



St. Antony's Catholic Primary School

Anti-Bullying Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

Policy Date: September 2023
Review Date: September 2024

This document forms a part of the school's Positive Behaviour Policy.

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Intent

At St. Antony's Catholic Primary School, we have a zero-tolerance approach to all forms of bullying and are committed to dealing with any instances immediately and effectively.

The pastoral care of our children is our first concern. We are a community, inspired by Christ's commandment to love God and our neighbours, where everyone is valued and each person's unique talents are celebrated and developed. We want our children to gain the essential skills that will prepare them to be happy, healthy and confident individuals and responsible citizens for the future.

We aim to create and maintain an environment where our children will flourish, growing in their relationship with God and with one another, learning to love, respect, accept and forgive.

Exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Our Be-Attitudes, based on Gospel values and Stephen Covey's 7 Habits of Highly Effective People, are the behaviours that we value and encourage. These are:

-  Be Responsible
-  Be Organised
-  Be Disciplined
-  Be Considerate
-  Be Understanding
-  Be Humble
-  Be Healthy
-  Be the change you want to see

Aims of the policy:

- To ensure that the pastoral care for our children is our primary concern.
- To ensure that we have zero tolerance for bullying and discrimination in our school.
- To ensure that all stakeholders are aware of the complex issues around bullying.
- To ensure that there is a consistent approach to dealing with bullying.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To build a community which values equality, kindness, care, good temper, tolerance and empathy.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour the expectation for all.

Purpose of the policy:

To provide clear procedures for staff, parents and pupils about how we deal with bullying.

Legislation and statutory requirements

This policy is based on **When the Adults Change, Everything Changes** by Paul Dix

It is also based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

And the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

This behaviour policy should be read in conjunction with the following policies:

- Safeguarding policy
- Positive Behaviour Policy

Definitions:

The Anti-Bullying Alliance defines bullying as:

'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 online'.

Bullying can be difficult to identify and it can take many different forms. Bullying always has three aspects in common:

There are four key elements to this definition:

1. It is hurtful
2. There is repetition of the behaviour over time
3. There is an imbalance of power
4. It is intentional

Bullying can take different forms but the four main types are:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Indirect – spreading nasty stories, exclusion from social groups, being made the subject of malicious rumors.
- 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.

- Cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion. All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.
- Indirect - Can include the exploitation of individuals.

Bullying can be in the form of racial, sexual or religious harassment.

Research shows (Christina Salmivalli, 1996) that bullying tends to be a complex group behaviour and that others can have a significant influence on the outcomes of behaviours among children and young people



Roles and Responsibilities

The governing body

Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Headteacher

- Is responsible for reviewing this policy in conjunction with the Governors.
- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with all forms of bullying
- Will monitor how staff implement this policy to it is applied consistently.
- Will keep a robust record of all bullying incidents and how they were dealt with.

Phase Leaders

- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with all forms of bullying.
- Investigate all bullying allegations and incidents using the anti-bullying form (Appendix 1) and report their findings to the Headteacher.

Staff

Every adult must:

- Model positive behaviours and relationships
- Take all allegations of bullying seriously
- Report all incidents of bullying on Safeguard Software [SafeGuard | Login](#).
- Report all allegations or incidents of bullying to their Phase Leader

All staff are to follow these 5 key points taken from the DfES pack 'Bullying – don't suffer in silence':

1. Never ignore suspected bullying.
2. Do not make premature assumptions.
3. Listen carefully to all accounts - several children saying the same thing does not necessarily mean they are telling the truth.
4. Adopt a problem-solving approach which moves children on from self-justification.
5. Follow up incidents repeatedly, checking that bullying has not resumed.

All staff are responsible for:

- Supporting the Catholic ethos of the school by being a positive role model.
- Listening and responding to children's concerns with care and respect.
- Raising children's awareness of bullying.
- Helping children understand that it is the behaviour that is not acceptable not the child.
- Working with parents so children know we share a common aim.
- Recognising that every child is an individual and understand their specific needs.

