



St Gabriel's Catholic Primary School

Anti-Bullying Policy

November 2023

Mission Statement

'Nurturing Hearts and Minds'

God's love is at the heart of all that we do at St Gabriel's Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel's children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

Introduction

At St Gabriel's Catholic Primary School children and staff ensure that Christ is at the heart of all we do. Members of the school community are encouraged to treat each other fairly and kindly. The children are taught that bullying is at worst extremely damaging and always hurtful and will be acted upon. Children who witness bullying are encouraged to support the victim and to help the victim to get help from an adult.

Our Catholic school is a school based on the Gospel values. We value the individual and promote self-worth and concern for others. We also strive for a community which promotes excellence, challenge and high aspirations and achievement. In this way we promote in our pupils confidence, caring and the ethos of being an active, caring and contributing member of society. To achieve these aims we promote good behaviour and respect for both adults and children. There is no acceptance of any form of bullying and there are clear guidelines to promote and regulate the conduct of pupils (see the school's behaviour policy).

I DEFINITION

At St Gabriel's we see bullying as:-

1.1 Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

When a child is repeatedly singled out to be 'picked on' either physically or verbally

- Where the actions are deliberate and sustained,
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When negative actions are unprovoked

1.2 Bullying can be direct or indirect and includes;

Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying – kicking, hitting, punching, pushing and pinching,

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Prejudice Bullying –

Bullying relating to race, gender, sexuality, disability , culture and home circumstance

Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

1.3 Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

1.4 People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- Homophobic bullying
- 'Disabled' bullying
- Sexual bullying- 1. sexual; 2. sexist; 3. transphobic
- Racist bullying

1.5 We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement
- We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

2 Inclusion

Every member of the school 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 the school remains a safe environment in which to teach and learn.

3 Aims and objectives

3.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

3.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

3.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

3.4 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.

4 PREVENTION – Stopping bullying happening

4.1 It is the responsibility of all within the school to maintain the ethos and discipline codes which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline. We are committed to:

- Focusing on what is going well,
- Giving plenty of praise (but avoid overdoing this – it needs to keep its value),
- Making clear that it is the behaviour we do not want – not the child,
- Drawing attention to good behaviour,
- Giving clear and regular reminders of what is expected,
- Teaching good behaviour / manners through own conduct,
- Setting an example ourselves, in dress, manner , courtesy and care.

4.2 Similarly, we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels bullied by another: parent, staff or governor, this should be immediately reported to the Headteacher.

4.3 Strategies for preventing bullying include:

1. All staff will make pupils aware of the problems that can be caused by bullying.

This is to be achieved through:

- whole class discussion,
- group discussions and,
- talking to individuals.

2. The theme of bullying is integrated into the curriculum though circle time activities, the RE and RHE curriculum, assemblies and class discussions.

3. Playground Leaders are trained in Year 6 to help with minor playground issues in order to avoid small problems growing into larger ones and escalating.

4. A regular themed week takes place each year to highlight the effects of bullying (National Anti-Bullying Week)

5. All accessible areas of the school, such as cloakrooms, are supervised at the start and end of each day and at the start and end of break times so as to minimise the possibility of bullying occurring. Staff are visible around school and on duty at breaktimes.

6. Class rules are established at the beginning of the school year which promote positive behaviour and agree class expectations, alongside the school values. These rules and values are regularly referred to throughout the year.

7. Cyber-bullying is discouraged through our Internet policy. Children are not allowed to be in possession of mobile phones during the school day. (see e-Safety policy)

Other strategies include

- Co-operative group work
- Circle Time
- Circle of Friends
- Anti-bullying box/Pupil comment/worry box
- Peer counselling
- Buddy systems
- PSHE programme.
- Anti-bullying Week
- Friendship stops

5 STRATEGIES FOR DEALING WITH BULLYING – Keeping Children Safe

5.1 It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

5.2 All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.

5.3 If bullying does occur:

- Pupils are encouraged to find the help of an adult they trust and to stay where there are plenty of other pupils about and where an adult can see them.
- In the first instance, staff will deal with incidents of bullying in the classroom and an attached 'School Bullying Incident Form' or 'Racial or Religious Incident Form' will be completed. This report will go directly to the Senior Leadership Team who will take action where deemed necessary. This may include discussing with the whole staff or an individual teacher, establishing additional strategies to overcome the difficulties caused by bullying and discussing with those pupils involved within a peer group support approach.
- The parents of the perpetrator should be informed immediately to gain support in helping to address the issue.

5.4 Pupils who are bullying will be made aware that their actions are making other pupils unhappy in coming to school and that this goes against our school's mission and the school rules.

5.5 Pupils who have bullied need to know that these actions are not tolerated and should find ways to make amends through negotiation and discussion with the staff of the school.

5.6 If bullying persists:

- The bully, or groups of bullies, will be withdrawn from the playground or

classroom for a period of time and their parents will be informed of the action that has been taken.

- Their behaviour will be monitored for a period of time so as to enable the school and home to work together to overcome problems.
- Ultimately, an exclusion from school may be given if the bullying behaviour does not stop in line with the school's behaviour policy.

5.7 The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Promotion of school mission at every opportunity
- Weekly awards assembly celebrating 'acts of kindness'
- Celebrate an anti-bullying week
- Invite theatre groups in to promote work of anti-bullying
- Regular assemblies address school conduct and 'desirable' behaviours
- Use school council to promote common message

5.8 What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- a) Remember that your silence is the bully's greatest weapon.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

6 The role of governors

6.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from St Gabriel's. This policy statement makes it very clear that the governing body 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.

6.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep records of all serious incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6.3 The governing body responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/ her to conduct an investigation into the case and to report back to a representative of the governing body.

7 The role of the Head Teacher

7.1 It is the responsibility of the Head Teacher 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 Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

7.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide upon a suitable forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

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

7.4 The Head Teacher 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.

8 The role of the teacher

8.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in their class and that they are aware of in the school and keep the Head Teacher fully informed.

8.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents.

8.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was

wrong, and we endeavor to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services.

8.4 When available Teachers are given access to appropriate CPD to enable them to become equipped to deal with incidents of bullying and behaviour management. Opportunities are made at staff meetings for staff to share their concerns regarding the behaviour of specific pupils to enable staff to be vigilant for incidences of bullying.

8.5 Teachers attempt to support all children in their class and 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.

8.6 Teachers include Social and Emotional education regularly in the curriculum, in order to help children to appreciate different feelings; learn to manage their own feelings and to develop the individual child's self- esteem.

9 The role of parents

9.1 Parents 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.

9.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

10 Monitoring and review

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

10.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour documentation, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy will be reviewed at the Governing Body Meeting in summer Term 2023

signed... Headteacher

signed... Chair of Governors

review..... July 2023