



Care, Courtesy
& Commitment

Anti-Bullying Policy

May 2024

Signed:

Date:

Sacred Heart Catholic Primary School

Anti-Bullying Policy

Mission Statement

In Christ's family, we grow together, sharing our learning and love.

Rational

All involved in Sacred Heart have the right to feel welcome, happy, safe and secure, with an environment where all are able to thrive in their self-esteem and self-awareness. In order to do this, bullying will not be tolerated and we do all we can to prevent it.

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.

Policy Aims

- To ensure everyone in the school community understands what bullying is and that bullying will not be tolerated at Sacred Heart Catholic Primary School.
- To emphasise that every child is of equal worth, irrespective of age, gender, gender identity, family background, ethnic background or academic attainment.
- Prevent first before bullying occurs.
- Prevent and deal with any behaviour deemed as bullying.
- What steps to take if bullying does happen.

Definition of Bullying

Bullying is intentional, not an accident, where a bully hurts someone on purpose.

Bullying is repetitive. This means that the bully hurts someone over and over again; it isn't an incident that happens only once.

In general, bullying is where one person acts like they have more power than another, and does whatever they can to hurt that person.

It is not bullying when two children of similar age, power and strength have an occasional fight or quarrel.

Types of bullying:

Bullying is defined as any actions that are meant to be hurtful and can take many forms.

There are 4 main types of bullying.

Physical: Any form of violence (eg: pushing, kicking, hitting, pinching) or threatening violence, or taking and damaging belongings. Someone hurting someone else, such as, hitting, kicking, punching, spitting, pushing and pinching (child-friendly).

Verbal: Name-calling (including racial and sexual), sarcasm, spreading rumours, teasing. Using unkind words to hurt (child-friendly).

Emotional: Excluding children from games, isolation, humiliation, ridicule, refusing to talk to children, staring at children. Hurting people's feelings and leaving people out (child-friendly).

Cyber/On-line: Bullying through social networking, online gaming, malicious texts and messages, prank phone calls, photo changing software. Saying and doing unkind things by text, email or online (child-friendly).

Racist: racial taunts, graffiti, gestures. Calling people names because of the colour of their skin, their religious beliefs or where they come from (child-friendly).

Sexual: unwanted physical contact or emotional, abusive contact. Saying mean things about a person's appearance, body parts (child-friendly).

Homophobic, Transphobic and Biphobic: this bullying involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.

Some children are in some way more vulnerable to bullying, such as children who have specific abilities, disabilities or special educational needs (including behaviour), pupils new to the school, pupils who fall into specific social groups due to their family status or those with English as an additional language. School is highly aware of these children and takes additional care to meet their needs.

Signs and Symptoms

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

The more common signs include:

- **Physical signs:** Injuries, damaged clothing, general ill-health due to stress.
- **Emotional signs:** Mood swings, changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural signs:** Withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour.
- **General:** Frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults.

These signs could indicate other problems, but bullying should be considered as a possibility and should be investigated.

The Role of Governors

The governing body supports the Anti-Bullying Lead and Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Anti-Bullying Lead and Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

The Anti-Bullying Policy will be reviewed annually by the Governing Body.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the Anti-Bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher ensures that reports are made to the governing body about the effectiveness of the anti-bullying policy.

The Headteacher ensures:

All children know that bullying is wrong, and that it is unacceptable behaviour in this school. Ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. 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. Each term the Headteacher will assess any incidents of bullying with the SLT updating all bullying records, to ensure that no further bullying involving the pupils in the record has taken place and that any patterns that can be identified in bullying behaviour are being addressed.

