



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy review: July 2018

Next review: July 2019

Policy written by: Linda O'Melia Headteacher
Policy reviewed & passed by: Welfare Committee
Key person responsible: Linda O'Melia Headteacher



1. Objective of this Policy

At St Theresa's School we believe that everyone has the right to feel welcome, safe, secure and respected within a caring, Catholic environment regardless of gender, race or social circumstance. As a community we are committed to living, working and growing together as one in God's family. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative strategies for both pupils and adults and to outline the consequences and sanctions for those who transgress.

This policy outlines what St Theresa's School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including bullying between adults or adults and pupils, will be tolerated.

2. Definitions of Bullying

Bullying is "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DfE "Preventing and Tackling Bullying", October 2014).

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – for instance, cyber-bullying via text messages or the internet.

2.1 *How can bullying be identified?*

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a Catholic culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- A reluctance to come to school /erratic attendance.
- A marked deterioration in a pupil's performance.
- A reluctance to go out to play.
- A reluctance to leave school at the normal time, walk home with other pupils.
- Unlikely excuses for possessions damaged or destroyed or missing.



- Persistent complaints of feeling unwell and unable to go to school.
- Pupils who present as isolated in the playground, dining room, during games etc.
- Pupils who display withdrawn, unforthcoming behaviour.

3. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors and all staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the aims of the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

3.1 Our school community will:

- Monitor and review our anti-bullying policy and practice on a regular basis, ensuring that all governors and staff know what the school policy is on bullying, and follow it should bullying be reported.
- Support all staff to promote positive relationships to prevent bullying and identify and tackle any bullying behaviour appropriately and promptly.
- Ensure that all pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
- Reassure parents/carers and pupils that they will be supported if bullying is reported. As a school we take bullying very seriously.
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that they feel safe to learn.
- Support all pupils through encouraging them to develop positive social skills and attitudes by learning how to relate to respect each other.

3.2 Strategies to help prevent the occurrence of bullying behaviour

At St Theresa's School we will:

- Ensure all staff are aware of and follow the school behaviour and anti-bullying policies.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Actively provide opportunities (through PSHE/SEAL activities/Values based Education) to develop pupils' social and emotional skills, including their resilience.
- Provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour.



- Train all staff to identify all forms of bullying and to follow the school policies and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and information about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

3.4 Involvement of pupils

We will:

- Regularly gather the pupil's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embed messages in the wider school curriculum (appropriate to their age).
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

4. Roles

4.1 The role of the school

The primary role of the school is to uphold its mission statement and the vision of this policy. In doing this, the school shall:

- Have a zero tolerance towards bullying and harassment.
- Highlight and encourage pro social behaviour.
- Be constantly alert to bullying.
- Ensure that there is adequate provision for pupils at break times.
- Monitor and record incidents of bullying.
- Ensure that this policy is updated regularly.
- Ensure that the policy is available to all members of the school community.
- Ensure that there are adequate lines of communication.
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour.
- Ensure that parents/carers are kept informed of anti-bullying arrangements through newsletters, meetings and presentations.
- Ensure that pupils are involved in anti-bullying procedures through assemblies, the curriculum, the school council and visual displays.

4.2 The role of the Headteacher and Deputy Headteacher

The primary role of the Headteacher and Deputy Headteacher is to ensure that the mission statement of the school and its Christian ethos is upheld. They are also responsible for maintaining a policy of zero tolerance towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.



The Headteacher and Deputy Headteacher should act as role models for staff, parents/carers and pupils and make every endeavour to create an ethos and climate of consideration, tolerance and respect within the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which pupils are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

The Deputy Headteacher will listen to all reports of harassment and alleged bullying raised by class teachers and read all necessary documents completed in accordance with the procedures in this document. He will, if necessary, speak to all those involved in such incidents and decide on further progress including sanctions where necessary. The Deputy Headteacher may decide to refer incidents to the Headteacher.

The Headteacher will listen to all reports of harassment and alleged bullying raised by class teachers and the Deputy Headteacher and read all necessary documents completed in accordance with the procedures in this document. She will, if necessary, speak to all those involved in such incidents and decide on further progress. The Headteacher will, when necessary, contact parents/carers of both perpetrators and victims of bullying and invite them into school to discuss the incidents.

The Headteacher will also decide on and inform parents/carers of any necessary sanctions to be imposed by the school. The Headteacher will, when necessary, liaise with the Governing Body and inform them of any bullying incidents.

