



Anti-bullying policy

Autumn 2024

Next review date: Autumn 2026

School Core Values: [Happiness, Faith, Respect, Compassion, Love, Respect](#)

Purpose

St Patrick's Catholic Primary School is a family community based on the Gospel values, and therefore, bullying behaviour cannot and will not be tolerated.

St Patrick's has a 'duty of care' towards its pupils with regards to bullying in that the Head teacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

At St Patrick's Catholic Primary School we take all allegations and incidents of bullying seriously and all bullying of any sort is therefore unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Pupils are encouraged to treat others as they wish to be treated themselves and to safe guard the rights of others.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that all 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. If pupils see or hear about bullying taking place, they are encouraged to speak up and come forward to establish the truth and end the unpleasantness. To have knowledge of bullying and not speak up is to condone this behaviour.

Aims

To prevent and deal with any behaviour deemed as bullying, and to promote an ethos where bullying is viewed as completely unacceptable, we, as a school, aim to:

- to encourage a caring, tolerant community;
- to promote the school's Christian values which reject bullying behaviour and encourage co-operative behaviour;
- provide a learning environment free from any threat or fear;
- strive to eradicate instances in which pupils are made to feel frightened, excluded or unhappy;
- make children aware of the differences between accidental harm and bullying;
- establish and sustain a clear and consistent procedure for dealing with bullying and
- provide support to pupils that have been bullied;
- ensure all staff and pupils are aware of the policy and fulfil their obligations to it;
- encourage children to report all instances of bullying.

School Core Values: **Happiness, Faith, Respect, Compassion, Love, Respect**

What is bullying?

At St Patrick's Catholic Primary School we believe that bullying is, the use of aggression with the intention of hurting another person physically or emotionally by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfES guidance which defines bullying as:

“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.

Bullying has been described by pupils as deliberate and repeated:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

Bullying can be, but is not limited to:

- Emotional – Derogatory name calling of an insulting and/or personal nature, excluding and tormenting. Demanding money, material goods or favours by means of threat or force.
- Physical – Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist – Racial taunts, graffiti, gestures.
- Sexual – Unwanted sexual contact or sexually abusive comments, for example sexting and inappropriate images.
- Homophobic – Because of or focussing on the issue of sexuality, homophobic (LGBTQ) bullying is unacceptable.
- Verbal – Name calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing of an individual.
- Cyber – All areas of the internet, such as email and internet chat room misuse. Mobile phone threats by text messaging or calls, misuse of associated technology. (It is against school rules [School Core Values: Happiness, Faith, Respect, Compassion, Love, Respect](#))

for any child to have a mobile phone on their person during the school day – only those with permission can bring mobile phones in to school – but these must be given to the class teacher at the start of the school day – typically only Year 6 who travel to and from school alone)

Pupils with SEN or a disability are often at greater risk of bullying. This can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels.

Why is it important to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Everyone has a right to be treated with respect. People who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

St Patrick's School believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school communities will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Actions to tackle bullying

Prevention is better than cure so at St Patrick's Catholic Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use various ways to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour (see appendix 1 and 2).

These include:

- The curriculum, especially PSHE, RE, Drama and Literacy;
- Assemblies;
- Circle time to enable children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying;
- Display of information for children;
- Participation in anti-bullying week and use of outside providers to visit school;
- Making parents aware of the policy and discussing anti-bullying openly e.g. at teacher/learner conferences;
- Having clubs available that will develop self-esteem e.g. social skills;

School Core Values: [Happiness, Faith, Respect, Compassion, Love, Respect](#)

- Teaching assertiveness techniques;
- Recognising appropriate social behaviour, which is a good role model, through the 'Going for Gold' Behaviour Management policy;
- By staff training that can be disseminated to the children;
- Community involvement where appropriate, e.g. community police.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of those 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;
- Begg to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins truanting;
- 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 mornings;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go 'missing';
- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually 'lost';
- Has unexplained cuts or bruises;
- Comes home starving (money/lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

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

Actions and consequences

- All parties will be interviewed and incidents recorded;
- School based consequences or counselling with teacher or support staff;
- Agreement will be reached on the action to rectify the situation;
- Appropriate punishment will be given;
- Parents contacted of both the bully and the victim of bullying to discuss incidences;
- In extreme circumstances, suspension or exclusion will be sought for pupils who persistently bully others;
- Any case of retaliation against a person for reporting bullying will be treated seriously;
- The needs of the victim will be respected at all times;
- Appropriate support for the victim to handle bullying will be given, both individually and as an explicit part of the curriculum.
- An attempt will be made to help the bully (bullies) change their behaviour

Staff responsibilities

All staff need to know how to respond to a bullying incident and all children must be aware of the consequences of participating in bullying behaviour.

