

St Wilfrid's Roman Catholic Primary School



We love, learn and grow with God.

Anti-Bullying Policy

Signed by the Head teacher: Mr J. Philips

Signed By the Chair of Governors: Mr T. Tate

Date of next review: Autumn 2024

This policy will be reviewed sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process.

Requests for signed copies

If a signed copy of this policy is requested, the school office will provide this free of charge.

At St Wilfrid's RC Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Wilfrid's RC Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report concerns to the local authority children's social care team immediately.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty' (Vision, Aims and Values).

The four guiding principles of the Early Years Foundation Stage underpin our Anti Bullying Policy from the moment a pupil enters our school, and throughout their time at St Wilfrid's RC Primary School.

They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At St Wilfrid's RC Primary School, we discuss not only what bullying is, but also incidents we would not describe as bullying, so that children quickly learn to understand how serious bullying can be. We do this with all pupils through assemblies, workshops and PSHE lessons in class.

The **Anti-Bullying Alliance** and its members have a shared **definition of bullying** based on research from across the world over the last 30 years.

At St Wilfrid's staff and pupils agree with their definition that bullying is:

- the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power

Types of Bullying

Verbal

This refers to name calling, mocking, teasing or threatening behaviour towards individuals or groups.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This 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.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against people who are perceived as lesbian, gay, bisexual or transgender.

Sexist and sexual bullying

Sexual bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour which degrades someone, singles someone out using sexual language, gestures or violence, or victimises someone for their appearance. Sexual bullying is also pressure to act promiscuously and to act in a way that makes others uncomfortable.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Pupil Premium children
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transgender

Bullying Prevention

Preventing and raising awareness of bullying is essential to keep incidents in our school to a minimum. Through assemblies and on-going PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying - such as two friends falling out or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. Each class has a 'worry box' where children can write down their concerns anonymously. We promote the culture of being a '**Telling School**' where pupils know that they will be listened to.

Each year we take part in the National Anti-Bullying Week Campaign using resources from organisations such as the Anti-Bullying Alliance, Childline and Kidscape. We also hold an annual Internet Safety Day which includes lessons about Cyber-bullying and keeping safe on-line.

At St. Wilfrid's we have found that one of the most effective ways of ensuring pupils are protected from Bullying is to involve them in supporting and educating their peers. We have a 'Bully Busters' group in school whose role it is to teach other pupils about bullying, lead on anti-bullying campaigns, promote a culture in which difference is celebrated and help keep their peers safe both on and off-line.

Bully Buster Code

All pupils in school were involved in developing a school code of conduct with the Bully Busters. The code is displayed in school and all pupils are expected to adhere to it to ensure everyone is safe from bullying:

- Use social media appropriately and spread positive messages.
- Tell an adult if you are bullied or see bullying.
- Treat people how you want to be treated, fairly and kindly - no matter who they are or where they come from.
- Always use kind words and never call names.
- Use your energy for good things.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Responding to Bullying

All pupils should report any incidents of bullying immediately to a member of staff who will then alert the Headteacher, Mr Fenwick and any other member of staff who works with the pupils involved. Any parent who suspects that their child or any other child may be being bullied should report this to the Headteacher as soon as possible. Parents should not try to deal with matters themselves by approaching other parents or pupils to discuss bullying.

As well as bullying during the school day, it is important that parents report any incidents of cyber-bullying or any bullying incidents on the way to or from school by any pupils from St. Wilfrid's immediately. Bullying which occurs at evenings or at weekends or is perpetrated by those who do not attend St. Wilfrids should still be reported so that the victim and their family can be supported by school. However, in these cases it may be necessary to inform the police or other outside agencies to deal with the issue fully.

In any case of alleged bullying, the Headteacher and Mr Fenwick, along with the staff who work with the pupils will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher and Mr Fenwick will use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMs (our on-line software application for monitoring child protection, safeguarding and welfare issues). Parents of both parties will always be informed.

If the situation does not improve, the Headteacher will meet with the parent(s) of the bullying pupil(s) and agree clear expectations and boundaries which would be shared with all the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies),

further monitoring, support and punitive sanctions as deemed necessary. Any necessary action will be taken until the bullying has stopped.

Anti-bullying Team

All staff in school are involved in our work to prevent bullying and all pupils and parents can approach any member of staff to discuss any issues related to bullying. However, the following members of staff have specific roles as part of a school Anti-bullying Team.

Headteacher: Jonatan Philips

Deputy Headteacher: Daniel Fenwick

Governor responsible for monitoring incidents of bullying in school: Tom Tate

Lead Teacher responsible for anti-bullying strategies: Daniel Fenwick

Family Support Worker: Hannah Finlay

Further advice:

Staff in school are always available to discuss any issues around bullying but if parents feel they need further advice, there is helpful information available from all the organisations below:

anti-bullyingalliance.org.uk

www.childline.org.uk 0800 1111

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

www.kidscape.org.uk

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

www.bullying.co.uk