4.3 The role of the Teacher, Teaching Assistants and Support Staff

The primary role of all staff members is to act as role models for students and to ensure that they are fully aware of the aims of this policy. They must also ensure that they send out a clear message that bullying will not be tolerated at St Theresa's School. Teachers should endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which pupils are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

Teachers should attempt to prevent bullying by using areas of the curriculum to reinforce the values contained in the school mission statement and present in our ethos. Pupils should be encouraged to work together and to value each other's contributions. Particular curriculum subjects such as RE, PSHE, Science and PE are ideal for teaching about specific issues related to bullying and for making pupils aware of the need to celebrate difference and diversity. Collaborative work, mixed gender and ability groups, partnership working and circle time are ideal opportunities to reinforce an ethos of support that can be used in all curriculum and non-curriculum activities.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. They should also act as role models and as mentors to whom victims of bullying can turn for support and advice.



5.0 Procedure for Children Who Are Bullied

When pupils feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach (detailed below) will be taught to the pupils in assemblies, carpet time and appropriate lessons in the curriculum.

The 3-step approach will be the focus of visual resources placed around the school premises both inside and outside in the form of large colourful posters and also in the form of smaller posters and newsletters for pupils and adults.

1. Hold up hand with palm facing other child/children say "Stop it" firmly.
2. Say firmly, "I don't like it when you do that."
3. Say firmly, "If you do it again, I will tell the teacher."

The pupil should then tell the class teacher, mid-day supervisor or adult in charge, so that they can continue with the procedures as set out in this document.

Pupils who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place.

5.1 Liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact if parents/carers are worried) is available to parents/carers e.g. website, newsletter.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for pupils.

5.2 Parents/carers Involvement

The parents/carers of bullies and their victims will be informed of an incident and of the action that has taken place and they will be encouraged 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 following the correct procedure). After discussions and/or actions following bullying incidents, monitoring of the behaviour will take place by the class teacher; this may incorporate a reward for achieving desired behaviour.

Parents/carers are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever feel they are being bullied. Keeping information from the school, or from their parents/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at St Theresa's School, we believe that one case is one case too many, and that it is essential to constantly review our policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside agencies to support our action.



5.3 Procedures for all staff dealing with incidents

When bullying is suspected or reported:

- Staff will intervene immediately when bullying is reported.
- Staff will investigate – listen to all parties and witnesses.
- The incident will be recorded and given to the Headteacher or Deputy Headteacher, who will interview the pupils concerned.
- The pupil being bullied will be made aware that the incident will be dealt with.
- Parents/carers of the pupil(s) doing the bullying will be asked to attend a meeting to discuss their child's behaviour.
- Parents/carers of the pupil(s) being bullied will be informed and invited to meet with an appropriate member of staff.
- A suitable sanction will be implemented for the pupil doing the bullying in order to modify or change the behaviour.
- Staff will monitor the behaviour of both "bully" and "victim", and all staff will be alerted to watch out for further occurrence.

5.4 Supporting pupils

The first priority will be to support the victim.

Pupils who have been bullied will be supported by:

- Being offered support by our Pastoral Leader, SENCo, class teacher or a member of staff of their choice.
- Reassuring the pupil and providing continuous support.
- Helped to develop strategies to prevent re-occurrence.
- Restoring self-esteem and confidence.

Sanctions will be applied to those pupils who are bullying as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play safely in the knowledge that the bully is not present.

5.5 Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour.
- Informing parents/carers to help change the attitude and behaviour of the pupil.
- Providing appropriate education and support.
- Sanctioning in line with school behaviour/discipline policy, for example, removal of the bully from the playground or classroom, time out in another class or with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, the parents/carers may be asked to take the child home at lunch time, or as a final resort, a formal exclusion process may be instigated.

5.6 Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, internal suspension or even exclusion will be considered.



- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The victim is offered help, advice and support by our Pastoral Leader/SENCo.
- The bully is offered help, advice and support by our Pastoral Leader/SENCo.

5.7 Prevention

- The issue of bullying will be openly discussed in school assemblies, during Anti-Bullying Week, through Circle Time and during lessons where appropriate. Empathy will be increased through role play and relevant stories. Language work and religious education will explore how people feel.
- Co-operative work and non-aggressive behaviour will be praised.
- All adults will be watchful and observe the social relationships between pupils.

6. Supporting Adults Affected by Bullying

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff / Headteacher.
- Being advised to keep a record of the bullying as evidence.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy or staff code of conduct.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and / or reporting account/content to service provider.
- Instigating disciplinary action, if appropriate.

7 Resources

7.1 Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- E-Safety (Online Safety) and Acceptable Use policies
- Curriculum policies such as PSHE and computing
- Use of mobile phone and social media policies
- Staff Code of Conduct

7.2 Supporting Organisations and Guidance

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



- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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

7.3 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

7.4 LGBT (lesbian, gay, bisexual, and transgender)

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

7.5 SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

7.6 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



This version supersedes the Policy dated January 2017

Headteacher:		Date:	
Chair of Ratifying Committee / Governing Body:		Date:	