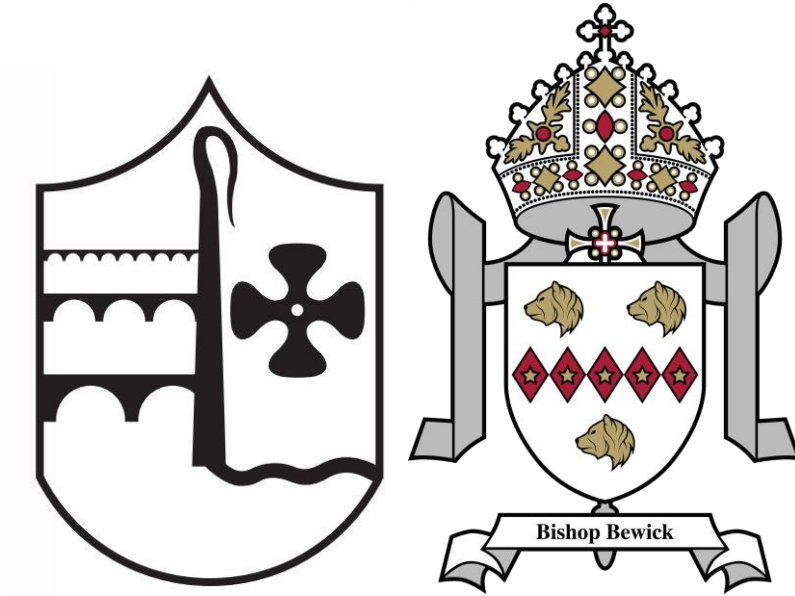


St Cuthbert's Catholic First School



Anti-Bullying Policy September 2024

Policy Title:	Anti-Bullying Policy
Date of Approval:	September 2024 (to be ratified)
Approved by:	St Cuthbert's LGC
Date of next review:	September 2025
Name of school/setting:	St Cuthbert's Catholic First School

The Mission of St Cuthbert's School is:

- to strive to serve as witness to the Catholic Faith in Our Lord Jesus Christ
 - to provide the best possible education for each and every child.
- to ensure that each child is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally, in a happy, secure and strongly Christian environment.
- We believe that the school has a duty to provide the best possible education for each and every child to reach their full potential

Anti-Bullying Policy

“Because all people are equal in God’s sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice.” YOUCAT 330

At St Cuthbert’s, we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment, free from threat or harassment.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps maintain a bullying– free environment.

What is bullying?

The DFE document; ‘Preventing and tackling bullying’ July 2017 states;

‘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-bullying via text messages, 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.’

What is bullying is not?

Bullying is NOT a one off unkind incident, or a one off act or behaviour that is out of proportion.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression)
- repeated often
- often difficult for individuals who are being bullied to defend themselves

Bullying can take many forms:

- **Emotional** being unfriendly, excluding, tormenting (eg: 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** because of, or focussing on the issue of sexuality
- **Verbal** name calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, ie: camera and video facilities.
- **Prejudice-based and discriminatory** motivated by hostility to certain individuals or groups due to their disability, race, religion, sexual orientation, gender identity or other perceived difference.

Disabilities

Children/people with special needs or disabilities are often at a great risk of being bullied both directly and indirectly. The bullying is usually about their specific difficulties or their appearance.

Our Approach to Bullying & raising awareness

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimise the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity. Through our PSHE, RHE and regular worship we discuss expected behaviour and what bullying is so that everyone is aware. At the start of the school year the school council create an information n leaflet for parents/carers.

Bullying is always unacceptable and always serious.

We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help. Through a variety of planned activities across the curriculum such as circle time, roleplay, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council or becoming a play leader promotes children's self-confidence. In having this approach, we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences. Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions. Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the leadership team member with the responsibility for the day to day running of the school is kept informed. They will log the investigations on CPOMS

We have two aims when reacting to incidents of bullying:

1. To make the child who has been bullied feel safe
2. To encourage better behaviour from the child who has displayed bullying behaviours, colluders, and bystanders.

To achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established, behaviour by an individual or a group which involves regular name-calling, intimidation, or social exclusion (but not gross physical violence) a problem-solving approach is adopted. The

underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed;

- 1) The Leadership member with responsibility for the day to day running of the school is informed.
- 2) The pupil who has been bullied is interviewed and their comments recorded on CPOMS
- 3) The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded on CPOMS
- 4) The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Leadership lead, pupil and parents is held; the incidents are outlined, and the sanctions are detailed.
- 5) Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies. These would also be stored on CPOMS
- 6) In persistent circumstances sanctions may include:
 - i. permanent exclusion
 - ii. temporary exclusion
 - iii. exclusion from the school premise at lunchtime
 - iv. exclusion from the playground at lunchtime
 - v. move out of current class
 - vi. arrangements for parent to supervise pupil to and from school
- 7) The parents/carers of the pupil who has been bullied are kept informed throughout the whole process.

Reporting to the Local Authority

Any incidents of racist bullying are reported to the local authority.

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through monitoring CPOMS and through the sample parental questionnaire which is conducted annually. 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. 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 her/ him to investigate the case and to report back to a representative of the governing body.

Monitoring the Policy

The head teacher will monitor and review the policy to ensure that incidents and systems to reduce bullying are effective. The policy will be reviewed alongside the Behaviour Policy. An annual incident return will be sent to the LA and reported to the governing body.

Incidents of bullying will be logged and pupil voice meetings will be carried out in order to monitor incidents, perceptions and suggestions for possible improvements.