Parents

Parents are expected to:

- Inform the class teacher if they have any concerns.
- Support the Catholic ethos and values of the school.
- Support the school in the implementation of this policy.
- Encourage their children to be tolerant, empathetic and have self-discipline.

Pupils

Pupils are expected to:

- Behave as outlined in our school mission statement and Be-Attitudes.
- Treat everyone and everything with love and respect.
- Take responsibility for their own actions.

Procedures and Practice

At St. Antony's Catholic Primary School, we have a zero-tolerance approach to all forms of bullying and are committed to dealing with any instances immediately and effectively.

We do this by:

- Implementing the school's positive approaches to behaviour as outlined in the school's behaviour policy.
- Being aware of issues around bullying.
- Being observant of children within the classroom and playground, especially those who appear to be alone, unhappy and isolated from the group.
- Always being willing to listen to and respond to parent comments.
- Implementing the procedures for dealing with unacceptable behaviour.
- Giving appropriate training to all staff.
- Ensuring that time is used within the curriculum and assemblies to raise awareness of bullying and how we can stop it. Each year the school has an antibullying week.
- Addressing bullying during e-Safety lessons.

Strategies

- Discuss the school's definition of bullying regularly with pupils to ensure common understanding.
- Train all staff, including non-teaching staff, to recognise different types of bullying and signs of possible targets of bullying.
- Through our school vision and Be-Attitude values, pupils are taught how to be considerate and understanding of everyone. We teach pupils that everyone is loved by God and created in His image and so we should show love towards everyone too.
- Pupils learn through a combination of direct discussion about bullying during PSHE lessons and indirect strategies such as discussions and setting examples.
- We hold an anti-bullying week every year.

Children know: If I am a target for bullying I am going to:

- Tell an adult what is happening to me and how I feel.

Parents:

- Parents will receive the school's anti-bullying policy when their children join the school (also available on the school's website)
- Parents of both victim and perpetrators of bullying will be supported by the school accordingly.

If my child tells me that they are a target for bullying I will:

- Listen to my child and take what they say seriously.
- Speak to my child's class teacher.
- Work with the school to monitor the situation.

If there is a concern about bullying, this will be recorded on Safeguard Software and a 'Bullying Allegation' Form (Appendix 1) will be completed. A discussion will be held with the Phase Leader who will continue the investigation and decide on the action to be taken, recording this on the allegation form. All the above will be reported to the Headteacher and relevant parties. The aim of the investigation is to substantiate the issues raised in the allegation. The outcome of the investigation will determine whether the allegation is raised to an 'incident' status or not; which will be followed by appropriate measures.

Strategies for dealing with bullying:

The emphasis should be on a restorative, caring approach with the understanding that bullying is complex and that all behaviour is communication and bullies may also be victims.

- Discuss at length with the victim of bullying.
- Identify the perpetrator(s), 'reinforcers' and 'assistants'. Ask if there are any witnesses.
- Discuss details with the perpetrator(s), 'reinforcers' and 'assistants' and make the importance of telling the truth clear. Reinforce that bullying is never acceptable.
- If they do not own up, investigate further as appropriate.
- Hold separate discussions with the parents of the victim and the perpetrator(s).
- Inform the victim that he/she must report any further instances of bullying. Make the perpetrator aware of this.
- Through restorative meetings, help the perpetrator(s) to know that what they have done is wrong, to face and understand the consequences of their actions and take responsibility.
- Continue to monitor the situation and support the victim.

Sanctions:

- Loss of playtimes
- Community service
- Withdrawal from favoured activities
- Internal or Fixed Term Exclusion where felt necessary.
- Persistent or violent bullying will lead to exclusion

Inclusion and Equal Opportunities

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Additional opportunities and community links

Our strong links with St Thomas of Canterbury Catholic Church help to build our Catholic vision and values.

We also work with the Metropolitan Police for staff, pupil and parent training.

