



Anti-Bullying Policy 2023-2024

Our Mission Statement:
'Nothing is impossible with God'

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

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:

- All governors, teaching and non-teaching staff, children and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Children and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying **will not** be tolerated.

What is Bullying?

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim.

Bullying can be: **Also See APPENDIX 1**

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing.
- Cyber All areas of the internet, such as email & internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology, i.e. camera and video facilities

Discrimination can be: **Also See APPENDICES 2 and 3**

- Racist racial taunts, graffiti, gestures
- Homophobic because of, or focussing on the issue of sexuality
- Sexual unwanted physical contact or sexually abusive comments
- Transphobia treating people differently because they identify as transgender.
- HBT (Homophobia, Biphobia & Transphobia): treating people differently because of sexual or gender identity.
- Religious discrimination: treating people differently because of what they do or do not believe.
- Disability discrimination: treating people differently because of a disability.
- Classist Discrimination: treating people differently because of socio-economic status. This can include stereotyping a specific person based on their appearance or looks.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying 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 through the Behaviour Database, and reviews the effectiveness of this policy regularly. The governors require the headteacher 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/carer 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/carer to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable times. For example, through assemblies, focus weeks, etc.

The headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher 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.

The role of the teacher and support staff

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

All staff use the Pupil Bullying Incident Form to record all incidents of bullying that occur in the school. If staff witness an act of bullying, they will either investigate it themselves or refer it to a member of Senior Leadership & Management Team (SLMT). All staff will do all they can to support the child who is being bullied. Where a child has been bullied then the parents/carers will be informed by a member of the SLMT.

Staff record all incidents of bullying that occur both in and out of class. Any adult who witnesses an act of bullying should record it on the Pupil Bullying Incident Form.

Where bullying has occurred between members of a class, the teacher and/or SLMT will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied explaining why their actions were wrong and encouraging them to change their behaviour in the future. If a child is repeatedly involved in bullying other children, the headteacher and Inclusion Lead are informed. The child's parents/carers are invited into the school to discuss the situation. In more extreme cases, where initial discussions have proven ineffective, the headteacher/Inclusion Lead may contact external support agencies, such as 2gether Cluster, SENSAP or Social Care.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff use a range of methods, alongside Restorative Practice and the PSHE curriculum, to help prevent bullying and to establish a climate of trust and respect for all. They use discussions, drama, role-play, stories etc., within the curriculum, to help children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assemblies and class time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents/carers

Parents/carers 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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure (available on request with 24 hours' notice), as detailed on the school website.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of children

Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Children are invited to tell us their views about a range of school issues, including bullying, in the termly pupil questionnaires.

Our School Council has developed its own anti-bullying code.

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform less well in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (food has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Prevention

We will use a variety of methods to help children to prevent bullying including the school curriculum, school council, staff and specialist external agencies.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Childline	0800 1111
NSPCC	0808 800 5000 adults 0800 1111 children
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Bullying Online	www.bullying.co.uk
Positive Identities	positive.identities@barnardos.org.uk

Monitoring and Review

This policy is monitored regularly by the headteacher, who reports to governors on request about the effectiveness of the policy.

This policy is reviewed bi-annually, or earlier if necessary

Related Policies

Child Protection Policy
Behaviour for Learning Policy
Supervision of Pupils Policy
Guidance for Safer Working Practice
Personal, Social and Health Education (PSHE) Policy
Confidentiality Policy
Health and Safety policy
Equality & Diversity Policy and Action Plan
Trans Inclusion Policy

APPENDIX 1

What is Bullying?

Bullying is.... one person or a group of people having all the power and someone else having none.

Bullying is.... being nasty or mean to someone, leaving them feeling helpless to stop it.

Bullying is.... discrimination against a person or group. It may be on purpose or accidental but it always leaves others upset, nervous, hurt or worried.

Here are some examples of bullying

Emotional	being unfriendly, refusing to let someone join in, tormenting, mean looks and lots of other things to someone's face or behind their back
Physical	pushing, kicking, hitting, punching, any use of violence or and unwanted physical contact, even hat snatching if they are not part of the game
Racist	racist words, graffiti, gestures, think about the Stephen Lawrence story

Verbal	name-calling, sarcasm, spreading rumours, teasing or rude comments, not including in group conversations, graffiti or unkind comments in a public place
Cyber	All areas of the internet, such as email & internet chat room Mobile threats by text messaging & calls Misuse of technology, i.e. camera & video facilities

Bullying is NOT....

Having a one off argument, incident, bad mood, bad day. It's something you do more than once, although it could be you do different things on different days, but always to the same person.

No Bullying is allowed at St Francis.

No one, in any year, child or adult is allowed to do any of the things listed on this sheet, so...

THINK about your behaviour. **THINK** about other people's behaviour.

And if it happens **SPEAK OUT!**

APPENDIX 2

What is Discrimination?

Biphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.

Transphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.

HBT (Homophobia, Biphobia & Transphobia): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

Religious discrimination: valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

Disablist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

Classist Discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a

specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

APPENDIX 3

Types of Discrimination

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
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