ST VINCENT DE PAUL
CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING POLICY

*"We are called to be the hands and face of Jesus
as we learn, love and grow together"*

School's own version

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1. Statement of intent

St Vincent de Paul Catholic Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

This policy is based on DFE guidance "Preventing and Tackling Bullying" (July 2017). It also takes into account the DFE statutory guidance, "Keeping Children Safe in Education" (2022).

The following principles inform our anti-bullying approach:

- Bullying behaviour is unacceptable in all circumstances
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety, welfare and wellbeing of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with the values of a Catholic community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference and diversity, the need to cope with individuals whose behaviour we may find challenging and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that in the resolution of incidents pupils should, wherever possible, be reconciled and issues resolved in a restorative manner.

St Vincent de Paul School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents and is available on the school website.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

      a. Education and Inspections Act 2006

b. Equality Act 2010
c. Protection from Harassment Act 1997
d. Malicious Communications Act 1988
e. Public Order Act 1986
f. Communications Act 2003
g. Human Rights Act 1998
h. Crime and Disorder Act 1998
i. Education Act 2011
j. DfE (2017) 'Preventing and tackling bullying'
k. DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
l. DfE (2018) 'Mental health and wellbeing provision in schools'
m. DfE (2022) 'Keeping children safe in education'
n. DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Online Safety Policy

3.   Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it must take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a

message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

A child is at the age of criminal responsibility from their 10th year.

4.   Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group:

Bullying is "behavior by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DFE "Preventing & tackling Bullying Together" July 2017)

The following 3 dimensions collectively help us to define bullying behaviour:

4.1 Bullying is intentionally hurtful.
It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

4.2 Bullying is a repeated experience.
Being bullied is the experience of persistent or repeated anti-social behaviour. However, very rarely there could be single incidents which constitute bullying because of the fear and intimidation that projects beyond that initial incident or because of the number of people who have become involved (e.g. cyberbullying).

4.3 Bullying involves an inequality of power.
The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions.

Bullying behaviour can involve individuals or groups. It can occur with witnesses

present or when there is no one else present apart from the perpetrator and the person being bullied.

5. **Distinguishing between hurtful behaviour and bullying**

There is a difference between hurtful behaviour, which would not meet the three aspects listed above and bullying behaviour which would. Hurtful behviour, however, can contribute to bullying where it happens over time and is repeated.

Examples of hurtful behaviour that could contribute to bullying include:

- Verbal unkindness – such as mimicking, putting people down, saying negative things about family, clothes or appearance, name-calling, anonymous notes and texts, blackmail, deliberately embarrassing or humiliating others or posting hurtful remarks on the internet. Hurtful physical behaviour – such as hitting, hurting, hair pulling, pushing, kicking, deliberately disrupting work or play and extortion, or physical sexual harassment.
- Indirect hurtful behaviour – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind, forwarding hurtful texts, photographs or messages.
- Psychological bullying – such as intimidation, threats and looks to make another person feel uncomfortable or fearful.

All hurtful and bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.

The school avoids at all times labelling pupils as either victims or bullies. It is important that pupils who have been the targets of hurtful or bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others.

Similarly children who have engaged in hurtful or bullying behaviour will be supported to resolve the matter and change their behaviour.

It should be remembered that there is no typical "bully". Many children may use hurtful behaviours from time to time.

The school recognises that **not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school** and will result in an educative consequence as explained in our behaviour policy.

Where pupils cause harm or distress without intent or without realising the impact, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. Pupils with additional need may require further support to address this.

Appendix 1 lists the factors that will be considered when determining whether an incident is bullying or not.

6.   Vulnerable pupils

Certain groups of pupils are statistically more likely to be the targets of bullying. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND / additional needs
- Pupils suffering from a health issue.
- Pupils with caring responsibilities.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, perceived to be LGBTQ+ or from an LGBQT+ family background
- Pupils from Black and Minority Ethnic (BAME) backgrounds.
- Pupils from socioeconomically disadvantaged backgrounds.