Other information

Working Together to Safeguard Children (July 2018) requires all schools to have a clear line of accountability and senior leadership of safeguarding arrangements. Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. We want a system that responds to the needs and interests of children and families and not the other way around. In such a system, practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others.

There should be a culture of listening to children and taking account of their wishes and feelings. Staff should feel able to raise issues about safeguarding and should know the procedures for whistle blowing. There should be suitable supervision and training for all staff. The school should follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board.

Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Everyone who comes into contact with children and families has a role to play.

Keeping Children Safe in Education (September 2023) places the following responsibilities on all schools:

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct)
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Copies of policies and a copy of Part one, Part 5 and Annex A of this document are provided to staff yearly and at induction.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

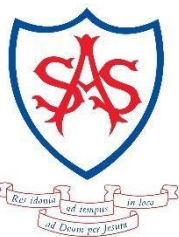
- have the knowledge and skills to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life from the foundation stage through to the teenage years. Staff may be required to support other agencies and professionals in an early help assessment;
- train staff to be alert to signs of abuse, know to whom they should report any concerns or suspicions and understand the difference between a concern about a child and immediate danger or risk of harm, and the actions that should follow each;

- have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse and procedures for handling suspected cases of peer on peer abuse;
- appoint a designated safeguarding lead who, in line with a clear job description for the role, will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;
- ensure that staff with the designated safeguarding lead role undergo formal child protection training which is updated at least every two years and additionally receive updates at least annually to keep up with any developments relevant to their role and provide them with the required knowledge and skills;
- that all staff read at least Part One of Keeping Children Safe in Education (September 2022) and that there are mechanisms in place to assist staff to understand and discharge the role and responsibilities outlined in Part one;
- have in place safer recruitment procedures and checks that are, or may be required for any individual working in any capacity at or visiting the school;
- embed an overarching approach to online safety which includes training for pupils and staff and appropriate filters and monitoring systems which don't impose unreasonable restrictions.

Keeping Children Safe in Education (September 2023) also states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place including a child protection policy and a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually and be available either publicly either via the school or college website or by other means.

Appendix 1: Racist/Bullying Allegation Form



St. Antony's Catholic Primary School

Mornington Road, Woodford Green, Essex IG8 0TX

RACIST/BULLYING ALLEGATION

If a parent or child alleges racist behaviour or bullying, please complete the following details and discuss with your Phase Leader

- **EYFS:** Andrea Demirdjian ☐
- **Yrs 1, 2, 3:** Madi Hale-Brown ☐
- **Yrs 4, 5, 6:** Emma Smith ☐
- Ms Pampellonne ☐

ALLEGATION TYPE

Bullying

☐

Racist Remarks/Actions

☐

Name of alleged perpetrator:

Class:

Name of alleged victim:

Class:

Who is reporting the allegation:

Date:

Provide a detailed explanation of the allegation(s)

Phase Leader's investigation and outcome

Signature:

Date:

Once Phase Leader has completed an investigation, inform headteacher and relevant parties of the allegation findings

- Is allegation true: **Yes** ☐ **No** ☐
- If allegation is true, record in the appropriate folder

Action taken after the investigation

Signature:

Date:

The following people should be informed during the entire process

Headteacher

☐

Alleged Perpetrator & Parents

☐

Alleged Victim & Parent

☐

Class Teacher/LSA

☐

Please attach the following:

Investigation notes

Apology letter and reflective writing

Appendix 2: Child on Child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should understand that, even if there are no reports in their schools or colleges it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy).

All staff must understand the importance of challenging inappropriate behaviours between peers that are abusive in nature, many of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers.
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Department for Education (DfE) (2017) Preventing bullying.

Peer on Peer Abuse - Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

St Antony's are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Sexual violence

St Antony's are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003

Sexual Harassment

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (considering when any of this crosses a line into sexual violence, talking to and considering the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

For more information on the Brook's Traffic Light Tool, please see:

<https://www.enhertscg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf>