



ST FRANCIS XAVIER CATHOLIC PRIMARY SCHOOL

Anti-bullying Policy 2024-2025

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| Version | 2.0 |
| Date created/updated | 29 th September 2023 |
| Ratified by | Compliance |
| Date ratified | 26 th October 2023 |
| Date issued | September 2023 <i>Pending September 24 ratify</i> |
| Policy review date | September 2024 |
| Post holder responsible | Miss L.Marshall Principal |
| Director / LGB Chairperson | Ms C.Cullen |

'Jesus holds us in the palm of his hand'

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Anti-Bullying Policy has been approved and adopted by St Francis Xavier Catholic Primary School in September 2023 and will be reviewed in September 2024.

Signed by LGB representative for St Francis Xavier:

Ms C.Cullen

Signed by Principal:

Miss L.Marshall

Statement of intent

St Francis Xavier Catholic Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behavior. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behavior and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

What Is bullying?

St Francis has adopted the Government definition of Bullying:

- Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.
- Bullying is when someone hurts you, with words or actions (child speak version).
- Bullying is different to other kinds of aggressive behaviour in its repetitive and targeting nature.
- Bullying can occur child to child, adult to child, or child to adult.

Bullying (inc cyber-bullying, prejudice based or discriminatory) can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence including damage to personal belongings
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, threats, insults
- Cyber All areas of internet, such as email, instant messaging & internet chat room misuse
- Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities.

What is not bullying?

It is important that children/parents/carers realise that not all hurtful behaviour is bullying, but all hurtful behaviour is **unacceptable** in school. Isolated incidences of the behaviours mentioned can occur amongst children when they fall out, and are not in fact bullying. Some children try out these kinds of behaviours, in the course of growing up, and it is the duty of parents/carers and the school to show clearly what is and is not acceptable behaviour between human beings. Isolated incidences are dealt with by following the school's Behaviour Policy. Genuine bullying involves systematic and frequently repeated acts focused on one or more individuals.

How can bullying manifest itself?

Bullying can be related to:

- Race, religion or culture – including taunts, graffiti and gestures.
- Sexism or sexual bullying

- Sexual orientation
- Special Educational Needs or disabilities
- Young carers or looked after children
- Appearance or health conditions

Bullying can be:

- 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
- Sexual; unwanted physical contact or sexually abusive comments
- Cyber-bullying o Internet, e.g. email & internet chat room misuse o Mobile threats by text messaging & calls o Misuse of associated technology, i.e. camera & video

Bullying may also be experienced by a pupil from a teacher/adult or by a teacher/adult from a pupil.

Different roles within bullying are:

- **The Ring Leader:** the person who through their social power can direct bullying activity.
- **Associate:** the person who actively joins in the bullying (sometimes because they are afraid of the ring leader)
- **Reinforcer:** the person who give positive feedback to the bully, perhaps by smiling or laughing.
- **Bystander:** the person who stays back or stays silent and thereby appears to condone or collude the bullying behaviour.
- **Defender:** the person who tries to intervene to stop the bullying and who comforts children who experience bullying.

Roles and responsibilities

The role of the Governing Board

The governing board supports the Principal and Vice Principal teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.

The governors require the Principal and all staff 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.

The governing board responds to any request from a parent to investigate incidents of bullying. In all cases, the governing board notifies the Principal and asks them to conduct an investigation into the case and to report back to a representative of the governing board.

The role of the Principal and the Senior Leadership Team and DSLs:

At St Francis Xavier, the Principal (DSL) and Deputy Principal (DDSL) are the designated persons matters concerning bullying.

It is the responsibility of the Principal and SLT 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 deal with incidents of bullying.

The Principal and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal and all staff draw attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal and or other staff may decide to use assembly as a forum in which to discuss with other children why bullying behaviour is wrong.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal 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

Teachers and support staff support all children in their class and work to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

Class teachers keep their records of all incidents involving their pupils to enable the school to track them and identify potential bullying.

All staff are aware of the policy and the reporting procedures they need to follow. There is an anti-bullying checklist that is followed if bullying is suspected or reported. **SEE APPENDIX A for the proforma.**

If staff identify that bullying is taking place, they follow the school procedures and do all they can to support the child who is being bullied. If a child is being bullied over a period of time, the class teacher informs the SLT and the parents/carers of all children involved are informed.

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. Individuals who are bullying need to learn different ways of behaving.

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

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents 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 should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

This policy will work in conjunction with other policies to create a positive school ethos at all times, a positive school ethos will maximize progress and attainment.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is 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
- 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 do poorly 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 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
- is afraid to use the internet or mobile phone
- is nervous & 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.

