



**St Herbert's RC Primary School**

## **ANTI-BULLYING POLICY**

Approved by Governors on: 08.03.2023

Date to be reviewed: Spring 2025

Signed on behalf of the Governing Body: *P Devine (Chair)*

## **St Herbert's RC Primary School Anti-Bullying Policy**

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## **OVERVIEW**

This policy is set within the context of the School Mission Statement:

*“Strong in Faith, Hope and Love, for the Common Good”*

and the School Ethos:

*“By loving one another as God loves us, we can achieve spiritually and academically”*

### 1. Definition of Bullying:

The following definition of Bullying has been agreed and adopted by St Herbert’s Primary School:

“Bullying is an action that is repeated, often over a period of time, involving one or more individuals. It involves the deliberate intention to hurt others, either physically or emotionally”

Examples of Bullying include:

- Physical aggression such as hitting, spitting, kicking, taking or damaging possessions
- Verbal, such as name calling, insulting, making offensive remarks. This can often link to individual characteristics of the victim, such as their ethnic origin, physical appearance, colour, size etc
- Indirect, such as spreading nasty stories and rumours, exclusion from social groups and sending malicious e-mail and text messages (see ICT/e-Safety policy)

### 2.The Working Party

A working party, consisting of representative members of the whole school community, has been responsible for the policy development in line with Anti-bullying policy guidance from the LA. Members have included the Headteacher, Senior Leaders, Governors and Pupils. The results from pupil questionnaires and parentview, together with follow-up assemblies, workshops and discussions, were used to inform the anti-bullying policy.

### 3.Policy Aims

As a result of consultation with members of the school community, the following aims were agreed:

- To instil the values of mutual respect and tolerance by celebrating difference and diversity.
- To create a safe and secure environment, where everyone feels valued and can learn without anxiety.
- To make all members of the school community aware of our opposition to bullying and by making clear each person’s individual responsibility.
- To ensure the school adopts a consistent approach to any bullying incidents that may occur.
- To create a whole school ethos, in which bullying is regarded as unacceptable.

#### 4. Responses

St Herbert's Primary School has been pro-active in establishing a series of strategies to prevent bullying occurring. These include the Playground Buddy system which provides support for vulnerable or lonely children and ensures no one is left out, and all pupils are encouraged to engage with pupils at the "Friendship Stop". The buddies also lead games and activities at playtimes. This initiative aims to involve all pupils and reduce incidents of negative behaviour due to boredom. The school employs a range of strategies to focus on and reward good behaviour, eg: through Achievement Assemblies (see Behaviour and Discipline Policy).

The school recognises that the transition of pupils from Year 6 to Secondary school is a time when pupils feel very vulnerable, and consequently we have a Transition Programme to establish a dialogue with Secondary staff and enable pupils to discuss their concerns prior to transfer. (see Transition Policy)

However, the school accepts that, from time to time, bullying will occur. Any allegation of bullying will be taken seriously and promptly investigated.

Staff who receive a report of bullying from a pupil/parent will:

1. Listen to the pupil's account of the incidents, without making premature assumptions
2. Reassure the pupil that reporting the bullying was the right thing to do
3. Explain that the next stage would be to talk to the perpetrator and any possible witnesses to the incidents
4. Remind the pupil that he/she should report any further incidents to a teacher or other member of staff immediately
5. Seek clarification of details, where necessary, and make a note of what the pupil says using CPOMs (online management system).

Staff will ask the pupil:

- What has happened and how often
  - Who was involved
  - Where it happened and who saw what happened
  - What he/she has done about it already
6. Make regular follow-up checks with the pupil to ensure that bullying has not resumed (Learning Mentor)
  7. Involve the pupil's parents/carers at an early stage and maintain an open dialogue, while the incident is being investigated.
  8. Establish a programme of support for the pupil (personalised programme)
  9. A record of incidents and follow up actions will be recorded using CPOMs.

A record of any reported incidents of bullying is kept using an online management system (CPOMs). The incidents are monitored by Senior Leaders, and used to assess the impact of the policy, highlight trends and "hotspot areas" and identify any pupils who may be repeating bullying behaviour, or pupils who are vulnerable to bullying.

Information contained within the system may be used to inform the behaviour policy. As pupils leave the school, whether at Secondary transfer or otherwise, the school will pass on appropriate information about pupils. Where a pupil leaves the school in response to alleged bullying or unhappiness, the school will keep the records on file.