The Role of Staff Members

All staff will receive training on the implementation of the Anti-Bullying policy annually. The staff in school take all forms of bullying seriously, and seek to prevent it from taking place. Through the school's work on promoting British Values, Diversity and use of RHSE, pupils are encouraged to understand and empathise with vulnerable peers and to gain the

skills to support all their peers appropriately. Staff, through their professional responsibilities, will model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged and rewarded. When any bullying has taken place, the teacher/support staff will deal with the issue as soon as possible. Should incidents of bullying arise teachers and support staff will record details on CPOMS, alert the Anti-Bullying Lead and follow the 'Ladder of Help' (appendix C). The class teacher is to be informed. Teachers and support staff do all they can to support the child who is being bullied and the child who is bullying, ensuring that parents/carers remain informed. Incidents of bullying are followed up by the Deputy Headteacher if required, and the Senior Leadership Team are informed. This allows senior staff to check that any bullying has not resumed over the following months.

Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future, and reassuring the target that measures will be put into place to ensure that no further incidents of bullying take place. Restorative approaches will be used if appropriate. Both children's parents/carers will be informed, and they may be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, contact with external support agencies, such as the school's Educational Psychologist, MyEsteem.

Any relevant opportunities to attend training will be taken up by all members of staff, to equip them to identify bullying and to follow school policy and procedures with regard to behaviour management. The school team works to ensure that all pupils, with particular regard to pupils who may be vulnerable to bullying, are provided with an appropriate level of support to ensure that they are able to experience all that school has to offer.

Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

All staff try to ensure that children know the difference between bullying and simply "falling out."

The Role of Parents/Carers

Parents/carers 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 who will follow the school's 'Ladder of Help' (appendix C). If they are not satisfied with the response, they should contact the Anti-Bullying Lead or the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office and on the school's website.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. An anti-bullying advice leaflet

(appendix A), is issued annually to parents/carers and information for parents is available on the school's website.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are or someone else is being bullied, and if the bullying continues, they must keep on letting people know.

A copy of the Anti-Bullying Leaflet for Pupils (appendix B), is updated and issued to pupils each year. This presents the key points of the school's Anti-Bullying Policy in a child friendly format.

Year 5 and 6 pupils are trained as Infant Buddies and Play Leaders to work with the younger pupils during lunchtime, leading activities and ensuring that all pupils are included. Their training includes identifying pupils who may be bullying or being bullied and the steps they should take to alert a member of staff.

Strategies to Prevent Bullying

Prevention is better than cure. At Sacred Heart the children are taught to respect one another and expect to be respected in return. Their self-esteem, self-awareness of their actions, words and behaviour towards others are developed using our RHSE scheme "Life to the Full", our Code of Conduct; Care, Courtesy and Commitment, "The Way, The Truth and The Life" RE scheme and through assemblies, performances and circle times.

Also;

- All staff are trained to deal with bullying; all incidents are taken seriously and acted upon quickly.
- Involvement with anti-bullying week.
- Drama groups teaching the children about bullying and the consequences of their actions.
- Use of CEOP to teach the children how to stay safe and recognise signs of bullying on-line.
- Positive role models throughout school who use sanctions fairly and consistently.
- Named members of staff assigned to certain year groups at lunch time have been trained to use sanctions and rewards.
- Trained playground buddies promote inclusive play at playtimes.
- Active play equipment is used for purposeful games to be played at playtimes.
- Movement around school is orderly and well timed.
- Good liaison between staff and parents/carers.
- Children trust that staff will deal with their concerns.
- All children have their achievements recognised and celebrated.
- There is a whole school approach to tackling bullying.
- Children are involved in tackling bullying; school council.

- Friendship boards around school display how to be a friend, what to do if a friend is unhappy or being bullied, who to talk to.

How to Report Bullying

- All parents/carers and pupils must feel confident to activate the anti-bullying system within school to manage their concerns.
- Children are to use the five friends approach. All are taught to think of five people they trust and can go to for help. These can be their family, friends or staff.
- Anti-bullying lessons and RHSE lessons repeat the message of who to talk to.
- Children may find it hard to talk about, so worry boxes are in every classroom for children to write down their thoughts so staff can handle incidents with discretion and confidentiality.