Procedures, Reporting and Recording

1. Pupils and / or witnesses report bullying (or possible or perceived bullying) incidents to any member of staff, who in turn report incident to the Principal, Miss Marshall or Acting Deputy Principal, Mrs Smith, (named persons in charge of overseeing bullying). Children may report directly to named persons.
2. The bullying behaviour or threats of bullying must be investigated by staff or named persons (if more serious), and the bullying stopped quickly.
3. In serious cases (e.g., especially aggressive, persistent or distressing for victim) parents should be informed immediately by phone or face to face and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The Principal will use Safeguard Software to record bullying incidents
6. Additional reporting mechanisms include the Hippo Board to put name on wellbeing room door which is used for various reasons, or a Year 6 Play Pal who is anti-bullying trained, who would know that it is important to be help the young person feel that they can trust them, can be approached. Annual surveys of pupils, parents, staff also gauge individual well-being.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise.
- 2) Other consequences may take place e.g. sanctions for breaking school rules - withdrawal of privileges and / or playtimes; Behaviour Diary.
- 3) In serious cases, suspension or even exclusion will be considered
- 4) If possible, the pupils will be reconciled.
- 5) The victim will be offered support by learning mentor
- 6) An attempt will be made to help the bully (bullies) change their behaviour, e.g. through mentor and through focusing prevention strategies (See Prevention section below).
- 7) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Staff (e.g. teaching, dinner supervisors) will be made aware (by Principal) of situations that require monitoring
- 8) If bullying persists, further sanctions will incur, and support and prevention strategies will be put in place.

Sanctions

- 1) If the Principal is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 2) The Principal informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.
- 3) Where possible, the Principal will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face.
- 4) The alleged perpetrator is made to realise, by speaking at least once per week with their ClassTeacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 5) Parents are informed of bullying incidents and what action is being taken, with due care and consideration to protect the privacy and safeguarding of all concerned.
- 6) The Milepost Leader and Principal informally monitors the pupils involved over the next half term.

Support

- 1) If the pupil visits their Class Teacher or staff within the Wellbeing Room, the appropriate staff member informally checks whether the bullying has stopped.
- 2) For a month after the initial complaint of bullying, the Class Teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

- 3) The Principal holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the Principal or other Safeguarding Member and victim are confident the bullying has stopped.
- 4) If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 5) The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- 6) The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 7) The school, where appropriate, will work with the victim to build resilience, e.g. by offering emotional therapy.
- 8) The school realises that bullying may be an indication of underlying mental health issues. Alleged perpetrators may be required to attend a counselling session provided to assist with any underlying mental health or emotional wellbeing issues.
- 9) The school, where necessary, will work with the alleged perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

- 1) The progress of both the bully and the victim are monitored by their Class Teachers.
- 2) One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.
- 3) If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.
- 4) Pupils who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their Milepost Leader or Safeguarding Team member or a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
 - Being able to discuss what happened
 - Being helped to reflect on why they became involved
 - Being helped to understand what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents
- 5) Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

- 6) In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Principal and DSL will look to transfer the pupil to another school.
- 7) Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents/carers, the Principal and DSL will meet to discuss the use of alternative provision.

Prevention, Support and Guidance

As and when appropriate, these may include:

- PSHE programme includes activities specifically designed to prevent and reduce bullying
- Circle time
- Use of school buddies and buddy area, school council and lunchtime supervisors e.g. to play games, peer mediation, improve facilities and activities.

Health, Bullying and Safety Weeks

- Anti-bullying team to raise awareness of issues
- Anti-bullying training for staff / children / buddies
- Visitors, assemblies
- Online safety training
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- role-plays
- having discussions about bullying and why it matters
- writing a set of school rules
- signing a behaviour contract
- Behaviour IEPs – written by teachers and SENCO in consultation with child and parents
- Behavioural Support – professional meetings with children and parents providing advice and support.

St Francis Xavier has adopted Sandwell Authority's Harassment and Bullying Policy for Employees, Model Race Equality Policy Guidance. See also school's Online safety Policy and Acceptable Use Policy.

Monitoring Policy and Procedures

The number and type of bullying referrals, and child/parent questionnaires will be analysed to monitor whether the policy is working. The Anti-Bullying Policy will be reviewed every two years, more if necessary and updated if required.

Links

The anti-bullying policy should be read in conjunction with the school race equality, behaviour, child protection, safeguarding, inclusion and online safety policies.

Childline 0800 1111

www.childline.org.uk

KIDSCAPE Parents Helpline (Mon-Tues, 10-5) 020 7823 5430

www.Kidscape.org.uk

www.bullying.co.uk

Parentline Plus 0808 800 2222

www.anti-bullyingalliance.org.uk

Procedures

Bullying outside of school

Bullying can take place in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the journey to and from school and through social media. In such cases, the Principal is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At St Francis Xavier Catholic Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer
- Talk to any relevant transport companies about bullying on school buses and inschool taxis.
- Talk to the Principals of other schools whose children may be involved in bullying off the premises.
- Discuss coping strategies with parents/carers.
- Talk to the children about how to handle or avoid bullying outside the school premises
- Discuss online safety

APPENDIX A

Anti-Bullying Checklist for Staff

Once there has been a report of bullying, the following may take place. Staff will tick what has been / will be done.

