School Walbottle

Anti-Bullying Policy

At St Cuthbert's we live and learn in faith and love,
through Jesus' teachings.

Our school is a place where we can grow as a family,
helping each other to lead full and happy lives.

Consultation that has taken place	
Date Formally Approved by Governors	24th May 2023
Date policy Became Effective	25th May 2023
Review Date	May 2025
Person Responsible for Implementation and Monitoring	HT✓ Governors ✓

As a school community, St Cuthbert's Catholic Primary School are committed to providing a caring, friendly, secure and safe environment where we respect the dignity of every person

involved with our school. We are committed to building relationships that are based on mutual respect and trust.

Bullying of any kind is unacceptable in our school. It harms individual people and the whole school. We will do all we can to prevent bullying by developing a school culture where it is seen as unacceptable. We will respond promptly and effectively to issues of bullying. In the event that bullying does occur, all children should be able to tell an adult and know that incidents will be dealt with promptly. We encourage our children to tell. This means that anyone who knows that bullying is happening is expected to speak out.

AIMS

At St Cuthbert's Catholic Primary, we aim to:
- provide a caring, safe environment for everyone in our school community;
- ensure all staff understand that bullying is not acceptable and will not be tolerated;
- ensure all staff are familiar with this policy, understand what bullying is and what processes to follow when bullying is reported;
- ensure that all children and parents/carers know what our policy on bullying is and what they should do if bullying arises;
- prevent, de-escalate and/or stop any continuation of harmful behaviour;
- react to bullying incidents in a reasonable, proportionate and consistent way;
- safeguard the child/children who has experienced bullying and to ensure sources of support for the child/children;
- provide help for the child/children who have bullied others.

What is Bullying?

The Anti-Bullying Alliance defines bullying as:
'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.

Bullying behaviour can be:
- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, and exposure to inappropriate films, pictures etc.
- Online/cyber – posting on social media, sharing images, sending nasty text messages, social exclusion
- Indirect – Can include exploitation of individuals.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- is frightened of walking to or from school or changes route
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- becomes aggressive, abusive, disruptive or unreasonable
- starts stammering
- threatens or attempts suicide
- threatens or attempts self-harm
- threatens or attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- performance in school work begins to drop
- comes home with clothes torn, property damaged or 'missing'
- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home 'starving' on a regular basis
- bullying others
- changes in eating habits
- is frightened to say what is wrong
- afraid to use the internet or mobile phone
- nervous or jumpy when a cyber message is received
- gives improbable excuses for their behaviour.

Why is it important to respond to bullying?

Bullying Hurts!
Everybody has the right to be treated with respect.
Everybody has the right to feel happy and safe.
No-one deserves to be a victim of bullying.
Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

Prevention strategies adopted by the school

The school community includes all children, teaching and non-teaching staff, parents and governors. They will be informed of and involved in the Anti-Bullying Policy.

This will be done through: -

- Anti-bullying awareness events to be held annually
- Assemblies
- Newsletters
- Posters
- PSHE curriculum
- RSE curriculum
- Computing curriculum
- Staff meetings
- Training for all staff
- The Buddy system i.e. – Play leaders from Year 2 to help Key Stage 1
  Buddies from Year 6 to help Reception children
- Worry/talk it out boxes
- Positive reinforcement – rewards system for good behaviour.

Our Approach to Bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimise the occurrence of bullying. We feel it is important 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.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances and celebration assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the School Council, Mini Vinnie group or a Play Leader promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each year group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. In the first instance, information is gathered from the pupil and staff concerned in the form of a 'keep an eye on form'. Any observations are recorded by the teacher on this form and the Headteacher is kept informed. All staff are made aware of the form and the need to report any incident involving the child to the class teacher. The class teacher will make an appointment with the parent/carer of the child four weeks later to report his/her findings.

We have two aims when reacting to incidents of bullying:
1. to make the child who has been bullied feel safe
2. to encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem-solving approach is adopted (Appendix i). The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. the Head Teacher is informed
2. the child who has been bullied is interviewed and their comments recorded
3. the child or children who have displayed bullying behaviours is/are interviewed and comments recorded
4. the parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Head Teacher, child and parents is held; the incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.
6. In persistent circumstances sanctions may include:
   a. permanent exclusion
   b. temporary exclusion
   c. exclusion from the school premise at lunchtime
   d. exclusion from the playground at lunchtime
   e. move out of current class
   f. arrangements for parent to supervise pupil to and from school daily
7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process.

The Role of the Local Governing Committee

The governing committee monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log and through the sample questionnaire (Appendix ii) which is conducted annually with Year 6. The governors require the Head Teacher 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.

The governing committee responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing committee notifies the Head Teacher and asks her/ him to investigate the case and to report back to a representative of the governing committee.

Monitoring the Policy

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective the log and strategies will be reviewed alongside the Year 6 questionnaire. The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the log held on CPOMs and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

This policy was approved by the Governing Body on 24th May 2023

Name of Chair of Governors: Bev Bookless

Signature:
Date: 24th May 2023

Name of Headteacher: Colette Barrett

Signature:
Date: 24th May 2023

Problem Solving Approach

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child may be asked to draw a picture, write a poem to describe the effect the bullying has had on them or complete the three houses chart. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of children are asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and is emphasised that the bullying makes the person being bullied feel really bad. The others are read the child's poem or shown the picture or the three houses chart; either is used as the basis for discussion. Solutions are sought.

Step 4: The responsibility is taken

The act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are

sought. At this stage sanctions may be applied in line with the school behaviour management policy.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied

A week later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

Questionnaire about Bullying

Class: ....

This school takes bullying very seriously and we wish to know your views on bullying. Bullying can be kicking, or the use of force in any way. It can be teasing, making rude gestures, name- calling or leaving you out.

Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad.

This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are. There is a blank space for your name, however, so if you are having a problem with bullying you may wish to put your name on so that we can help you sort it out. If you do this, it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name: .... (optional)

1. Are you a boy or a girl?

   □ Boy   □ Girl

2. Since I have been at this school, I have been bullied...

   □ Never   □ About once a week
   □ More than once a week   □ Once in a while

3. I have been bullied in the following ways (tick which ones have happened to you):

   □ Hitting (punching, kicking, shoving)   □ Was sworn at
   □ Purposefully left out of things   □ I was threatened
   □ Had untrue and mean gossip spread about me   □ Mean teasing
   □ Had my things damage or stolen   □ Received nasty notes
   □ Someone said nasty things to make others dislike me
   □ Had rude gestures or mean faces made at me
   □ People used texts, e-mails, Facebook or another site to be nasty to me

   □ Anything else write down here:

      ....

4. When was the last time you were bullied?

   □ Yesterday   □ Last week   □ Last term   □ Last year

Appendix iii

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Kidscape
www.kidscape.org.uk
02077303300

Childline – advice and stories from children who have survived bullying
08000 1111

Bullying on line
www.bullying.co.uk

Parent line Plus – advice and links for parents www.familylive.org.uk
08088002222

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement https://www.chatnet.com