How this is Managed, Recorded and Acted on

- Staff will follow the anti-bullying flow chart.
- All reported incidents of bullying are investigated and acted upon sensitively and promptly.
- A record of incidents is kept and monitored by the class teacher and update meetings are held between the class teacher and the Anti-Bullying Lead.
- Time is spent talking to the child who has bullied and the target. If further action is needed, the Senior Leadership Team and Anti-Bullying Lead are involved.
- Parents are informed and involved immediately, if it is deemed appropriate.
- The use of support groups and mediation are used to help children understand the consequences of their actions and how to develop into a more respectful friend, and to support the target in developing their self-esteem to help heal their recovery.
- External support agencies are sought if necessary.
- Sanctions will be applied in accordance with the school's behaviour policy.
- The class teacher, TA's and mid-day assistants will be informed to be able to monitor further development.
- Any incidents of bullying will be recorded and kept on file.

In class, to re-establish a positive and safe environment, circle time methods are used to help the children feel they can trust and have respect for all, so therefore feel able to speak out and stop bullying.

Review

The policy will be reviewed annually by the Governing body.

What is bullying?

Throughout school children will learn that bullying is:

- repeated behaviour that happens regularly;
- deliberate. The bully wants to hurt, humiliate or harm the other child;
- an imbalance of power. It involves someone (or a group of people) who are stronger in some way than the person who is being bullied. They may be older, stronger, there may be more of them or they may have a 'hold' over the person (e.g. they know a secret about them).

Children will learn that bullying is not:

- a one-off fight or argument;
- when a friend is sometimes thoughtless.

We teach our pupils about four different types of bullying:

1. Verbal e.g. hurtful comments and threats, name-calling (this includes Hate Crime - racist and homophobic, biphobic or transphobic comments);
2. Physical e.g. hitting, kicking, taking belongings;
3. Emotional e.g. staring, glaring, leaving people out, spreading rumours;
4. Cyber e.g. using technology to hurt someone through a variety of media - e.g. text messages, comments on social networks.



Why What does school do about bullying?

Child At Sacred Heart Catholic Primary School, we join in with Anti-Bullying week each year:

- We continue, through the year to promote Anti-Bullying in school through carefully
- thought out lessons, discussions within circle time and in RHSE lessons. This includes;
- issues such as Cyber-Bullying and what it means to be a good friend. We have Anti-
- Bullying display boards around the school to keep reminding children that bullying is
- not tolerated in Sacred Heart.

At school we have an Anti-Bullying policy which explains what to do if bullying is reported and what the school is doing to stop bullying happening in the first place.

- This work helps us to stop bullying happening by:

- REM**
- Making sure that all children and adults mean the same thing when they talk about bullying;
 - Helping children to understand how bullying feels for the person being bullied;
 - Making sure that all children feel confident about telling an adult when they know that bullying is going on;
 - Making sure that all children know exactly what to do if they are being bullied, and feel confident that something will be done to stop it;
 - Helping children enjoy, celebrate and respect the ways we are all different, as well as the ways in which we are similar, and to feel good about themselves.

How can I help at home?

The most important things that you can do to help your child to understand, help prevent, and deal with bullying are to:

- Know what your child will be learning about bullying at school (by reading this booklet or looking at the school's website);
- Encourage and support them to try out the skills they are learning in school;
- Be a good role model in the way you talk about others – so your child will learn that everybody deserves respect;
- Model empathy for others – talk about how other people might feel in different situations;
- Talk openly about what bullying is and how it feels;
- Make it safe for your child to share their worries about bullying with you, so they know they can rely on you to listen to them and support them;
- Talk to your child about the different types of bullying;
- Teach them how to use social media safely, and be a positive role model.

How do I know if my child is being bullied?

If you think your child may be being bullied, look out for:

- behaviour changes,
- withdrawal,
- not wanting to go to school,
- lots of stomach-aches, headaches or non-specific illness.

Sometimes these ailments will be real, and sometimes they may be made-up, but whether the illness is real or not, the worry certainly is, so it needs to be taken seriously.

Help your child to talk to you. Use books and TV plots to open up discussions about bullying. With younger children dolls, teddies or puppets are a good way to help them talk about their worries and feelings.



