



St Osburg's Catholic Primary School
Anti-bullying Policy



St Osburg's Catholic Primary School and Nursery



Anti-Bullying Policy

Date: November 2024

Reviewed By Nicola Rynott
Frequency of Review – Annually
Date of next Review – November 2025





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Introduction

At St Osburg's we value diversity and difference. This policy is embraced by the whole school community: pupils, employees, parents, governors and all others that use the establishment. The context of this anti-bullying policy is about respect for others and self and is underpinned by the gospel values. We take all reported incidents of bullying seriously. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

This policy works in conjunction with our Child Protection Policy, our Behaviour Policy and our Code of Conduct Policy and is shared with our pupils at regular intervals throughout the school year during dedicated assemblies, PHSE workshops as well as during themed weeks such as Anti-bullying Week.

Anti-bullying Week will take place from the 11th – 15th November 2024.

Rationale

St Osburg's Catholic Primary School regards bullying behaviour to be unacceptable and it will **NOT** be tolerated. We understand it in the following ways:-

- Bullying is not always easy to define. At St Osburg's we refer to bullying as an incident that occurs **Several Times On Purpose or STOP!**
- Both children and staff members understand bullying can be referred to as 'child on child' abuse and will never be dismissed as 'part of growing up.'
- Bullying is an act by a person or group which deliberately hurts, threatens or frightens another person sometimes repeated over a period of time.
- Bullying is always about power and it can take a variety of forms.
- It thrives on secrecy;
- It is usually deliberate;
- It is often observed by silent witnesses ("passive bullies" who as part of a group do things that they would never consider doing as an individual)
- 'Kidscape' suggests a range of behaviours that constitutes bullying.

Physical : pushing, kicking, hitting, punching, any form of violence, threats

Verbal : name calling, sarcasm, spreading rumours, persistent teasing.

Emotional : tormenting, threatening, ridicule, humiliation, exclusion from groups/activities

Racist : racial taunts, graffiti, gestures, comments.

Sexual : Unwanted physical contact, abusive comments, gestures or acts, graffiti

- **It may include:-**

Accusing others

Bag Stealing

Theft

Malicious nicknames

Blaming the Victim

Staring

Clothes Ripping

Withdrawal of friendship

Hair Pulling

Belittling

Shoving

Spitting

Making Others do the Work

Not letting others join in

Extortion of money/possessions

Receiving abusive text messages/phone calls/social media

Gangs

Intimidation

Smirking

Sharing of messages or images online





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We recognise this list is not exhaustive and people may be bullied because of the group to which they belong, because of them being perceived to be different.

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
- doesn't want to go on the school / public bus
- begs to be driven to 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

Objectives

- To set clear expectations
 - All governors, teaching and non-teaching staff, pupils and parents should have a common 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, staff and parents should know what the school policy is on bullying, and what they should do if bullying arises.





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- The whole school community works positively together to support the catholic ethos and promote a culture of respect, consideration and compassion for others at all times.
- For the child, the school community will work in partnership with parents/carers.
- To recognise that we all share responsibility for developing a caring and supportive ethos in a safe environment.
- To empower members of our community by teaching strategies for dealing with bullying behaviour.
- To support all parties, pupils, staff and parents, involved in any situation that is reported.
- To ensure that everybody has a clear understanding of the consequences of their actions.
- To encourage ongoing awareness of issues around bullying behaviour.
- To encourage the awareness of the effects of one's behaviour on another.
- To develop a sense of justice in all members of the community.
- To develop the value of empathy in each member of the community.
- To ensure set procedures are followed with regard to the anti-bullying policy e.g. recording of racist incidents.
- To work in accordance with British Values by promoting mutual respect and tolerance of those around us and to recognise it is their right to be heard by adults if something is causing them to be concerned.

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. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. It is our aim to challenge negative attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

Procedures for dealing with incidents

Name calling, verbal or physical abuse, jokes, insults, ridicule, social exclusion or extortion.

Every observed or reported incident requires action.

Listed below are a number of steps, however they may not be delivered in this order depending on the nature of the incident.





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First Step

- Member of staff acts immediately to stop/prevent any incident of bullying/harassment or discrimination – ignoring what happens is colluding. Investigate all incidents thoroughly.
- Comfort/support/discuss the issues with the 'victim' and 'perpetrator' together or separately.
- Obtain witness information.
- Challenge and reprimand the 'perpetrator(s)' aiming not to undermine their self-worth and confidence in line with the school's Behaviour Policy.
- Ensure that any audience is aware that the act is wrong and has been dealt with.
- Record the incident on CPOMS and report the action that has been taken to the appropriate member of staff. Include accounts from all involved children and adults as part of the CPOMS record.
- Ensure that any audience is aware that if they have done nothing to prevent the bullying then they too are culpable.
- Obtain an apology.
- Ensure follow up action is taken to prevent further incidents.

