



ST LOUIS CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

“We work together, we pray together, we grow together”

School statement on bullying:

In response to our mission statement and the promotion of Gospel values we take seriously our responsibility to respect each member of our community and to ensure equality of opportunity and esteem for all. We seek to develop a positive attitude to the rich diversity of backgrounds of all that work and learn at St Louis School.

At St Louis School every effort will be made to provide a secure environment where all pupils can develop knowledge, skills and confidence. To this end we totally reject all forms of bullying. We take seriously any signs of distress caused by bullying and are determined to deal with incidents of bullying efficiently, effectively and consistently.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

At St Louis School we follow the advice given by the DfE in their documents 'Preventing and tackling bullying' (October 2014). We also seek advice and support from BSCB including the Youth and Community Service, the Educational Psychology Service, the Education Welfare Service and our local Pupil Referral Unit.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

It is important to distinguish between bullying behaviour, which is usually deliberate and planned and behaviour which although unacceptable, can be related to

immaturity and a child's stage of development rather than a pre-meditated or pre-planned act.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Persistent Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting bullying

Bullying may be reported by children, parents, members of staff or anybody who becomes aware of the situation.

- Pupils are encouraged to tell any member of staff, in whichever way is easiest for them.
- If parents are aware of a situation, they are encouraged to take use of our open door policy and tell a member of staff in person, or phone or email the school office.

Reporting – roles and responsibilities

- Staff:

All members of staff have a duty to challenge and report any bullying.

- Senior members of staff

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the school's Anti-bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all pupils. Class teachers inform their line manager of any case of bullying. This can

be done verbally in the first instance and followed up by a report on CPOMS under the 'behaviour' category. The senior member of staff will monitor the situation and follow up as appropriate to ensure that bullying has not resumed. The class teacher will also alert the Headteacher to any proven case of bullying via the completion of an incident report on CPOMS.

• **Parents/carers**

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, reluctance to go to school, lack of concentration). Parents and carers should support their child to report the bullying or contact the school independently in order to alert staff to the situation.

If you are worried that your child is being bullied ask him/her directly.

- Ask your child regularly about his/her school experiences.
- Be aware of any signs or symptoms that denote a change in their normal routine e.g:
 - Reluctance to attend school
 - Mood changes
 - Changes in eating patterns
 - Problems with sleeping/nightmares/bed wetting
 - Possessions regularly lost or broken
- If your child tells you that they are being bullied:
 - Listen to what they have to say – try to decide if it is bullying or whether it is 'bad' or 'thoughtless' behaviour. Both are serious but need to be dealt with in different ways
 - Make a note of what your child says
 - Reassure your child that they have done the right thing in telling you about the situation
 - Stay calm, report the incident to a member of staff
 - Work with the school while the situation is resolved
- If your child is involved in bullying
 - Talk with your child and explain the bullying is unacceptable behaviour
 - Discourage your child from using bullying behaviour at home or elsewhere
 - See a member of staff to discuss your concerns
 - Regularly check with your child how things are going at school

• **Pupils**

It is unacceptable for pupils to take part in any kind of bullying. They are encouraged to watch out for signs of bullying among their peers and to support their peers in seeking help if there are difficulties. Pupils should never be bystanders to incidents of bullying.

3. Responding to bullying

Procedures we adopt in response to bullying are specific to each case but would include;

- Listening to pupils
- Listening to parents
- Listening to members of staff
- Supporting the victim, as appropriate to each individual case
- Re-educating the perpetrator and punishing where appropriate. The sanctions will fit within the school's Behaviour Policy but could include time off the playground or away from class in order to protect the 'victim' and may lead to exclusion, including permanently, from the school. The school is aware that the bully may also need ongoing support and nurture in order to effect behaviour change.
- Recording the incident if appropriate and always if it is a second offence
- Involving parents of the victim and the perpetrator(s)
- Involving outside agencies such as the Educational Psychology Service and PRU
- Monitoring by a senior member of staff
- Follow up as appropriate to the situation in order to ensure that bullying has not resumed
- Assertiveness training and proactive solution creation for victims
- Circle of friends/befriending/support group/mediation by adults or peers
- Counselling

When bullying has been reported, the following actions will be taken:

- Staff will record any proven cases of bullying on CPOMS
- Informing / involving other authorities (such as police or Social Care), particularly when actions have taken place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, monitored and followed up with actions and sanctions, as appropriate. Members of staff are also expected to deal with the casual use of derogatory language using informal mechanisms, noting in their own records if appropriate.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice based incidents are taken seriously and dealt with in school. Parents may be involved and will always be contacted after a second offence. In this case incidents would also be reported to the Governing Body. All incidents are dealt with promptly and proportionately, and our procedures seek to prevent bullying as they enable targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school mission and Gospel Values are at the heart of everything we do and ensure that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- The circumstances of the perpetrator are considered and support provided as necessary as it may be that they are being bullied or harmed in some way themselves
- Pupils are involved in developing anti-bullying initiatives on a case by case basis. When appropriate, these are adopted throughout the school.

8. Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The Headteacher is responsible for monitoring the policy on a day-to-day basis. CPOMS reporting of proven cases of bullying are monitored by SLT. Any trends should be noted, investigated and reported to the Governing Body.

10. Evaluating and reviewing

The Headteacher is responsible for reporting to the Governing Body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as visits. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed annually.