What should I do if I think my child is being bullied?

Your child may not tell you or us that he or she is being bullied. If you suspect it is happening, look out for the signs (see above).

- Do not get angry or threaten to visit the school or parent of the other child – this will only frighten your child further.
- Praise your child for telling you and reassure them that they have done the right thing.
- Listen to your child, accept your child's feelings and encourage them to talk about their worries – however minor it may seem to you the feelings are very real for them.
- Don't jump in with advice or try solve the problem for them. Listen to their ideas, unless they are likely to end up in serious danger or trouble.
- If you tell your child to fight back or say something 'clever' to the bullies they may well end up feeling twice as bad. Not only are they being bullied, but they have failed to stop it as well.
- Work doubly hard to help them feel valued and important.
- Help your child to think about what they would like to happen, and ask how you can help - if your child feels in danger, make sure that they have a plan for keeping safe. Avoid the children doing the bullying, e.g. staying with a group of friends, staying in safe areas, knowing who to go to for help etc.
- Tell your child that you have to inform your child's class teacher at this point and agree how you can do this in the best way so your child does not feel anxious about this happening

What should I do if my child continues to be bullied?

If the bullying carries on after your child has carried out their own strategies, there are further steps that you can take:

- Collect any evidence e.g. keep a diary of exactly what was said or done, when and where, keep any text messages, emails, or posts on social media.
- Alert the school. Make sure you talk to your child before you do this but be clear that this is what you must do. Agree with your child when is the best time for you to do this – maybe during lesson time or after school.
- When you talk to school please be specific about what has been happening. Ask us what we will do and what we would advise you to do. Remember that we all want the best for your child. We will draw up a plan together with follow up steps

What should my child do if they are being bullied?

We need to help our children to feel safe to tell us if they know bullying is happening. Children can tell any member of staff in school, they can tell one of our anti-bullying ambassadors or they can put a note in the ‘worry box’ in their classroom.

What should my child do if they witness bullying?

Talk to your child about what they can do to support a child who is being bullied. They could befriend the child and be kind to them, include them in their games and they must tell an adult what is going on. Tell your child to be an ‘Upstander’ and not a bystander.



What should I do if my child is bullying others?

If you are told that your child is bullying others don't immediately dismiss the idea or rush into punishing them. Try not to call them a bully as we are all capable of bullying others.

When you talk, stay calm and remind them that it is the behaviour you do not like not them.

Listen to what they have to say. If they deny it, arrange to see the teacher. Stay calm and listen to what the teacher has to say.

Talk to your child about how the other person feels - they may not realise how much they are hurting, frightening or upsetting the other person.

Help your child to develop confidence to make friends - happy people don't need to bully others.

Why don't schools just get rid of bullies?

Parents are often surprised when schools don't automatically exclude children who are bullying others. As parents our first concern will always be for our own child's safety and happiness.

There are three reasons why schools don't automatically exclude bullies:

1. If schools excluded every child who has ever bullied that would include many children. Many children in every school have either been bullied, seen bullying or bullied themselves. There is no evidence that children are born bullies or targets - they change roles according to where they are and who they are with.
2. If schools simply moved the problem onto another school other children will continue to suffer. The best thing to do is to deal with the problem and try to stop the child from bullying altogether. The school will always have the right to exclude them if the behaviour does not improve following all necessary actions.
3. There are always ways of changing bullying behaviour. Helping the bully to understand how the other child is feeling and the effect of bullying on them, teaching them to stand up to peer pressure from others, giving them support to manage the problems they are facing in their own lives - all of these things can change bullying behaviour for good.

Try to understand what we are doing at school and why. When children who are bullied are asked what they want to happen they very rarely mention punishing the other child or revenge, they almost always say: **'I just want it to stop.'**



More information can be found on the school's website in the Anti-Bullying section, including the school's Anti-Bullying Policy and the Pathways of Help that school follows when dealing with incidents of bullying.