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| Name of child who is reported to have been bullied | |
| Who has been suspected of bullying? Name/s of alleged perpetrators | |
| Date/s incident/s reported | |
| Person/s completing this form | |
| What happened? | |
| Where did the incident take place? | |
| When did the incident occur? | |
| Witnesses – Did anyone else see the incident/s? | |
| According to the victim, how often does the bullying take place? | |
| According to the victim, how long has the bullying been going on? | |

| <u>Procedures, Reporting and Recording</u> | |
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| Pupils and / or witnesses report bullying (or possible or perceived bullying) incidents to any member of staff, who in turn report incident to the Principal, Miss Marshall or Acting Deputy Principal, Mrs Smith, (named persons in charge of overseeing bullying). Children may report directly to named persons. | |
| The bullying behaviour or threats of bullying have been investigated by staff or named persons (if more serious), and the bullying stopped quickly. | |
| In serious cases (e.g., especially aggressive, persistent or distressing for victim) parents should be informed immediately by phone or face to face and will be asked to come in to a meeting to discuss the problem. | |
| If necessary and appropriate, police will be consulted. | |
| The Principal will use Safeguard Software to record bullying (perceived and actual) incidents | |
| Additional reporting mechanisms include the Hippo Board to put name on wellbeing room door which is used for various reasons, or a Year 6 Play Pal who is anti-bullying trained, who would know that it is important to be help the young person feel that they can trust them, can be approached. | |
| <u>Outcomes</u> | |
| The bully (bullies) may be asked to genuinely apologise. | |
| Other consequences may take place e.g. sanctions for breaking school rules - withdrawal of privileges and / or playtimes; Behaviour Diary. | |
| In serious cases, suspension or even exclusion will be considered. | |
| If possible, the pupils will be reconciled. | |
| The victim will be offered support by learning mentor. | |
| An attempt will be made to help the bully (bullies) change their behaviour, e.g. through mentor and through focusing prevention strategies (See Prevention section below). | |
| After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Staff (e.g. teaching, dinner supervisors) will be made aware (by Principal) of situations that require monitoring | |
| If bullying persists, further sanctions will incur, and support and prevention strategies will be put in place. | |
| <u>Sanctions</u> | |
| If the Principal is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. | |
| The Principal informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues. | |
| Where possible, the Principal will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face. | |
| The alleged perpetrator is made to realise, by speaking at least once per week with their Class Teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour. | |
| Parents are informed of bullying incidents and what action is being taken, with due care and consideration to protect the privacy and safeguarding of all concerned. | |
| The Milepost Leader and Principal informally monitors the pupils involved over the next half term. | |
| <u>Support</u> | |
| If the pupil visits their Class Teacher or staff within the Wellbeing Room, the appropriate staff member informally checks whether the bullying has stopped. | |
| For a month after the initial complaint of bullying, the Class Teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped. | |
| The Principal holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the Principal or other Safeguarding Member and victim are confident the bullying has stopped. | |
| If necessary, group dynamics are broken up by members of staff by assigning places in classes. | |
| The victim is encouraged to tell a trusted adult in school if bullying is repeated. | |
| The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity. | |
| The school, where appropriate, will work with the victim to build resilience, e.g. by offering emotional therapy. | |
| The school realises that bullying may be an indication of underlying mental health issues. Alleged perpetrators may be required to attend a counselling session provided by school, to assist with any underlying mental health or emotional wellbeing issues. | |
| The school, where necessary, will work with the alleged perpetrator regarding any underlying mental health or emotional wellbeing problems. | |

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| Follow-up support | |
| The progress of both the bully and the victim are monitored by their Class Teachers. | |
| One-on-one sessions to discuss how the victim and bully are progressing may be appropriate. | |
| If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident. | |
| Pupils who have been bullied are supported in the following ways: <ul style="list-style-type: none"> • being listened to • Having an immediate opportunity to meet with their Milepost Leader or Safeguarding Team member or a member of staff of their choice • Being reassured • Being offered continued support • Being offered counselling, where appropriate | |
| Pupils who have bullied others are supported in the following ways: <ul style="list-style-type: none"> • Receiving a consequence for their actions • Being able to discuss what happened • Being helped to reflect on why they became involved • Being helped to understand what they did wrong and why they need to change their behaviour • Appropriate assistance from parents | |
| Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS. | |
| In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Principal and DSL will look to transfer the pupil to another school. | |
| Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents/carers, the Principal and DSL will meet to discuss the use of alternative provision. | |
| <u>Prevention, Support and Guidance</u> | |
| As and when appropriate, these may include: <ul style="list-style-type: none"> • PSHE programme includes activities specifically designed to prevent and reduce bullying • Circle time • Use of school buddies and buddy area, school council and lunchtime supervisors e.g. to play games, peer mediation, improve facilities and activities. | |
| <u>Health, Bullying and Safety Weeks</u> | |
| This may include the following: <ul style="list-style-type: none"> • Anti-bullying team to raise awareness of issues • Anti-bullying training for staff / children / buddies • Visitors, assemblies • Online safety training • writing stories or poems or drawing pictures about bullying • reading stories about bullying or having them read to a class or assembly • role-plays • having discussions about bullying and why it matters • writing a set of school rules • signing a behaviour contract • Behaviour IEPs – written by teachers and SENCO in consultation with child and parents • Behavioural Support – professional meetings with children and parents providing advice and support. | |

