"Each one of you is a child of God" Pope Francis

All Saints is educating for Unity, Responsibility, Courage, Wisdom and Generosity

Anti-bullying Policy

The school aims to create a happy, ordered environment where all members feel secure and valued. We use the U.N. convention on the Rights of the Child to guide our policies.

Article 19: children have the right to be protected from being hurt and mistreated in body or mind.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The Anti-bullying Alliance defines bullying as:

"The repetitive intentional hurting of one person by another person or group, where the relationship involves an imbalance of power" It can happen face to face or through cyberspace.

At All Saints Catholic Primary we understand bullying to be:

- Deliberately hurtful (sometimes aggressive).
- Repeated over a period of time.
- Difficult for victims to defend themselves against causing pain and distress. It is not a typical

  'falling out'

Bullying can take many forms, but three main types are:

- **Physical** – hitting, kicking and taking belongings.
- **Verbal** - name calling, insulting, making offensive remarks, including those that are racist, disablist, homophobic or transphobic.
- **Indirect -** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones or putting information on social networking sites.

What is cyber bullying?

Cyber bullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

Cyber bullying can take a wide range of forms. It can be threats and intimidation, name calling, harassment, exclusion, gaining access to unauthorised information online or 'hacking', impersonation, posting personal information, sexting/sexualised or manipulation. More detail on www.childnet.com/resources/cyberbullying-safe-to-learn-embedding-antibullying-work-in-school).

Our Commitment

We will:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve

the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

- Implementing appropriate sanctions.   The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

- openly discuss differences between people that could motivate bullying such as religion, ethnicity, disability, gender or disfigurement. Also children with difference family situations, such as Looked After, fostered or adopted children or their siblings, or those with caring responsibilities. Staff can teach children that using any prejudice based language is unacceptable.

- use specific organisations or resources for help with particular problems. We draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying – eg Stonewall, Anti-bullying Alliance, ChildLine, NSPCC.

- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed, or to tackle bullying that is happening outside school.

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on, bullying which may have occurred outside school, including cyberbullying.

Prevention

We believe that 'prevention is better than cure'. We aim to create an ethos that fosters mutual respect, acceptance and inclusion, regardless of ability, race, gender or home circumstances. We promote self-confidence, resilience and self-worth through the taught curriculum, extra-curricular activities and the daily interactions between pupils and staff, fellow pupils, visitors and hosts.

Special Educational Needs, Disability and Bullying

Studies show that children who are disabled and/or have special educational needs are more likely to be bullied by others.

Verbal abuse was the most common. Research has shown widespread use of disablist language and its impact on children.

This school will not tolerate the use of such language, whether by pupil, parent or visitor and staff will always challenge it and record it.

All staff work towards creating on ethos which challenges disablism, promotes equality and values the achievements of all. Explicit teaching about disability and related issues, including terminology, are a key element in our PSHE curriculum.

This policy was written taking into account the following guidance.

- The Equality (Act 2010)
- The Education (Act 2011)
- The Educational Inspection (Act 2006)
- The Children (Act 1989)
- No place for bullying (Ofsted 2012)
- Preventing and tackling bullying (DfE 2014)
- Tackling disablist language based bullying in schools (anti bullying alliance)
- Cyber bullying and children and young people with SEN and disabilities (Anti-Bullying Alliance)
- Exploring the school's actions to prevent and tackle homophobic and trans phobic bullying (Ofsted 2013)
- Sefton Council's Anti bullying strategy 2013 – 2014.

- The Teachers' Report 2014 – Homophobic Bullying in Britain's schools (Stonewall)

Pupils who are bullying need to learn different ways of behaving and recognise that their present behaviour is unacceptable. We do not refer to children as bullies – it is their behaviour after all that we have an issue with, not them as a person.

<u>What are the signs and symptoms of bullying?</u>

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

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to make little progress in school work
- Has possessions go "missing"
- Has unexplained cuts or bruises
- Comes home extremely hungry (lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable#

<u>Out of school issues</u>

From time to time, school staff are made aware of incidents which have originated out of school impacting on pupils in school. These incidents may be reported to school staff by pupils themselves or the parents of those involved. The school believes that parents/carers are the people best placed to address such issues. School staff should not be expected to take on the responsibilities of a parent/carer here. School staff will only become involved when we believe an incident is impacting on a child/children in school.

<u>Policy into Practice:</u>

At All Saints we are continuously attempting to create an open, listening school where all children can discuss their options and feelings in many different ways. We believe that openness encourages honesty and provides a safer environment where bullying is more difficult.

<u>To support this:</u>

- Issues surrounding bullying are covered within the curriculum, with the intention of deepening every child's understanding of their significance.
- Learning through our PSHE topics challenges children to consider their relationships with others and how their interactions can impact on others.
- The School and Council enable general issues to be discussed, often giving individuals more confidence to step forward and ask for help.
- PSHE lessons provides both teachers and children with the opportunity to raise concerns.
- Children are taught how constructively to manage their relationships with others.
- Children are taught how to solve problems through conflict resolution

- Through actions and words. Staff clearly demonstrate that bullying is unacceptable.

Locked Worry boxes, strategically placed in communal areas, allow children to discreetly post their worries.