<http://sacredheartmoreton.co.uk/>

These websites also offer useful information about how to deal with bullying, for parents:

www.kidscape.org.uk

www.childline.org.uk

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.nspcc.org.uk

Don't let
others
stop
YOU
from being
who you are
because
of who
THEY
are.

If you are being

bullied...



DO

- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Act as though you don't care what they say or do.

- Remember it is NOT your fault and you are NOT alone.

- Speak to someone you trust.

- Use your class worry box.

DON'T

- Get upset or cry

- Get angry

- Hit them

- Let them see reaction



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What

should I do if I see someone else being bullied?



* Don't walk away and ignore the bullying.

* Let the bully know what is happening.

* Tell the bully to S.T.O.P. if it is safe to do so.

* Don't stay silent or the bullying will keep happening.

* Make sure you tell someone you trust who can help.



Written in partnership with the School Council

Child Friendly Anti-bullying Policy



Care, Courtesy
& Commitment

“Love each other as I have loved you.”

John 15:12



What is bullying?

We believe a bully is someone who hurts someone not once, but repeatedly, by using targeted behaviour which is meant to hurt, frighten or upset. Bullying can be:

Emotional: Hurting people's feelings, leaving you out, being bossed about.

Physical: Punching, kicking, spitting, hitting, pushing.

Verbal: Being teased, name calling.

Cyber: texts, e-mail, chat rooms, social media

Racist: Calling you racist names, offensive comments about where you come from.

Where can I go?

If you need a friend to play with go to the Buddy Bench where you will find one of our Playground Buddies who will help.



Who can I tell?

What will happen?

We will always take it seriously.

Teachers will get involved to help to end the problem. They will speak with all the children involved and work to find a way to change the behaviour.

Parents could be contacted and there will be consequences for their actions but we will focus on restorative counselling and building positive friendships. **REMEMBER**

Through a 3rd person: Sending a friend with horrid messages.

Homophobic: Calling you gay, commenting on your sexuality.