Staff are aware of how some pupils may be more vulnerable than others and are heightened to to this possibility. However, anyone can be the victim of bullying, regardless of background.

7.   Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Teasing another pupil repeatedly because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Incidents can also sometimes be hurtful because of the use of language, behaviour

or ideas that are, or may be seen to be, related to the identity of the individual on the receiving end. As required by the Equality Act 2010 and recommended by the Home Office and DfE the school is responsive to:

"Any incident which is perceived to be racist / sexist / homophobic / transphobic / disablist by the victim or any other person"

The intention in using this definition is not to label individuals as prejudiced, but to take full account of the possibility of such a dimension and to record incidents on a uniform basis. The investigation of any such incident will seek to establish whether the behaviour, language or expression related to any of the protected characteristics was intentionally hurtful. Responses to such incidents will vary, depending on whether the intention was to cause harm or offence. Wherever offence is caused it needs to be understood and resolved. In all cases resolution will aim to educate and support children and to restore good relations between those with a particular protected characteristic and others.

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic/biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics,
e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

8.   Roles and responsibilities

8.1 **The governing body** is responsible for:

    a. Evaluating and reviewing this policy to ensure that it is not discriminatory.
    b. The overall implementation of this policy.
    c. Ensuring that the school adopts a tolerant and open-minded policy towards difference.
    d. Ensuring the school is inclusive.
    e. Analysing any bullying data to establish patterns and reviewing this policy in light of these.

8.2 **The headteacher** is responsible for:

    f. Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
    g. Ensuring that incidents are recorded on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
    h. Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
    i. Arranging appropriate training for staff members.

8.3 **The Designating Safeguarding Team** (which includes the headteacher and other members of the Senior Leadership team) is responsible for

- Monitoring patterns of behaviour recorded on CPOMS to identify whether an incident (or incidents over time) amount to bullying or hurtful behaviour.

- Ensuring that the correct CPOMS tag has been allocated to an incident in order that trends and patterns can be easily monitored

- Liaising with the headteacher to discuss patterns in behaviour that may constitute bullying

- Corresponding and meeting with parents where necessary in relation to incidents

- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

- Discussing all cases of bullying with the headteacher before action is

taken.

8.4 **Teachers and teaching assistants** are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Recording all behaviour incidents on CPOMS (an internal confidential monitoring system) and having a discussion with a member of the Designated Safeguarding Team where they believe a incident may be classified as bullying
- Offering emotional support to victims of bullying.
- Passing on all allegations of bullying from either a pupil or a parent to a member Designated Safeguarding Team.

8.5 **Parents** are responsible for:

- Informing their child's teacher, the headteacher or a member of the School's Designated Safeguarding Team if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Helping the school to protect the dignity of all individuals involved by maintaining confidentiality in relation to incidents

8.6 **Pupils** are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Involving adults as a matter of urgency when they notice that a peer is having a difficulty
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Being a good role model to each other

9. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying which will be regularly promoted across the whole school.

All reported instances of bullying will be investigated fully by a member of staff and will be overseen by a member of the school's Designated Safeguarding Team.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying where necessary. Potential victims of bullying will be placed in carefully considered groupings.

Opportunities to extend friendship groups and interactive skills will be provided through carefully and sensitively engineered situations.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying

All incidents considered to be bullying are recorded on the school's CPOMS system and are tagged appropriately. Notes of the investigation including witness statements where appropriate and records of all conversations with staff, parents and pupils will be recorded fully on CPOMS.

Actions relating to such conversations will also be recorded. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe through regular Personal, Social and Health Education (PSHE) work in classrooms.

At all times, children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns anonymously by using the communication box, situated in each classroom from Year 1 to Year 6. These are checked daily by school staff.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, pupils should be able to see that incidents have been dealt with and resolved.