The whole account must be reported and then an informed decision. The class teacher then makes the decision whether it needs to be taken further. They can report the incident to the Deputy Head or Headteacher who will decide, with the class teacher, whether it still needs to go further.

All incidents of bullying will be recorded by the Senior Leadership Team, (SLT), on CPOMS (electronic recording system). Parents / carers will be invited in to school to meet with the child's teacher and / or members of SLT.

Bullying outside of the school

We know that bullying can occur outside the school gates and on journeys to and from school and this may affect a child's behaviour or performance at school. The bullying may be done by pupils from our own school, by pupils from other schools or by children who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school;
- Talk to the Headteacher of another school whose pupils are bullying;
- Give advice to parents on who to contact for support or action.

Parent responsibilities

If parents are aware that their child has been involved in any incidents of bullying, they should:

- Listen to their child and try to remain calm. An emotional reaction can worry the child so they will not tell of their concerns.
- Make an appointment to see the class teacher to share the concerns.
- Give the class teacher the facts.

School Core Values: **Happiness, Faith, Respect, Compassion, Love, Respect**

- Encourage your child to tell an adult the whole story
- Reassure their child the school will deal with the incident.

Monitoring and equality impact assessment

The Senior Leadership team will evaluate the effectiveness of the policy and conduct an equality impact assessment through monitoring and scrutiny of reported incidences. The Head Teacher will include a behaviour analysis, via CPOMs reports in her report to the Governing Body.

Equal Opportunities

Every member of the school's community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that school remains a safe environment in which to teach and learn.

Review

This policy is reviewed by staff and governors every year. Part of this procedure will be the gathering of views from the staff, children, parents, governors, School Council on its effectiveness.

Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Specific School Targets

Our school targets are as follows:

- To ensure all governors, parents, pupils, teaching and support staff have seen and had the opportunity to comment on the policy.
- To ensure all staff are familiar with reporting incidents
- To ensure all incidents of bullying are recorded.

Other school targets include the following:

- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils in peer mediation, peer buddy and playground buddy strategies.
- To implement Restorative Justice for effective conflict resolution between pupils.

Code of Conduct

We recognise that all adults in the schools are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

School Core Values: Happiness, Faith, Respect, Compassion, Love, Respect

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop a praise culture within each school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working our school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within school
- take responsibility for their own behaviour

Dissemination of the Policy

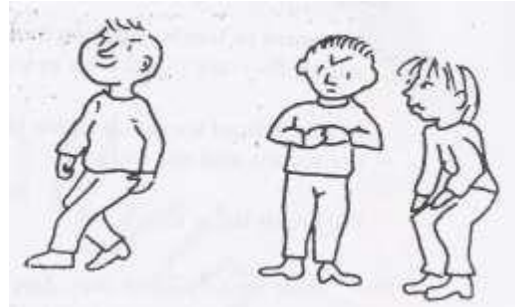
The Anti-Bullying policy is located on the school website, under Policies. A paper copy of the anti-bullying policy can also be requested from the school office.

Appendix 1

STANDING UP FOR YOURSELF

THE RIGHT WAY IS TO:

- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them
- Speak in a firm, not angry voice
- Look in their eyes firmly (but not in a threatening way)
- Stay in control of yourself
 - Seek adult for support



THE WRONG WAY IS TO:

- Push, punch, trip or kick another person
 - Speak discourteously
 - Use insults and put-downs
- Call people names, make blaming comments, or try to make people feel ashamed
- Have a really angry expression on your face
 - Shout and yell
 - Swear
- Stand close to the person and act in a threatening manner
- Lose control of yourself

IF YOU THINK SOMEONE IS BEING BULLIED – TELL AN ADULT- DOING NOTHING IS AS BAD AS BEING THE BULLY

Appendix 2

POSITIVE TRAINING FOR DEALING WITH BULLIES

We want to teach children positive ways of dealing with conflict situations which they are faced with in everyday life.

