



St Cecilia's  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# Anti-bullying Policy

|         |                |
|---------|----------------|
| Date:   | September 2023 |
| Review: | September 2024 |



This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2022 and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

## **Introduction**

At St Cecilia’s, our vision is to be a community where we celebrate everyone’s gifts and where everyone flourishes and grows together

We encourage each other to use our gifts for the good of others and to build up our school as a whole. We have high expectations of academic success and strong pastoral care for all in our community.

SMSC plays a central role in our school where children can be themselves and discuss openly, people differences by celebrating diversity. As well as this we want families to feel confident that their children are cared for and given opportunities to explore their identity. Therefore, as a pupil of St Cecilia’s, we expect children to act in a way which is safe and respectful, following the school’s behaviour policy and Key Code.

This document sets out St Cecilia’s school policy in relation to the sensitive issue of bullying. It reflects a belief that bullying is unacceptable under any circumstance and there will be a zero tolerance towards this. We feel that this is best prevented through an ethos of mutual respect, fairness and equality as stated above.

## **Aims**

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities regarding the eradication of bullying in our school.

The aims of our anti-bullying policy are:

- To fulfil our statutory responsibility to respect the rights of children and to safeguard and promote their welfare by being proactive in preventing bullying.
- For all stakeholders to have a clear understanding of what bullying is and how it can be reduced
- To prevent bullying from happening by creating a strong culture based on our school Christian values of Gratitude, Forgiveness, Truthfulness, Kindness, Perseverance and wisdom.
- To clarify the School’s responsibilities for responding to incidents of bullying
- To emphasise the Zero Tolerance attitude towards bullying
- To ensure all staff deal with incidents of bullying quickly and consistently
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.

## **Definition**

Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally’

*Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)*

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace’.

[anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

- How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

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, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

Other specific types of bullying include:

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief, or lack of religion/belief
- sex / gender
- sexual orientation

These are called ‘protected characteristics’.

As part of our school’s requirement to promote fundamental British values, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even if it represents a one-off incident and monitor closely.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **Cyberbullying**

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- excluding a child from online games, activities, or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name.

### **Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff will discuss this with the school's designated safeguarding lead. The DSL will then report their concerns to their local authority children's social care and work with them to take appropriate action.

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 including through the safeguarding team.

### **Prevention of Bullying**

We believe that the most important part of our bullying strategy is to prevent it from happening in the first place. To do this we:

- Set a culture and ethos of good behaviour through consistent implementation of the behaviour policy
- Ensure that adults proactively deal with issues between children before it escalates.
- Ensure all parents know their roles within this policy
- Regularly review and update approaches
- Ensure that sanctions are proportional to the seriousness of bullying
- Have open discussions about issues that may motivate bullying in lessons
- Use anti-bullying organisations to raise awareness
- Ensure staff are strong training around managing bullying
- Ensure processes are in place to stop bullying as soon as it arises
- Create an inclusive environment where success is celebrated

### **Education to help prevent Bullying**

- **Assembly** Our British and School Values Assembly themes raise awareness of bullying
- **PSHE scheme** – Jigsaw PSHE scheme has set units of work around bullying, how it impacts others and how it can be dealt with
- **Anti-bullying week** – Each year the school engages with anti-bullying week.
- **Diana Award** anti-bullying ambassadors
- Anti-bullying theatre groups welcomed to the school

## First Responses to Bullying

When dealing with incidents of bullying, we must be careful in the language that is used as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

- remain calm - you are in charge
- take the incident or report seriously
- reassure the victim/s
- find out as much as you can relating to the incident
- act as quickly as possible
- think hard about whether action needs to be private or public
- should other adults be informed?
- offer concrete help and advice to the victim/s
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- punish the bully, but be careful **how** this is done
- be careful to follow the school's Behaviour Policy
- Clearly explain the punishment and why.

When an incident occurs, all staff will:

- record the incident on a Bullying Incident Form (Appendix 1) and hand it to the Head of School to be uploaded to CPOMS
- Make sure the incident **does not** live on, but monitor the victim and bullies discretely.
- Think ahead to prevent a recurrence.
- Follow the Behaviour Policy for sanctions to implement.

## The Role of Governors

The governing body supports the Head of School in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head of School 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 body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School and asks them to investigate the case and to report back to a representative of the governing body.

## The role of the Head of School

It is the responsibility of the Head of School to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School 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 Head of School ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head of School 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.

### **Role of Staff (Teachers, Teaching Assistants, Lunchtime staff and admin)**

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the Head of School.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Mid-Day Supervisors and other adults inform class teachers of any concerns. Teachers will consult the Head of School, who will inform the child's parents.

Incidents which are considered to be of a bullying nature are recorded on a 'Bullying Incident Form' (see appendix 1). Where Parents contact school to make allegations of bullying, a Parent Interview is completed to record the conversation and actions to be taken.

