

Lanchester All Saints' Catholic Primary School



Anti-bullying Policy

Recruitment and Selection Policy Statement

All Saints' Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

(to be read in conjunction with: Behaviour Policy; Online Safety; Safeguarding; Attendance; Equality; Health & Safety; Relationships Education; SEND Policy)

Our School Policy for Anti-Bullying

**As unique children of God we:
aspire not to have more but to be more.**

To:

Love Christ

Listen to Christ

Learn from Christ

Our school aims to:

- bring young people to their full and unique potential as children of God in a supportive and caring environment
- develop the whole child – spiritually, intellectually, morally, physically, socially and emotionally
- provide an excellent quality of education which is inspired by the values of the Gospel in which our children will feel valued and cherished
- ensure that the children's experience of interactions and friendships within the school have a formative and significant influence on their understanding of relationships
- foster in our children the qualities of self-esteem, justice, honesty and respect for other people and cultures
- provide an atmosphere of warmth, care and justice in which children, parents, staff, governors and visitors are welcomed, accepted and affirmed

Aims and Objectives

At All Saints', we firmly believe bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. 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 with regard to the eradication of bullying in our school.

The Nature of Bullying

We, along with the Anti-Bullying Alliance (ABA), define bullying using the following definition:

"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."

Bullying can take a variety of forms:

- Emotional - being deliberately unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic & Transphobic - because of, or focusing on, the issue of sexual orientation, whether actual or perceived
- Anti-disability - bullying related to perceptions about disability and/or special educational needs
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - misusing the internet, e-mail & internet chat rooms making threats by text messaging or telephone calls misusing associated technology, i.e. camera & video facilities

Bullying is a subjective experience and can take many forms. Children, young people and adults can bully. The nature of bullying is changing and evolving as technology develops. Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

Child on Child Abuse

Child on Child Abuse – including harmful sexual behaviour - is taken very seriously and all staff recognise that children are capable of abusing their peers. Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether, the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator.

In All Saints', child on child abuse will not be tolerated or passed off as 'joking around', 'banter', 'just having a laugh' or 'part of growing up'. Child on child abuse can be such that girls are more likely victims and boys, perpetrators.

Child on child abuse may take different forms:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexting 'Sexting in schools and colleges;
- Initiating/hazing type violence and rituals.

We take a zero-tolerance approach to sexual harassment and sexual violence. We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

There are procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Keeping Children Safe in Education Policy for more details.

The following steps are taken in school to minimise these risks:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe;
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued;
- Robust risk assessments where appropriate.

Preventing, Identifying and Responding to Bullying

We will:

- Ensure that when bullying is suspected or reported, the school will do all that it can do ensure that there is no repeat of the behaviour, so that the victim suffers no further distress
- Recognise that each case of bullying will be unique and needs to be dealt with individually, following the guidelines in this policy:
 - Suspected or reported bullying will be dealt with immediately by the member of staff who has been approached;
 - A clear account of the incident will be recorded and given to a member of the Senior Leadership Team
 - The member of the Senior Leadership Team will interview all concerned and will record the incident (CPOMS)
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills including resilience
- Consider all opportunities for addressing bullying through the curriculum including displays, peer support and through pupil groups including our ethos
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures
- Create 'safe spaces' for vulnerable children and young people
- Support will be offered to any child who has been a victim of bullying. The child accused of bullying will also receive support to understand why their behaviour is unacceptable and how they can change it in the future

Involvement of Pupils

We will:

- Regularly seek children's views on the extent and nature of bullying through Pupil Voice and school questionnaires
- Provide Worry Boxes where they are needed in school for pupils to use
- Ensure children know how to express their worries and anxieties about bullying
- Involve children in friendship or anti-bullying events in school
- Ask children to lead with the delivery of anti-bullying messages in school
- Publicise details of helplines and websites
- Work with children who have been bullied and who have bullied to address any underlying issues

Working with the Victim

The victim will be offered support and be closely monitored by staff and the Friendship Buddies to ensure that they feel safe and that the issue does not occur again. They may be offered in school counselling, if necessary/beneficial.

Working with the Perpetrator

Children who bully others often have their own issues. As well as any punitive measures, support should also be given to the perpetrator to ensure that their particular issues are resolved and they feel happy and can socialise without intimidating others. They may also be offered counselling if necessary.

Liaison with Parents & Carers

We will:

- Ensure that parents/carers know who to contact if they are worried about bullying
- Ensure parents/carers know about our complaints procedure and how to use it effectively
- Ensure parents/carers know where to access independent advice about bullying
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school

Responsibilities of Staff

- All staff members will help to promote a whole school ethos of mutual respect and will encourage pupils to care for each other, be polite and honest and show empathy
- All staff will be alert to signs of bullying and follow procedures to deal with these incidents
- Incidents will be logged consistently using the CPOMS system and the relevant people will be tagged into them
- Staff will attend CPD and staff meetings to ensure training is kept up to date

Responsibilities of Governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher 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
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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 Teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request. This policy was reviewed September 2024. It will be reviewed annually or earlier if necessary.