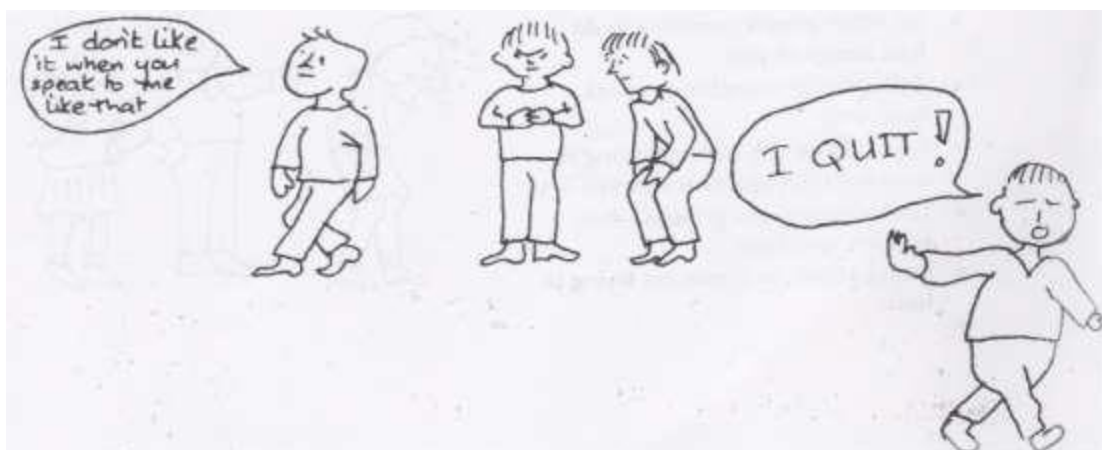
In our school we teach these skills through role play from the point of view of the bullied and the bully.

We teach them to:

- state clearly what they don't like: "I don't like it when you kick me / talk to me like that....."
- speak in a firm, not angry voice
- look in their eyes firmly (but not in a threatening way)
- stand tall (body language is important)
- stay in control of themselves
- walk away (not run) from the situation and towards an adult if necessary

These skills do need to be taught and practised. Most children do not find it easy.

The bully is looking for a very different response from the person they are bullying and it usually diffuses the situation in our experience.



Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

b) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them fully to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head teacher or Deputy Head teacher.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.

- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (Anti-Bullying Immediate Response Chart)

Sanctions

Children who persist in bullying will be dealt with as follows:

1. Their parents/carers will be informed and will be asked to come to school to discuss the matter with the Head teacher and/or Deputy Head teacher, or member of the SLT.
2. They will be made to apologise to the people they have hurt.
3. They will be given a set amount of days where they will be kept in at break times and lunch times.
4. They will not be allowed to take part in extra curricular events.
5. They will be identified to all teaching staff.
6. They may be excluded at lunch times for a set amount of days.

In the event of all other avenues being exhausted or in particularly serious cases this may lead to fixed term or permanent exclusion.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a Executive Head teacher or Head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Strategies to Reduce Bullying

At St Patrick's school we will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Assemblies focusing on how to prevent and report bullying.
- Themed Anti-Bullying Week.
- Circle Time.
- Core Values being discussed with pupils.
- Peer mediation.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- Use of Restorative Justice.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although we cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Support for Pupils who Experience Bullying

School Core Values: [Happiness, Faith, Respect, Compassion, Love, Respect](#)

