

# St. Winefride's Catholic Primary School



## Anti-Bullying Policy

### **Mission Statement**

*To provide excellence in all aspects of school life,  
embedded in the values and beliefs of the Catholic faith.*

### **Vision Statement**

*To be an outstanding school where every member reaches  
their true potential and knows the joy of a  
personal relationship with Jesus Christ.*

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## **A Blessed Christopher Wharton Academy Trust School**

At St Winefride's Catholic Primary, we consider bullying to be very serious behaviour and always take firm action against it. 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.

We believe that by effectively preventing and tackling bullying, we will help to create safe, disciplined environments where pupils are able to learn and fulfil their potential

### **Legislation and Guidance**

We have regard to the following legislation and guidance's and comply with the requirement that we must have measures in place to prevent all forms of bullying.

#### **The Education (Independent School Standards) Regulations 2014**

St Winefride's Catholic Primary follow guidance as laid out in The Education (Independent School Standards) Regulations 2014, which states that we should ensure bullying at school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

#### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need 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
- foster good relations between people who share a protected characteristic and people who do not share it.

We understand our requirement to comply with the PSED.

In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

In addition to the duties in relation to pupils with disabilities under the Equality Act, we also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

### **Bullying**

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-

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bullying via text messages, sexual harassment and sexting, gender based violence, 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.

Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### **Cyber-bullying**

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the executive headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

### **Dealing with bullying**

St Winefride's Catholic Primary have robust policies in place to deal with bullying and poor behaviour, when incidents do occur, they are taken seriously and dealt with quickly. We believe pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary

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focus It is therefore our aim to create an environment that prevents bullying from being a serious problem in the first place.

A proactive approach is adapted where school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This includes talking to pupils about issues of difference, in lessons, through dedicated events or projects and assemblies. We can then determine what will work best for each particular issue.

St Winefride's Catholic Primary has a strong ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We also:

Encourage parents to be involved to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

Ensure pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities and any prejudice based language is unacceptable

Provide effective staff training so school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support

Work with other agencies and the wider community to tackle bullying that is happening outside school

Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on, including those which may have occurred outside school including cyber-bullying

Create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

### **Intervention - Support for pupils who are bullied**

Pupils who are bullied will be supported with appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet

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word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Vulnerable pupils**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff will be alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

We understand some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Staff are aware of this and look to develop strategies to prevent bullying from happening.

### **Where bullying has a severe impact**

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We will make appropriate provision for a child's short-term needs, including setting out what actions we have taken when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, we would consider whether the child will benefit from being assessed for SEN.

In July 2012 the cross Government No Health Without Mental Health: Implementation Framework was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

### **Special Educational Needs and Disabilities (SEND) Code of Practice**

While bullied children will not be routinely considered as requiring SEN support, we will provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support.

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### **Separate on site provision**

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome.

We will do all that we can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

### **Alternative provision**

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into, other arrangements must be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Local authorities must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be fulltime, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to fulltime as the child's needs allow and kept under review.

Separate statutory guidance on the use of alternative provision, issued in January 2013 sets out that parents, pupils and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative provision should be to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

### **Intervention - Discipline and tackling underlying issues of bullying**

Disciplinary measures will be taken against pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

### **Support for staff who are bullied**

We will take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. We will follow the separate advice note which provides advice for executive headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

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### **Roles and Responsibilities**

The Academy Council supports the executive headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Academy Council does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Academy Council monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Executive headteacher 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 Academy Council responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Academy Council notifies the Executive headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Academy Council.

### **The role of the Executive Headteacher**

It is the responsibility of the Executive headteacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Executive headteacher reports to the Academy Council about the effectiveness of the anti-bullying policy on request.

The Executive headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Executive headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Executive headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Executive headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the school staff**

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Executive headteacher, the staff member informs the child's parents.

If any adult witnesses an act of bullying, in or out of school, they should report it to the class teacher who will follow the school behaviour policy



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If any member of staff become aware of bullying taking place, they must deal with the issue immediately, following procedure outlined above. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied explaining why the action of the child was wrong, and endeavouring to help the child change their behaviour in future. If a child is involved in bullying other children, the Executive headteacher, the special needs co-ordinator and the Learning Mentor will all be fully informed. The child's parents will be invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive headteacher may contact external support agencies such as the social services, behaviour support team and Catholic Care.

Staff routinely attends training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The role of parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. It may be difficult to accept that your child is involved in bullying, but it is in your child's best interest to receive the help and guidance they may need. The co-operation of the parent is vital in resolving such incidences.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Monitoring and review**

The Learning mentor will monitor the incident book on a weekly basis and highlight any incidents that she may feel could be bullying related. These will be recorded on CPOMs and the executive headteacher will be informed.

This policy will be reviewed annually

### **Further sources of information**

Other departmental advice and guidance

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school

The Equality Act 2010

### **Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

### **Cyber-bullying and online safety**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### **LGBT**

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

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Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

### **Mental health**

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

### **Race, religion and nationality**

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

### **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.