



'Always our best for God, each other and ourselves.'

Anti-Bullying Policy

Last Review Date	November 2021
Review Frequency	3 Years
Next Review Date	March 2024

Introduction

Bullying behaviour is not acceptable at Holy Family Catholic Primary School. We acknowledge the right of the child to be safe, secure and happy within the school environment. Staff have a responsibility to be aware of the instances of bullying, to listen to children who may have experienced such unpleasantness, and to take action to prevent re-occurrence.

Holy Family Catholic Primary School's Anti-Bullying Policy outlines what our school will do to prevent and tackle bullying.

Definition of Bullying

At Holy Family Catholic Primary School we define bullying as:

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

Definition taken from the National Anti Bullying Alliance, UK

We do not consider bullying to be:

- An isolated incident/ one off disagreement.
- Teasing between friends without intention to cause hurt.
- A falling out after a quarrel or a disagreement (though in some cases this can lead to bullying).

Bullying behaviour can include: *name calling, taunting, mocking, making offensive comments; kicking or hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messaging services e.g. WhatsApp); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; making racist remarks, discriminating on any grounds, excluding people from groups, and spreading hurtful and untruthful rumours.*

Forms of bullying covered by this Policy

Bullying can take many forms, e.g.:

- Physical: pushing, kicking, hitting, punching or any use of violence.
- Verbal: name calling, spreading rumours, persistent teasing.
- Emotional: humiliating, excluding, tormenting or threatening, 'ganging up' or even 'blackmailing'.
- Cyber: email & internet chat room misuse, threats or comments through social media, by text messaging, calls & apps.
- Disablist: focussing on a disability or impairment, gestures, taunts, mocking.
- Racial: racial taunts, graffiti, gestures, mocking.
- Homophobic: name calling, offensive remarks focussing on sexuality, taunts and negative comments.
- Transgender: any taunts or negative comments related to this.
- Sexual: unwanted physical contact, comments of an unwanted sexual nature, upskirting.
- Religious: any taunts or negative comments related to religious beliefs/lack of religious belief.

Subtle Bullying

Much bullying is performed in subtle ways, which are not clearly evident to teachers; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult. The practice of 'cussing' (informal cursing) is one such example which causes considerable distress to many pupils, but is not always readily spotted by teachers. Some pupils are adept at changing a bullying situation into an apparently innocuous one when an adult approaches. A pupil who is being bullied may be fearful of saying that anything is awry, even when questioned. All staff must be vigilant for signs of 'subtle' bullying and the impact this can cause for a pupil.

We see bullying as a shared problem and we encourage all members of our school family to recognise bullying, acknowledge its unacceptability and report it. Bullying can happen to anyone.

Rationale

We aim as a school, to provide a safe and secure environment where all can learn without anxiety.

Aims

- If bullying does occur, all pupils should have the confidence to tell and know that incidents will be dealt with promptly and effectively. We are a "TELLING" school - anyone who knows that bullying is happening is expected to inform the staff.
- All staff, governors, pupils and parents should have an understanding of bullying.
- Clear procedures for reporting bullying should be understood and followed.

Staff Charter

- Staff will promote opportunities for children to talk about what anti-bullying means and any bullying incidents that they know of or have experienced.
- Staff will listen to all children when they are ready to talk about bullying.
- Staff will be sensitive to a child's need for privacy and respect.
- Staff will seek to ensure that the situation is monitored carefully and brought to a successful resolution using the "Safe to Tell" approach where deemed appropriate.
- When investigating any incident staff will use TED: Tell me, explain to me, describe to me

Pupil Charter

The children need to accept:

- That we all have a right to be physically and emotionally safe.
- That everyone has a right to a freedom from any type of bullying.
- That everyone has a right to be included in play and learning activities.
- That everyone has the right to know that their personal possessions are safe.

Every child has the right to be listened to by all adults within the school and we will actively seek to do this at all times.

Parent/Carer Commitment

- We encourage parents/carers to report any concerns they have to the class teacher in the first instance and the head teacher for more serious incidents.
- Please do this as soon as you become aware of an incident, or as close to the time when the incident happened, as this makes it much easier to investigate.
- We would ask parents/carers to allow the school enough time to investigate reported incidents fully and implement our 'safe to tell' approach, where necessary.
- We ask parents/carers to be clear with us about what they would like to happen or what would be different for their child, having reported an incident or concern.
- We ask parents/carers to support the school in implementing our policy and agreed procedures, and helping their child to understand what has been done and why, so that the learning is maximised, for all involved.
- We ask parents/carers to support and respect the rights of children who have 'made a mistake' by not discussing this directly or indirectly (i.e. via social media) widely and therefore show some discretion about sharing sensitive information with other parents/carers.

Maintaining the Policy

- The issue of bullying will be given a high priority and National Anti-Bullying Week will be used to raise awareness, across the school, on an annual basis.
- Lessons designated to bullying related issues will be available to teachers to use throughout the year.
- Teachers will include aspects of the Anti-Bullying policy within their class curriculum (i.e. through Circle Time discussions, RE and PSHE etc.)
- Children and parents/carers will be supported and educated about online issues and bullying that can take place through this medium.
- Children who feel they have been bullied will be able to seek help from their peers and staff through our 'safe to tell' approach/Anti-Bullying Policy children's version which is detailed in appendix 2 and is carefully mediated and monitored by staff.
- The Anti-Bullying policy will be reviewed regularly, and where appropriate, altered in line with current thinking and changes in practice.
- A survey of bullying incidents and children's perceptions of these will also be carried out annually and will be followed up by the staff member in charge of monitoring bullying.

HELP ORGANISATIONS:

Childline 0800 1111 www.childline.org.uk

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0808 8002222 www.kidscape.org.uk

Parentline Plus 0808 800 2222 <http://www.familylives.org.uk>

Young Minds (support for parents) 0808 802 5544 www.youngminds.org.uk

Advisory Centre for Education (ACE) www.ace-ed.org.uk

Children's Legal Centre 08088 020 008 www.childrenslegalcentre.com

Youth Access www.youthaccess.org.uk

Bullying Online 0800 800 2222 www.bullying.co.uk

NSPCC 0808 800 5000 <https://www.nspcc.org.uk/>

Anti-Bullying Alliance They recommend the Childline number (see above).

www.antibullyingalliance.org.uk

EACH (Educational Action Challenging Homophobia) 0808 1000 143 www.each.education

Appendix 1: Pathways of Support
Our 'Safe to Tell Approach'