Staff use the "restorative approach" to work with pupils who have bullied other children, in order to help them recognise and change their behaviour. Although it is important that the school adopts a consistent approach to dealing with bullying behaviour, each incident will be considered individually. Staff will:

- 1) Talk to the pupil and explain that bullying is wrong and makes others unhappy

- 2) Discuss with the pupil, strategies for joining in with other pupils without being aggressive
- 3) Talk to the pupil about how things are going in school, general progress, friends
- 4) Give the pupil lots of praise when he/she is demonstrating kindness and consideration for others
- 5) Maintain a dialogue with the pupil's parents/carers in order to keep them informed of progress and discuss with them how they can work together to stop the bullying.

In cases where preventative measures, peer support strategies and the restorative approach do not succeed, the school will respond to "serious" bullying using systems outlined in the school's Discipline and Behaviour policy. The perpetrator will, for example:

- 1) Be removed from the group
- 2) Undergo a series of 'behaviour' sessions aimed to explore consequences of actions
- 3) Lose break or lunchtime privileges
- 4) Be put on a weekly report, to be signed by the class teacher, pupil and parent on a daily basis, for a fixed period of time
- 5) Be banned from school trips and school sports events, where these are not part of pupil entitlement
- 6) Be excluded for a fixed period.

In the most serious cases, permanent exclusion would be the most likely sanction if the bullying:

- 7) Involved serious actual or threatened violence against another pupil or member of staff
- 8) Amounts to persistent and defiant misbehaviour.

All incidents of bullying must be, and will be, reported to the Local Authority.

### 5.The Role Of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school and will respond appropriately to any incidents that occur.

The Governing Body monitors the incidents of bullying and reviews the effectiveness of the school policy on a regular basis. The Governors require the Headteacher to keep accurate records of all confirmed incidents of bullying and to report to the governors on request, about the effectiveness of school anti-bullying strategies.

If the Governing Body receives a request from a parent to investigate an incident of bullying, it will respond within 10 days. In all cases the Governing Body notifies the Headteacher, and asks him/her to conduct an investigation into the case and to report back to the Chair of Governors or his representative.

### 6.The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. In addition, the anti-bullying policy relates to staff as well as pupils in terms of expected behaviour. The Headteacher ensures that all staff receive appropriate training to equip them for this.

The Headteacher reports to the Governing Body on the effectiveness of the anti-bullying policy on request, providing data for analysis, if necessary.

The Headteacher ensures that all pupils and staff know that bullying is wrong and that it is unacceptable behaviour in the school. The Headteacher sets the climate of mutual

support and a caring, nurturing environment, using suitable opportunities, such as assemblies, to promote positive behaviour, so making bullying less likely to occur. The Headteacher will work closely with the school council to update children on school procedures and initiatives around anti-bullying.

#### 7.The Role of Teaching and Support Staff

Teachers aim to support all children in their class and create a climate of trust and respect for all, by praising, rewarding and celebrating the success of all children. All staff routinely attend training, which enables them to deal with incidences of behaviour management, including bullying.

The school acknowledges the importance of positive relationships between members of staff, as these provide pupils with positive images and role models of appropriate behaviour and contribute to the climate of mutual respect.

#### 8.The Role of Parents

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 community. Parents will be informed of the school's policy on anti-bullying at the welcome meetings for new parents, where they will be asked to sign the home/school agreement stating that they support the school's policies.

Parents' views on the policy will be sought during the consultation and evaluation process and parents will be kept informed of changes to school policy.

Parents who are concerned that their child might be being bullied, or who suspect that their child might be a perpetrator of bullying, should contact their child's teacher or Headteacher immediately, in order that the situation can be addressed as quickly as possible. Details of incidents will be investigated promptly and sensitively and parents will be informed of the outcome. **Parents are advised not to attempt to approach pupils or their parents directly, as this could lead to confrontation.**

#### 9.Implementation:

The school will continue to raise awareness of the anti-bullying policy and procedures using a range of strategies. These include planned assemblies, which may involve outside speakers, such as the Community Police, PSHE lessons and circle time specifically focussed on aspects of anti-bullying, developing confidence and self-esteem, related displays and posters, agenda items at staff and school council meetings and regular newsletters to parents. The school prospectus will contain a statement on the school's position on anti-bullying, which will be made explicit to parents at the welcome meeting for new parents. The school will continue to reinforce the anti-bullying message using various materials and by acknowledging National Anti-bullying week.

#### 10.Curriculum:

The school's Anti-Bullying policy will be supported through teaching across the whole curriculum, with particular reference to PSHE and Citizenship. All staff will monitor pupil behaviour in and around school, in particular at lunchtimes and playtimes, and be on the lookout for any incidents, which could potentially lead to bullying.