Assemblies are used regularly to reinforce positive friendship messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum (largely in PSHE & RSE) develop pupils' understanding of bullying and this includes key Christian messages, such as respect and forgiveness. Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour.

In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour which raises concern.

10. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with damaged clothes / possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home or in school

Although the signs outlined above may not be due to bullying, they are factors that should be observed and should cause staff to delve deeper in order to find the root cause.

11. Preventing peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer 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, relationships education and group sessions. Such content will be specific to age and stage of development, 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". Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are 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.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils 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 pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's services.

11.1 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 and with the help of Children's Services where necessary.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a pupil with SEND, the DSL will record the incident on CPOMS and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

11.2 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 school's Confidentiality Policy will be adhered to at all times.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policies.

12. Cyberbullying

The school has an Online Safety Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the procedures set out in this policy if they become aware of any incidents.

In accordance with the Education Act 2011, the school has the right to examine 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.

13.   Procedures and consequences

If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the Headteacher as soon as possible. This will enable matters to be investigated without delay.

All incidents of bullying must be reported and all such reports will be taken seriously. During the investigation, the perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special actions will follow.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly.   However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

Isolated hurtful behaviours will be reported to the child's class teacher or the KS Lead, depending on the incident, who will investigate the incident and set appropriate educative and / or protective consequences for the perpetrator in line with the school's behaviour policy. Incidents will be recorded on CPOMS and the designated Safeguarding team will ensure that appropriate actions have been taken, including advice about informing parents where necessary, if this has not occurred. If the behaviour dealt with by class teachers continues it will be referred to a member of the Designated Safeguarding Team and ultimately to the Headteacher who may determine if this constitutes bullying.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- A room is used that allows for privacy during interviews
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

If the Headteacher or Designated Safeguarding Team member 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.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. Discretion will be used in enabling reconciliation; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken. Informal

monitoring of the pupils involved over the next half-term will take place.

Responses to bullying behaviour will usually involve a protective consequence and an educative consequence as per our behaviour policy. A protective consequence aims to remove the current danger and should allow the victim to feel safe. An educative consequence seeks to ensure that this behaviour will not be repeated.

A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others. The reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Persistent bullying – where support mechanisms are not having the desired outcomes or bullying episodes are of an extreme nature – could result in a suspension or permanent exclusion. *(See Behaviour Policy)*

The weekly staff briefing will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals.

14. Support following an incident

For a period of time after the initial complaint of bullying, the class teacher will enable informal discussions with the victim, on a regular basis, to check whether the bullying has stopped. A member of the designated Safeguarding Team will oversee this input and will monitor whether the bullying has stopped or not. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

If necessary, group dynamics will be broken up by members of staff.

Staff will work with the victim to build resilience through regular catch ups which may have a particular focus or through planned interventions e.g. art or music therapy.

The school will work with the perpetrator and his / her family in order for a positive presence in school to be maintained and to ensure that all needs are met.

15. Ongoing support

The progress of both the perpetrator and the victim will be monitored by their class teacher. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Pupils who have been bullied will be supported in the following ways:

- Being listened to
- Having the opportunity to meet regularly with a key member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others will be supported in the following ways:

- Receiving a protective and educative consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate other support where identified as a need

In cases where the effects of bullying are so severe that either the victim or the perpetrator cannot successfully reintegrate back into the school, the Headteacher will work with parents and the Local Authority in order to find a suitable solution.

16. Further information

The school's commitment to anti bullying measures is summarised in Appendix 2 and helpful hints for parents in dealing with bullying is included in Appendix 3. Appendix 4 contains links to some useful organisations.

