



## *Caring, Learning and Achieving together as part of God's Family*

### **ANTI- BULLYING POLICY 2021**

#### **Aims of the policy**

The aims and objectives of Margaret Roper Catholic Primary School in formulating this policy are as follows:

In keeping with our Catholic ethos, to recognise each and every individual as a beloved Child of God, worthy of the greatest respect, by:

- Reducing and eradicating wherever possible instances in which pupils and adults are subjected to bullying or racism in any form.
- Establishing appropriate means of providing support should such an incident occur.
- Showing that we value the diversity of our community and aiming to prevent any form of persecution by meeting the needs of our diverse society.

The ultimate aim should be to provide a learning environment free of any threat of fear, thus being conducive to the attainment of individual aspirations.

#### **The Mission Statement**

Margaret Roper Catholic Primary School recognises that gospel values and the teaching of the church are central to the life of the school. Together with parents, who are the first educators, and parish we aim to create an environment where children can develop physically, intellectually, emotionally, spiritually, socially and morally. Together we hope to lead our children towards understanding, appreciation, tolerance, justice and sensitivity to the need of others.

# Definition of Bullying

"Any persistent word or action that causes offence to another."

- Bullying/racism may be defined as repetitive "behaviour by one or more people which produce damaging or hurtful effects, physically or emotionally to any individual".
- An incident of bullying/racism includes any form of harassment which contravenes the school's equal opportunities philosophy.
- Hurtful remarks can be made innocently but can still be hurtful to the recipient and so should be taken seriously.
- Bullying can include cyber-bullying, using a variety of media, such as social media, text messaging or email and instant messaging. (See E-Safety Policy)
- 'Peer on Peer abuse' covers the above, and additionally covers sexual violence, sexual assault, sexual harassment; such as sexual comments, remarks, jokes and/or online sexual harassment, abusive actions used as a way of initiating a person into a group, 'sexting' – sharing of sexual images or sexual language online, and 'upskirting' which typically involves taking a picture under a person's clothing. (see Safeguarding and Early Help Policy 2021)

## Setting Standards

- The values and beliefs underlying this Policy are to be considered in the context of the following statements:
- Margaret Roper Catholic Primary School recognises that bullying and incidents of racism do take place and all reported incidents are taken seriously.
- Our staff are aware that safeguarding issues can manifest themselves through peer on peer abuse.
- All bullying/racism is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on pupils and adults who may be subjected to bullying/racism.
- Victims of bullying/racism will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
- The school is committed to combating all bullying/racist behaviour.

## Persons covered by this Policy

All pupils and adults whether permanently or temporarily on school premises will be expected to adhere to this policy.

## Action to prevent bullying

- To foster an understanding of the diversity of cultures which exist in our community and in our country today.
- Circle time is one method amongst many that can be used to develop positive relationships between children and adults so that all feel valued as members of our school community. Encouraging pupils and adults to express their feelings and emotions is strongly encouraged.
- By the adherence to the school ethos, policies and in particular the school's Positive behaviour policy.
- By making all staff and pupils aware of the social and moral responsibility they have to each other by making it clear to all that harassment in any form is unacceptable.

- Where the school becomes aware that a pupil or pupils are bullying another using electronic means (Cyber bullying) parents must meet with the school to identify the nature of this bullying and agree actions to safeguard the victims and eradicate the opportunity for bullying, where necessary by restricting access by the bully to electronic media.

## Action to combat bullying

The school has established clear actions to challenge instances of bullying/racism within the school;

1. All staff are committed to reporting incidents of bullying / racism.
2. All incidents of perceived bullying / racism are taken very seriously - (if it is perceived by a child that he/she is being bullied then they are).
3. A clear action plan is agreed to avoid re-occurrence with both the bully and the bullied.
4. Parents, staff and pupil are fully involved and clear about the actions agreed. These actions are tracked via CPOMS by senior leaders.
5. Follow-up to check that the issue has not re-occurred – Referral to CPOMS and information sharing among staff is key to effective anti-bullying or harassment practice.
6. Sanctions against children who show signs of bullying behaviour are outlined in this policy and in the School Behaviour Policy.
7. Allocation of specific roles and responsibilities, both at staff and pupil level, in order that incidents may be detected, behaviour monitored, and appropriate support delivered. For example, Year 6 pupils could be encouraged to take on a “Buddying” role towards younger pupils. The ‘Problem Professors’ is a school group of older pupils who offer a mentoring role for younger pupils and liaise with the SENCO/Headship team.
8. Communication of the policy and periodic update in order that staff and pupils are continuously aware of the policy and also of their individual responsibilities. The school uses the National anti-bullying week to raise awareness and educate children on how to avoid bullying and what action to take if they are feeling bullied.
9. Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.

## Individual Responsibilities

It is important that pupils and parents recognise the difficulties which staff may encounter in ensuring that the purpose and intent of the Bullying Policy can be effectively introduced and enforced.

In this regard the pupils and parents are expected to:

- Report all incidents of bullying using the procedures in place.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report.
- Adhere to and promote the aims and objectives of this statement.
- Refrain at all times from any behaviour which would constitute bullying/racism of fellow pupils/adults.

Parents too can play a vital role by:

- Stressing to pupils the importance of sociable and appropriate behaviour.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying/racism to a member of the teaching staff.