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

Dissemination of the Policy

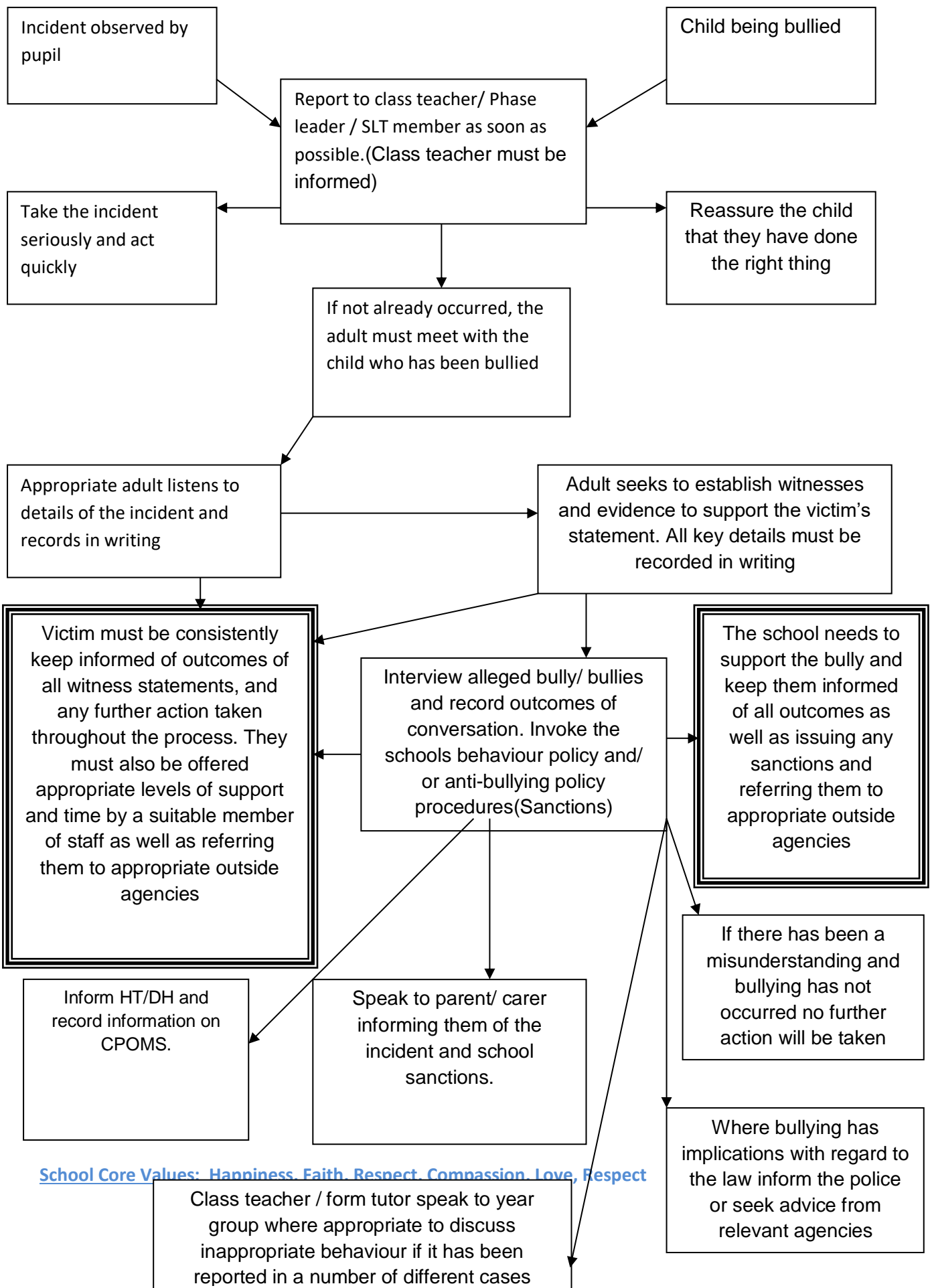
The Anti-Bullying policy is located on the school website, under Policies. A paper copy of the anti-bullying policy can also be requested from the school office.

Policy Review and Development Plan

1. This policy will be reviewed on an annual basis.
2. Priority areas for development of anti-bullying within school:
 - Encourage positive play
 - Develop use of Restorative Justice within school

School Core Values: [Happiness, Faith, Respect, Compassion, Love, Respect](#)

Anti-Bullying Immediate Response Chart



School Core Values: Happiness, Faith, Respect, Compassion, Love, Respect

School Bullying Incident – information to be included within CPOMS report

Indicate type of incident – give description of incident

Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

If you feel the bullying incident was in any way motivated by any of the following please indicate

Appearance

Disability

Gender

Race/ ethnic origin

Religion

Sexuality

Action taken

contact with the victim's parent/ guardian?

contact with the perpetrator's parent/ guardian?