#### 11.Monitoring:

The Headteacher is responsible for monitoring the school's Anti-Bullying policy. She will assess the impact of strategies through consultation with the wider community. Analysis of critical incidents relating to bullying and discussions with the Learning Mentor will inform the monitoring process and provide vital information regarding the effectiveness of the policy.

### 12.Evaluation:

The Headteacher will have responsibility for evaluating the effectiveness of the policy. This process will be carried out in consultation with the whole school community, using a range of data collection and auditing procedures.

Success criteria may include:

- Staff more aware of signs of bullying
- Pupils more willing to report incidents of bullying
- All staff more confident in dealing with allegations of bullying
- Parents feeling that their concerns are being addressed
- Victims of bullying feel more supported
- Reduction in incidents of bullying
- Known perpetrators have changed their behaviour.

### 13.Review

The Governors will review the effectiveness of the Anti-Bullying Policy on an annual basis, in line with DCFS requirements. They will use data from the evaluation process in order to identify and address any areas of concern. This will include analysis of information regarding pupils' gender, age, disability and ethnic background of all children involved in bullying incidents in order to assess the effectiveness of the school's Equality Policy.

### 14.Related Documentation:

The Anti-Bullying Policy reflects the overall school ethos and has been developed in line with a wide range of guidance. The policy can be cross-referenced with the following:

Behaviour and Discipline policy, Child Protection policy, Equality Policy, Healthy School Programme, ICT & e-Safety Policy, Oldham anti-bullying guidance.

### 15.Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration/ Admissions Data	Name, DOB, Address, Telephone,	Monitor and improve the behaviour in school.	Senior Leaders	Some historic paper records locked in cabinet.	Held on file throughout the child's time at the school.
Records of incidents	Parental Details, Medical Information (if relevant), Behavioural/ e-safety Incidents,	Health & Well- being of your child.  Communication.		Current records stored on CPOMs (online management system)	Passed onto new school when moving.  Computer retains copy of records in 'archive'.

As such, our assessment is that this policy:

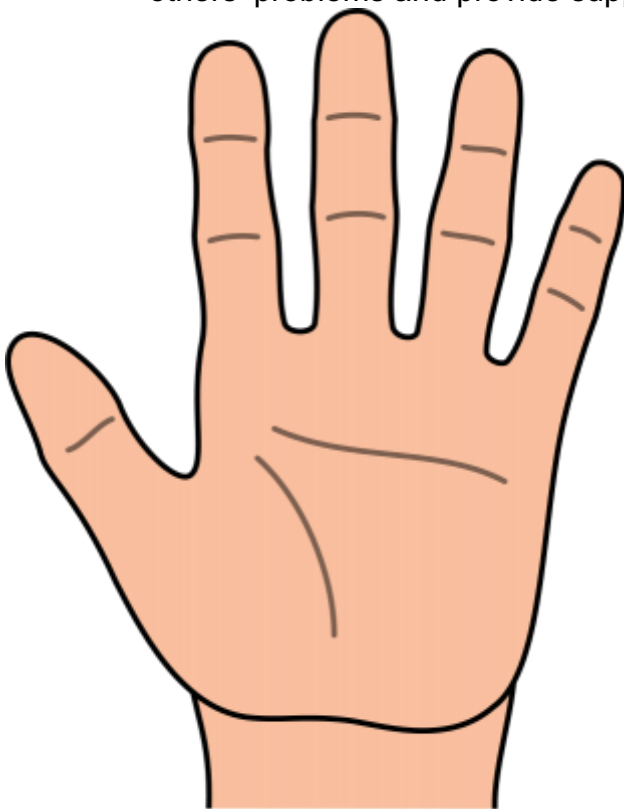
Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		

## Appendix A

### Children's Anti-bullying Poster

***Make our school a better place to be, and become an anti-bullying ambassador, by:***

1. Be someone who is **passionate about stopping bullying** and works to stop it happening by holding days in school which **promote kindness**, and telling people where they can go, or who they can talk to, if they are being bullied.
2. Be someone who **doesn't stand by** and let it happen – speak out.
3. Be someone who **cares about others** and **keeps an eye out** for their peers/classmates/friends.
4. Be someone who is friendly and approachable, and **willing to listen** to others' problems and provide support to them.



### **The Hand of Support**

Draw on each finger, the name of a person who you could turn to for support if you are being bullied.

If you would like to become an anti-bullying ambassador follow the link below:

<https://www.antibullyingpro.com/>

If you are being bullied:

1. Don't suffer in silence.
2. Tell a responsible adult/one of your named people on your Hand of Support.
3. Tell people how you are feeling.

**DON'T BE AFRAID TO SPEAK OUT!**