



St Brendan's RC Primary School

Anti-bullying Policy

**Love life,
Love learning,
Achieve together in God's love.**

AIMS

St Brendan's RCP School believes that all pupils are entitled to learn in a safe, supportive and inclusive environment, which is free from all forms of bullying. Bullying is unacceptable at St Brendan's and we therefore do all that we can to prevent it, by developing a school ethos in which bullying is not tolerated. All staff are fully committed to safeguarding pupils through prevention, protection and support.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a Christian, caring community, with Gospel values of mutual trust and respect for all. We want our pupils to:

- Grow spiritually
- Grow socially
- Grow personally
- Grow academically

We are also committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children learn about tolerance and difference as part of the school's curriculum.

Our school's anti bullying policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. Our policy is designed to promote good behaviour and relationships so that all staff, parents and pupils can work together to prevent and reduce any instances of bullying. There is a zero-tolerance policy for bullying at the school.

This policy operates in conjunction with the following policies:

- Behaviour for Learning Policy
- Safeguarding Policy

TYPES OF BULLYING

“Bullying” is defined as deliberate, persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Imbalance of Power:** There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Examples of bullying include:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they do not want to do.
- **Verbal** – by being persistently teased in a nasty way; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.
- **Electronic (cyber bullying)** – via text message, instant messenger services or social network sites or email. This also includes having images or videos posted on the internet or spread via mobile phones or other electric devices.

It is important to understand that bullying is not the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. All children fall out, argue and fight but this is not always bullying. It is important to know the difference and remember that bullying is done **Several Times On Purpose (STOP)**.

PREVENTING PEER-ON-PEER SEXUAL ABUSE

- The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.
- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group

sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment
- All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.
- Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.
- The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

CYBER BULLYING

- The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.
- The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.
- In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils’ personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.
- If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
- The school will follow DfE advice on ‘Searching, Screening and Confiscation’ (January 2018) at all times.

MANAGING DISCLOSURES

- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

CONFIDENTIALITY

- The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL will consider the following when making confidentiality decisions:
 - Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
 - Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.
- The school's Confidentiality Policy will be adhered to at all times.

WHOLE SCHOOL EXPECTATIONS

Whole school strategies for preventing bullying:

- Promoting the Golden Values in everything that we do (See Behaviour for Learning Policy for more information)
- Each class creates their own Class Charters and signs them to show they agree to promote and follow the articles and rights
- Being a Rights Respecting School and ensuring all children know their rights, particularly Article 19 - The Right to Be Safe and Article 13 - The right to freedom of expression.
- Making national anti-bullying week a high profile event each year
- Raising awareness through assemblies, work in PSHE lessons and circle time discussions.
- Introducing playground improvements and initiatives, e.g. Playground Leaders and Peer Mediators
- Using praise and rewards to reinforce good behaviour (see Behaviour for Learning policy).

Staff are responsible for:

- Maintain consistency in our agreed strategies
- Promote our school Golden Values of compassion, kindness respect etc.
- Promote the Gospel message of love, tolerance, support, forgiveness, care etc.
- Reward good behaviour in line with the Behaviour for Learning policy.
- Ensure there are activities to promote self-esteem, feelings of wellbeing and resilience within the curriculum and PSHE lessons.
- Support all children in their class and 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 (see Behaviour for Learning policy for the rewards).
- Ensure children know how to express worries and anxieties about bullying
- Ensure children know how to report incidents of bullying and feel confident and supported to do so
- Act immediately if they become aware of a bullying incident
- Provide follow-up support after bullying incidents to both the bully and the victim to ensure all bullying has stopped.
- Keep a record of all bullying incidents on CPOMs.

Pupils are responsible for:

- Follow the agreed Golden Values and the Behaviour for Learning Policy
- Inform a member of staff if they witness bullying or are a victim of bullying
- Walk away from dangerous situations and avoid involving other pupils in incidents
- Keep evidence of cyber bullying and inform a member of staff should they fall victim to cyber bullying

Parents are responsible for:

- Support the school's Anti-Bullying Policy and actively encourage their child to be a positive member of the school
- Inform their child's class teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Be watchful of their child's behaviour, attitude and characteristics and inform the child's class teacher of any changes.

The Headteacher and the SLT are responsible for:

- Review and amend the policy, accounting for new legislation and government guidance
- Keeping a bullying record on CPOMS of all reported incidents, including which types of bullying has occurred, to allow a proper analysis of the data collected
- Analysing the data in the bullying record on CPOMS every term to identify any trends, so that appropriate measure to tackle them can be implemented
- Arranging appropriate training for staff members
- Corresponding and meeting with parents where necessary
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur
- Providing a point of contact for pupils

PROCEDURES AND SUPPORT

Managing disclosures

- Be calm, listen and take what is said seriously.
- Investigate the incident fully to find out exactly what happened and whether the incident is bullying.
 - Ask the victim about the events.
 - Ask the bully for their account.
 - Where there is disagreement ask for independent witness.
- Ensure that the victim, alleged bully and witnesses are all interviewed separately.
- Members of staff to listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- If it is bullying or you have doubts, discuss the incident with a member of SLT, DSL or Head Teacher.
- Reassure the victim that every effort will be made to stop the bullying.
- Record the incident on CPOMs

All incidents/alleged instances of bullying will be investigated by a member of staff.

Sanctions

- If the SLT/teacher 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 pupil will be informed of the type of sanction to be used and future sanctions if the bullying continues (See Behaviour for Learning policy for the sanctions).
- The perpetrator is made to realise, by speaking regularly with the class teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents will be informed of bullying incidents and the actions that are being taken.
- The class teacher will monitor the pupils involved over the next half term. Any further incidents will also be recorded on CPOMs.

Support

- 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 SLT hold an informal 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 class teacher and victim are confident the bullying has stopped.
- The victim will be provided with lots of reassurance and helped to build up their self-esteem and confidence.
- The victim is encouraged to tell a trusted adult in school if the bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Supporting the pupils who have bullied others

- The pupil(s) will receive a consequence for their actions
- They will be able to discuss what happened and try to find reasons why they behaved that way
- They will be helped to reflect on why they became involved
- They will be helped to understand that what they did was wrong and why they need to change their behaviour
- The pupil(s) will be monitored to prevent re-occurrence.
- Parents will be informed and work together to improve/change the behaviour of the pupil(s)

Bullying Outside of School

- The headteacher has a specific statutory power to discipline pupils of poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on.
- In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The headteacher is responsible for determining whether it is appropriate to notify the police, or anti-social behaviour coordinator, of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

CPOMs

Incidents of bullying will be recorded on CPOMs using the steps below:

- **Incident – Who:** List the children/staff who were involved in the incident using full names
- **Incident – Where:** Where it took place
- **Incident – What:** Factual account of what happened/how often does the bullying take place/how long has the bullying been going on. Bullet points can help keep these concise
- **Incident - Outcome:** Immediate consequence/resolution or follow up to the incident.
- **Action** – should be added if required

Bullet points must be used to make the entry succinct and accurate.

An incident should be typed up on the same day as it occurs. If time is short, then details must be added within 2 working days.

SLT to monitor patterns in behaviour incidents each half term

Date	Amendments
March 2015	Update to include more detail about the use of sanctions.
September 2015	Original document updated to contain new procedure.
September 2019	Updated to include more detail about Golden Values.
October 2021	Updated to include more detail and changes
	To be reviewed yearly