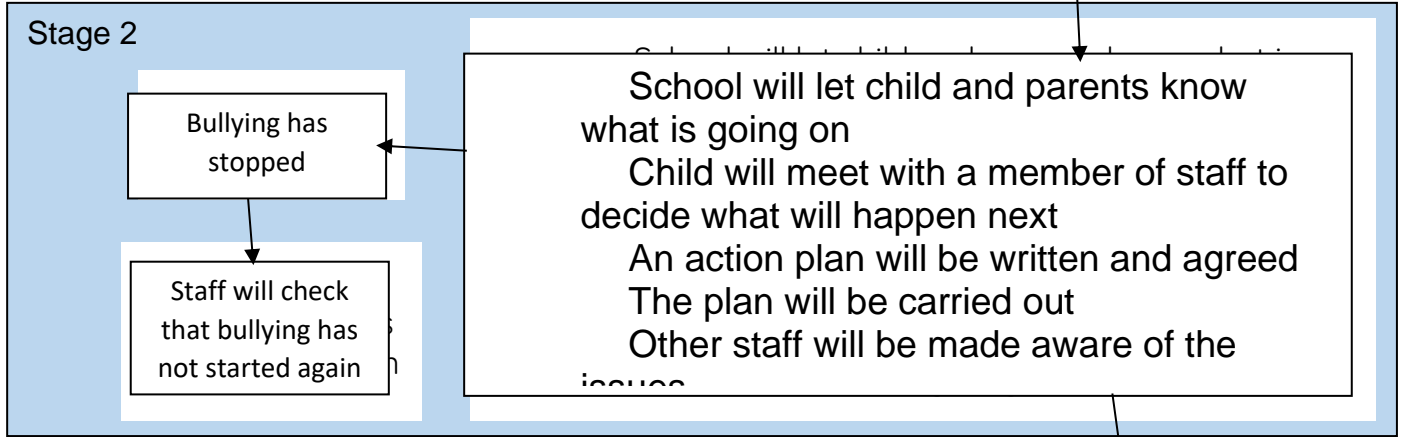
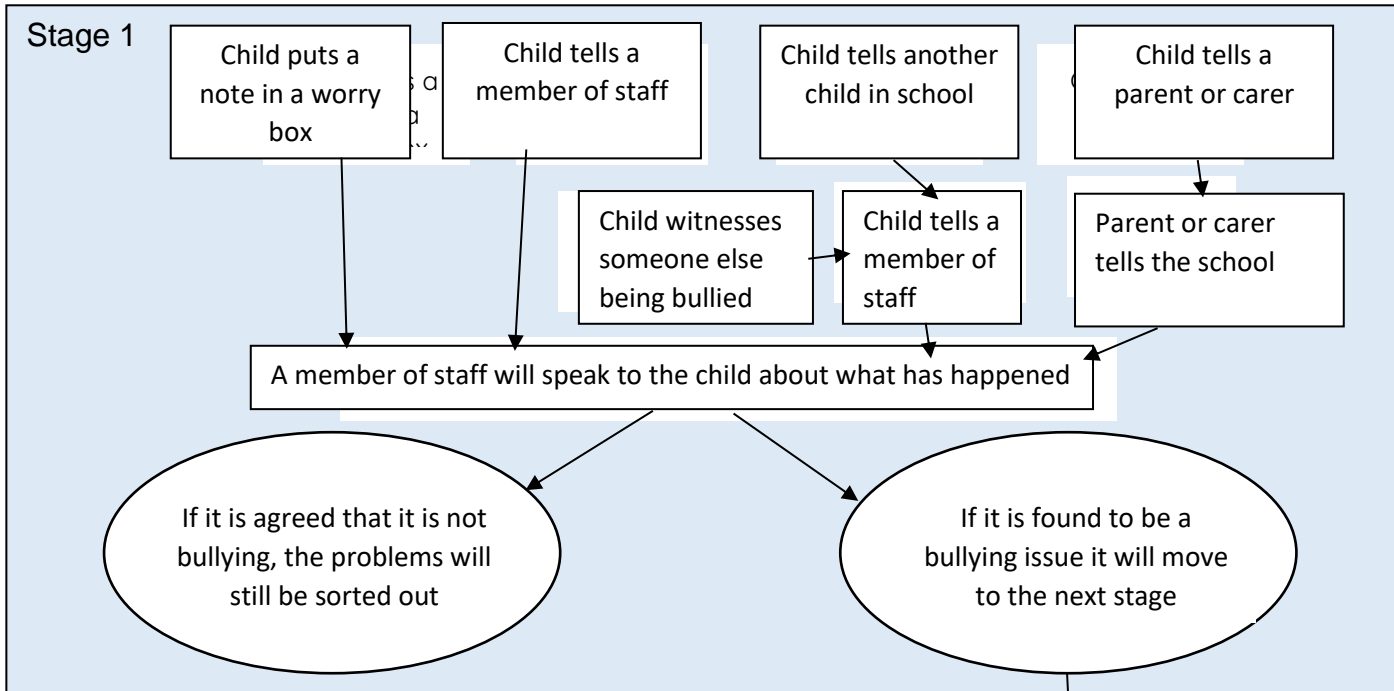
Everybody has the right to be who they are- because we were all made in God's image.