Second Step

- Discuss the incident with parents/guardian of the victim/perpetrator (if appropriate). Bearing in mind the language used i.e. "... has been accused of bullying" NOT "has bullied". Any accusation must be based on evidence and further investigation of the incident may be needed.
- Inform staff about the incident especially the class teacher even if they have been alerted through CPOMS, where a pupil is involved.
- Inform appropriate staff where a member of staff is involved.
- If an incident is 'indirect' i.e. refusal to cooperate with, or avoidance of another pupil or member of staff because of their sex, ethnicity etc., restructure the groups carefully, and discuss the issues that arise from this as part of the Personal, Social & Health Education (PSHE) curriculum.
- Follow up the incident with other pupils, discussing principles rather than specific incidents. Ensure all pupils know that procedure and policy exist to protect them.
- Provide subsequent mentor support for both victim and perpetrator. Eg refer to one of the Pastoral Managers for individual/group work.





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All incidents should be followed up with the relevant staff and the issues debated with all pupils.

Prompt feedback to 'victims' of incidents on how incidents have been dealt with is essential.

Third Step

- Work with the 'victims' to restore their self-confidence. The support may vary from pupil to pupil.
- Work with the 'perpetrator(s)' to investigate possible reasons behind the bullying behaviour and ensure that the offence is not repeated.
- Work with the 'perpetrator/s' to identify a key person, whom a bully identifies with, to help to eliminate fears and insecurities.
- Assure parents and pupil that the school will keep in touch with them and inform them of what action has been taken to protect the 'victim'.

Fourth Step

- If, after extensive work carried out by the school, the 'perpetrator' continues to bully or harass then exclusion may be necessary.

Responsibilities

Legal Responsibilities

- The Governing Body, as the employer, has the responsibility to ensure the provision of a safe work place.
- The Headteacher is required to ensure the enactment of that responsibility within the school.
- The Headteacher has a duty to do all that is reasonably practicable to ensure the health, safety and welfare of employees. Bullying can damage the mental health of an individual.
- The Governing Body has a legal duty to take measures to prevent all forms of bullying among the pupils.

School Community Responsibilities

- The Headteacher will be the "lead" person and coordinate the process, although specific follow up/investigation may be delegated to members of the SLT or one of the Pastoral Managers. Wherever possible, the Headteacher and teaching staff will promote anti-bullying strategies in a





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positive way through assemblies and invited speakers. A pro-active approach to be taken where possible e.g. Anti-Bullying Week.

- Training should be available through the year as and when appropriate.
- All staff should use their professional judgement to determine when to pass on their concerns about a bullying incident to a member of the management team.
- All children are encouraged to feel confident using their voice to “tell” an adult they can trust who can make a difference to bullying incidents and are commended for doing so if a situation has arisen.
- All parents, employees and users of our school should actively promote positive acceptable behaviour in school activities, within school and those taking place off site.
- Playground supervision by both teaching staff and lunchtime supervisors should be carefully carried out and children’s behaviour monitored effectively.

Relationship and Curriculum

- Children should be given opportunities to talk about bullying in general.
- Questionnaire given to pupils annually to ascertain views and gather statistics on bullying
- Regular ‘circle time’ sessions should be held – as part of our PSHE or SEAL work.
- Support systems are in place following appropriate training e.g. Playground Pals, School Council and Anti Bullying Ambassadors.
- Outside agents visits to support creating a supportive climate e.g. NSPCC, UNICEF.
- SEAL units followed throughout the school including a whole term on ‘Say No To Bullying.’
- Themed assemblies

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviour.

Monitoring and evaluating the Policy

We believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to the issue of bullying. Where necessary we have, and will call on outside resources such as the Behaviour Support Service, Kidscape and any other supportive agencies.





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“Let kindness fuel kindness”

(Anti-bullying Alliance 2021)

Useful Information

SEAL Units for all year groups – Say No To Bullying

Don't suffer in silence – DfE school pack

'Kidscape' (Charitable organisation purely against bullying). Provides advice for parents and children: free literature – videos, books etc. Tel: 020 7730 3300.

National Anti-Bullying week – **Monday 11th November – Friday 15th November 2024**

Websites:-

www.antibullying.net/resourceswwwlinks.htm

www.anti-bullyingalliance.org.uk/

www.bullybusters.org.uk/ (helpline 0800 169 6928)

www.bullying.co.uk/the_site/a_b_c.htm

www.childline.org.uk

www.dfes.gov.uk/bullying