APPENDIX 1

Factors that will be considered in deciding whether an incident is hurtful or bullying in nature

Factors to help determine if an incident constitutes bullying

Incident was bullying (all 3 amber warnings confirmed)

☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
☐ Involves an imbalance of power:
  ▪ target feels s/he cannot defend her/himself, or
  ▪ perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

Incident was not bullying on this occasion because it was

☐ the first hurtful incident between these children
☐ teasing/banter between friends without intention to cause hurt (should not happen again)
☐ falling out between friends after a quarrel, disagreement or misunderstanding
☐ conflict that got out of hand (should not happen again)
☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  ▪ got out of hand
  ▪ parental concern

Focus of Bullying/Hurtful Behaviour that must be considered as part of the investigation

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		

Homophobia/transphobic /sexuality		
Sexualised		
SEN and Disability		
Ability		

Manifestations of Bullying that may be witnessed

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

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Appendix 2

The School's Commitment

The school will:

- ➢ Create an environment where children feel safe to raise their concerns

- ➢ Listen and respond

- ➢ Teach pupils to understand what bullying is, to recognise their responsibilities towards others, to be resilient and reduce their own vulnerability. This includes key Christian messages such as respect and forgiveness

- ➢ Act to eliminate inappropriate or hurtful behaviour through education alongside appropriate individualized sanctions and ensure that bullying behaviour stops

- ➢ Act with integrity to resolve incidents, strive to rebuild relationships and restore a safe environment for all

- ➢ Make staff aware of concerning behaviour and vulnerable children so they can provide appropriate support

- ➢ Inform parents of any significant incidents involving their children so they can support their child and assist in achieving resolution

- ➢ Record all significant incidents

- ➢ Provide follow up support to vulnerable individuals as appropriate

Appendix 3

How to support your child when you are concerned about bullying

Parents have an important role in encouraging their children to be positive members of the school community. We can only be fully effective in dealing with incidents with parents' support:

- Be aware that an anti-bullying policy is available from the office and on the web-site

- Inform the school of all incidents of bullying. Report single incidents to the class teacher or repeated hurtful behaviour to a senior member of staff

- Please do not approach other parents or children directly or spread stories about incidents either in person or on-line

- If you think your child is being bullied:
    - listen carefully and reassure her/him
    - explain the importance of telling an adult at school
    - work to raise her/his self-esteem and self-worth
    - help her/him to implement any strategies that have been agreed with the school

- If your child has used bullying behaviour:
    - help her/him understand why their behaviour is unacceptable and the impact it is, or may be, having on others
    - support her/him in co-operating with the school
    - help her/him to implement any strategies that have been agreed with the school
    - encourage and praise positive change

- In all cases parents can help their child to reconcile, repair relationships and put resolved incidents behind them by encouraging a forward looking approach and reminding of the fact that resolution has been achieved.

Please do come and talk to us if you have any concerns in relation to bullying or hurtful behaviours. No problem is ever too big or too small to tackle!

Appendix 4

Links to other organisations that may be able to provide information and support:

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- The Anti-Bullying Alliance (ABA): www.anti-bullyingalliance.org.uk

- Kidscape: www.kidscape.org.uk

- Childline: www.childline.org.uk

- Restorative Justice Council: www.restorativejustice.org.uk

- Family Lives: www.familylives.org.uk

- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk

- PSHE Association: www.pshe-association.org.uk

Cyber-bullying and online safety

- ChildNet International: www.childnet.com

- Digizen: www.digizen.org

- Think U Know: www.thinkuknow.co.uk

LGBT issues

- Stonewall: www.stonewall.org.uk

SEND

- Mencap: www.mencap.org.uk

- Changing Faces: www.changingfaces.org.uk

- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. www.cafamily.org.uk/media/750755/cyberbullying-and-send-module-final.pdf

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk

- Educate Against Hate: www.educateagainsthate.com

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

- Kick It Out: www.kickitout.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): http://www.endviolenceagainstwomen.org.uk/campaign/schools-safe-4-girls/

- Disrespect No Body: https://www.disrespectnobody.co.uk/

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
- www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing & Tackling Bullying' (July 2017): www.gov.uk/government/publications/preventing-and-tackling-bullying