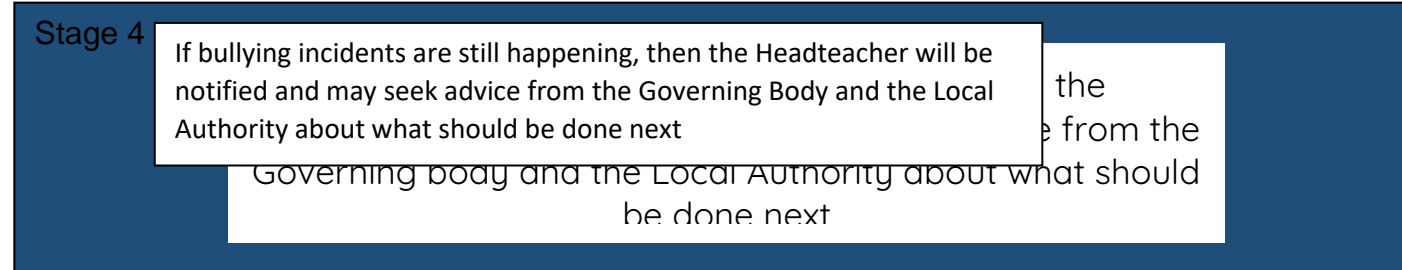
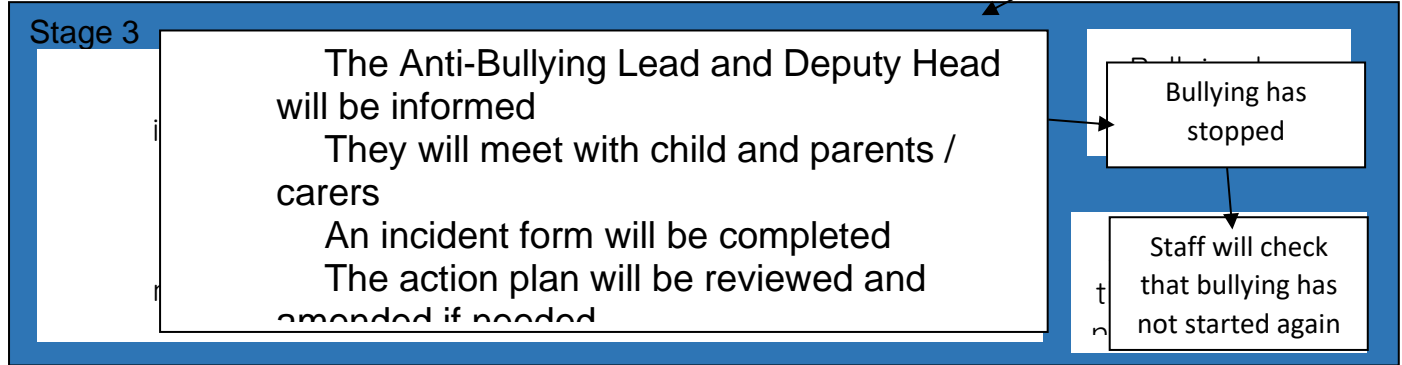
SPEAK OUT!

Together we can put a **STOP** to Bullying!

When a child believes they are being bullied



If bullying continues it will move to the next stage



Supporting Organisations and Guidance

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Beat Bullying www.beatbullying.org

Childline www.childline.org.uk

DFE Publications:

‘Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies’,

‘Supporting Children and Young People who are Bullied’: Advice for Schools’

www.gov.uk/government/publications/preventing-and-tackling-bullying

Family Lives www.familylives.org.uk

Kidscape www.kidscape.org.uk

MindEd www.minded.org.uk

NSPCC www.nspcc.org.uk

PSHE Association www.pshe-association.org.uk

Restorative Justice Council www.restorativejustice.org.uk

The Diana Award www.diana-award.org.uk

Victim Support www.victimsupport.org.uk

Young Minds www.youngminds.org.uk

Young Carers www.youngcarers.net

Cyberbullying

Childnet International www.childnet.com

Digizen www.digizen.org

Internet Watch Foundation www.iwf.org.uk

Think U Know www.thinkuknow.co.uk

UK Safer Internet Centre www.saferinternet.org.uk

LGBTQ

EACH www.eachaction.org.uk

PACE www.pacehealth.org.uk

Schools Out www.schools-out.org.uk

Stonewall www.stonewall.org.uk

SEND

Changing Faces www.changingfaces.org.uk

Mencap www.mencap.org.uk

DFE: SEND Code of Practice www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

Anne Frank Trust www.annefrank.org.uk

Kick it Out www.kickitout.org

Report It www.report-it.org.uk

Stop Hate www.stophateuk.org

Show Racism the Red Card www.srtrc.org/educational