- Actively endorsing and supporting the school Bullying Policy.
- Acting as a positive role model for children.
- Encouraging a Christian response within their children, i.e. Not to hit back.
- Controlling and monitoring their child's use of electronic media to ensure that use is appropriate and does not bully or harass others.

## Dealing with incidents of bullying/racism

Any incident of bullying/racism will be recorded and passed to the Head Teacher, Assistant Headteachers and Senior Leaders via the CPOMS System and following our reporting stages in our behavior policy. Any senior leaders dealing with a racist incident will inform the Head of the incident through CPOMS. It is expected that any member of staff encountering a suspected racist or bullying incident will report immediately verbally to a member of the headship team for investigation, and follow up with an entry in CPOMS.

All allegations of bullying/racism will be taken seriously. In accordance with DfES guidelines **all** racist incidents will be recorded and parents and governors will be made aware of the incident and the action taken to deal with it.

All adults and pupils need to know that reported incidents are taken seriously and dealt with. Incidents could be reported to any adult on the school staff (preferably the class teacher) or to visitors such as teacher training students. The adult concerned should make a dated record of the allegation and this should be recorded on CPOMS. Any written notes made contemporaneously should be scanned and saved in the CPOMS document vault related to that child(ren).

All CPOMS records will be retained and tracked for patterns of behaviour. A termly report will be made to the governors by the Headteacher on the number and nature of any bullying incidents, and how they were dealt with. Numbers of bullying incidents] will be tracked by the Headship Team and Governors to ascertain if in-school work is reducing instances.

**There will be a graded series of responses to such allegations.**

## First enquiry

- Ascertain the Facts. If there is inconsistency in the accounts, seek witnesses that may have been present. Do not assume anything and ensure that the 'victim' and 'perpetrator' are given a chance to state their view of the incident separately.
- Draw initial conclusions about whether the behaviour is likely to have taken place. Use the balance of probability as a measure – not absolute proof, but reasonable judgement.
- Ascertain whether this behaviour is unusual or not and if it is out of character if there are any underlying circumstances. Is it PERSISTENT behaviour?  
Ask the "bully" if they are aware of the distress that has been caused.
- To ask the "bully" whether they intended to cause distress.
- To ask the "bully" to reflect on how they expect to be treated and how they would feel if they were the victim.
- This will help create an atmosphere in which the "bully" can admit that they have caused offence. At this stage many people prefer to use a no-blame approach as it focuses on how the bullied pupil can be helped to feel safe. Staff should also be aware that there may be reasons why children bully and an effort should be made to ascertain this.
- If the perpetrator continues to deny responsibility.

## Action

Pupils say what are acceptable ways of interacting / behaving. How they can ensure that the victim's life is made more bearable in school. These decisions are agreed and reviewed. This can work well with a group.

### If there are further incidents.

- Don't accept excuses.
- A game is only a game if everyone enjoys it.
- If it was an accident did they report it?
- If it was for a laugh – who was laughing?

If an incident of bullying / racism is confirmed and an internal action plan is agreed it is important that parents are involved. Parents of the pupils involved should be contacted and informed of what happened, who was involved, action that has taken place and what will happen if further incidents occur. Parents will be strongly encouraged to discuss the issue with staff within the school.

### If further incidents continue to occur

- Set clear limits; re-state what the school's expectations are.
- Explain clearly what sanctions/actions will follow further incidents.
- Wherever possible the adult dealing with this pupil should remain calm.

Show the pupil the record of the incident and ask them to sign it as this stresses the seriousness of it. Define the behaviour clearly (using legal terms such as slander, criminal damage if appropriate). A letter will be sent to the parents of all the pupils involved, outlining what action has been taken and what will happen if further incidents occur.

If issues related to bullying take place and the pupil is on the SEN register for behaviour then meetings will be held with the SENCO to ensure clear passage of communication.

### Sanctions if further incidents occur

- Formal interview with parent.
- Contractual agreement
- Restorative justice approach
- Temporary exclusion or lunch time exclusion.
- Permanent exclusion.

### If the child is a victim of bullying;

- Take them seriously. Someone who complains that they are being bullied is likely to feel very vulnerable and experience has shown that children will often accept bullying as part of life. It is vital to hear the child's voice and help them to explain how they feel and why.
- Ensure the child has at least one adult in school to whom they can resort if they are feeling bullied. Usually it is useful to have at least one member of the lunchtime team as a key worker assigned to that child, as well as at least one other member of staff.
- Ensure that staff are briefed on the incident and that the child is flagged as potentially vulnerable.
- Make sure the child knows that what may be happening to them is not their fault.

## Evaluation Procedures

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance.

- Variations in the number of reported incidents over a given period.
- Individual incident returns (tracked via CPOMS)
- Variation in the number of pupil days lost which are suspected to arise as a consequence of bullying.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.

## **Policy Ownership and Responsibilities**

The policy will be updated and reviewed annually.

Ultimate responsibility for its introduction and implementation will rest with the governors and Headteacher. However, it is important to remember that all staff, pupils and parents have an active part to play in the maintenance and development of this policy.

Reviewed by Governors June 2019, October 2021

**Linked to the following policies:**

- [Safeguarding and Early Help 2021](#)
- [E Safety Policy 2021 and acceptable use agreements](#)
- [Home School Agreement](#)