These are monitored by the Head of School. Such incidents are recorded and uploaded to CPOMS, so that any bullying trends can be monitored more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head of School. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies such as the Social Services.

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

Teachers 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.

### **Role of children**

- comply with all the afore mentioned aspects of this policy;
- Follow the school's Key Code (See behaviour policy)
- sign an Acceptable Use of ICT contract;
- be encouraged to report all incidents of cyber bullying to a member of the school personnel;
- not bring mobile phones to school unless absolutely necessary;
- hand in mobile phones to the class teacher for safekeeping.

### **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.

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.

Advice/ Information for parents (See appendix 2)

### **Vulnerable Pupils including SEND**

The school will support all children who are being bullied. We are aware that some children are more susceptible to bullying and some children will need more support than others when dealing with the impact of bullying.

Children with SEND can find it more difficult to communicate incidents so as a staff we are alert to this. We ensure we know our children and have strategies in place for children to communicate with adults.

### **Bullying which occurs outside the school premises**

If bullying has occurred outside of the school premises and is reported to school staff, it will be investigated and acted upon as described above. If it is appropriate the Head of School will inform anti-social behaviour coordinators or the police. Sanctions implemented to pupils for bullying will be in line with the school's behaviour policy.

### **Monitoring**

To monitor the effectiveness of this policy, Senior Leaders:

- will review the anti-bullying records to look for patterns and consult the data from pupil questionnaires.
- Will address emerging issues in a timely manner and identify potential staff training requirements.
- The Head of School will report to the local governing body, and to the Trust, the number of incidents recorded and further observations once a term.
- Review the effect of procedures and training

**Appendix 1 – Bullying Incident Form**

**Location/event:**

**Date of incident:**

**Time of incident:**

| <b>Type of behaviour displayed/experienced:</b> (Please Tick)            |  |  |  |
|--|--|--|--|
| <b>Isolation/being ignored or left out</b>                               |  | <b>Possessions/kit taken or damaged</b>        |  |
| <b>Physical/being hit or hurt</b>  |  | <b>Forced into actions against will/hazing</b> |  |
| <b>Verbal</b> (name-calling, taunting, mocking, threatening)             |  | <b>Written</b>                                 |  |
| <b>Cyber</b> (On-line, social media, email, text, posting photos/videos) |  | <b>Spreading rumours</b>                       |  |
| <b>Other</b> (please specify)  |  |  |  |

**Names of individuals involved:**

|   |  | <b>Gender</b> | <b>Age</b> | <b>Role*</b> |
|---|--|---------------|------------|--------------|
| 1 |  |               |            |              |
| 2 |  |               |            |              |
| 3 |  |               |            |              |
| 4 |  |               |            |              |
| 5 |  |               |            |              |
| 6 |  |               |            |              |

\*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

**Where did the bullying behaviour occur?**

| <b>Are there indications that the behaviour was related to any of the following:</b> |  |                    |  |
|--|--|--------------------|--|
| General appearance/body image  |  | Race/ethnic origin |  |
| Disability/SEN   |  | Sexual orientation |  |
| Gender/Sexism/homophobia/transphobia   |  | Home circumstances |  |
| Religion   |  | Sports ability     |  |

**Summary of the behaviour:**



**Action taken**

Overall

|  |
|--|
|  |
|--|

With each individual involved (noted on page 1):

|  |
|--|
|  |
|--|

In "Action Taken", include any sanctions, exclusions, parental involvement, or involvement with external agencies.

|                           |              |
|---------------------------|--------------|
| <b>Form completed by:</b> | <b>Date:</b> |
|---------------------------|--------------|

## Appendix 2 – Information for parents

### Bullying Information for Parents

Whenever a bullying incident is discovered, we will go through several steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing, it may be useful for parents/carers to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

Although incidents may not be considered bullying any concerns will always be followed up thoroughly in the school and dealt with appropriately. When a bullying incident has come to the attention St Cecilia's CofE Primary School, it will always be taken seriously, investigated, and actioned. However, we cannot report back to the parent/carer of any child except their own.

St Cecilia's CofE Primary School staff will: Talk the incident through with all parties involved.

- Record the incident and any actions thoroughly on an Incident Sheet.
- Support the person who has been bullied to express their feelings.
- Support the person displaying the bullying behaviour to express their feelings and identify strategies for modifying behaviour.
- Discuss which rule(s) have been broken.
- Discuss strategies for making amends.
- Consider the involvement of outside agencies where necessary.
- Ensure all staff are aware of the incident and are actively monitor the situation at break time, lunch time and lesson times.

Actions will be in line with our Behaviour Policy, and may include:

- Withdrawal of a privilege for a limited period of time.
- Missing part or all of break and lunch times.
- Internal exclusion (working in isolation and staying in at break and lunch times) as a consequence to more serious incidents.
- Exclusion (fixed term or permanent) in extremely serious circumstances.