Parents are asked to help by:

- Supporting the school in sharing its vision, ethos and Mission Statement.
- Supporting the implementation of this policy through working in partnership with children and staff.
- Reinforcing our school policies and expected behaviour to ensure that we are working together and not confusing children with mixed messages.
- Ensuring that the word bullying is used appropriately and not used to describe one off incidents.
- Recognising that our school seeks to help all children, including those children who bully others. We seek to bring all children to an understanding that each of us is a child of God. □ Taking responsibility for the child(ren)'s behaviour, including on line/out of school.

Procedures for dealing with bullying:

- When reported or witnessed, all incidents of suspected bullying will be dealt with promptly.
- The incident will be investigated fully to establish all facts, taking into account possible reasons for bullying, parties involved and degrees of responsibility.
- Incidents which are assessed as examples of unacceptable behaviour and not bullying will then be dealt with following procedures outlined in the school's behaviour policy.
- Incidents of bullying will immediately result in further action:

1. The victim will be reassured that they are safe, that the matter is being dealt with very seriously. Parents of the victim will be informed of the situation and be told how the school has dealt with the incident. Parents will be asked to discuss the situation with their child and inform the school if any further incidents occur or if any change in behaviour would suggest that bullying has reoccurred. Monitoring will be put in place to, as far as possible ensure no further bullying takes place. All staff will be alerted to the situation and will be asked to report any signs of bullying. Formal records of this and any future incidents will now be kept.

2. Those engaged in bullying behaviour will be asked to take responsibility for their actions and will hopefully wish to apologise for the upset they have caused. Parents will be informed and will be asked to work alongside the school to ensure that such behaviour does not reoccur. Children will not be referred to as a "bully" as we do not believe labelling is helpful.

- All incidents of bullying will be treated individually and consequences will be appropriate to the situation. In all incidents we will attempt to reconcile children and offer all a chance to

make a fresh start. We recognise that those who bully also need help and support if they are to become responsible members of our community.

- Where other strategies do not resolve the problem, or where the bullying is of a very serious persistent nature, particularly where violence is involved, exclusion may be justified. In some extreme cases the exclusion may be a permanent one. In such cases Sefton's exclusion policy will be followed.

As we deal with incidents on a daily basis we will follow five key points:

1. Suspected incidents of bullying will always be investigated and never ignored.
2. Premature assumptions will not be made – all incidents will be thoroughly investigated.
3. All accounts will be listened to carefully – we recognise that several pupils saying the same thing does not necessarily mean that they are telling the truth.
4. A problem-solving approach will always be adopted which moves pupils on from justifying themselves and their actions.
5. Incidents of bullying will be followed-up repeatedly to ensure that bullying has not resumed.

Unacceptable strategies to use:

At All Saints Catholic Primary we value and respect all members of our community and therefore our policy is one of forgiveness and new starts. When investigating or dealing with bullying we do not:

- Make assumptions based on prior behaviour trends.
- Arrive at conclusions based on hearsay or false witness.
- Shout loudly at children without giving them chance to explain the reasons for their behaviour.
- Respond in a negative way to a child, instead of dealing with the behaviour. ☐ Treat children unfairly, or with little continuity.

In cases involving children with behaviour plans or Educational Health Care Plans, staff will follow procedures outlined in their individual plans. All members of staff will be aware of any children who follow such plans to ensure that there is continuity in their implementations. Strategies to use will be clearly communicated to all staff and the class teacher will be informed of any incidents which occur outside the classroom to ensure that behaviour logs are updated.

We aim always to create a supportive culture where all teachers are able to support any individual teacher who is responsible for implementing behaviour plans in their own classrooms. As a school we recognise that behaviour difficulties need a team approach. We recognise that some children are unable to conform to common rules and it is our responsibility to differentiate our structure to ensure that such children are offered every possible chance to succeed without endangering the well-being and safety of others or themselves.

Sanctions

These will be proportionate and age-appropriate.

They may include:

- Loss of play/lunchtime to meet with class or senior teacher to reflect on one's actions and their impact.
- Meeting with parents/carers of either/both parties and head teacher for a restorative justice session where the perpetrator meets face to face with the injured party and his/her parent/carer.
- The school's dedicated police officer may also be present, if appropriate.
- Exclusion from school for a fixed period
- Permanent exclusion

Full details on exclusion are available on our Behaviour for Learning Policy.

Appendix

6. What the Law says

Several laws apply to schools' duties with regard to bullying and challenging disability discrimination[13]. The ABA guidance on various aspects of the law is useful and you can read the Department for Education Preventing and Tackling Bullying guidance.[14]

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Under the Children Act 1989

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to remember that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003. This may involve the Police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. This could apply particularly to cyberbullying against disabled children or young people.

The Equality Act 2010

The most relevant legislation is The Equality Act 2010 which replaces previous anti-discrimination laws with a single Act.

> The definition of disability under the Equality Act:
>
> **"a person has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities".**

Guidance says that when considering the definition of disability:

- disregard aids, medication and treatment; that physical or mental impairment includes sensory impairments such as those affecting sight or hearing and severe disfigurement;

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[13] Bullying and the Law http://www.anti-bullyingalliance.org.uk/media/7468/bullying-and-the-law-may-14.pdf
[14] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

anti-bullying alliance
SEN & Disability
developing effective anti-bullying practice