

Pray, Learn, Achieve and Celebrate Together



Anti-Bullying Policy

A new commandment I give unto you: that you love one another as I have loved you."

John 13:34

Written: September 2022

Statement of Intent

At St Gabriel's we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At St Gabriel's we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.

Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time, R Time and worry boxes etc.) will be used throughout the school to reduce the opportunities for bullying to occur.

A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberately hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people.

It is the above behaviour repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose).

Bullying results in worry, fear, pain and distress to the victims.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's belongings
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/ or focussing on the issue of sexuality
- **Cyber:** Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their **disability or special educational needs.**
- Any unfavourable or negative comments, gestures or actions made to someone relating to their **gender or gender orientation**

Bullying is not:

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. It is bullying if it is done **Several Times On Purpose (STOP).**

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At St Gabriel's we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms of bullying:

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable

- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

The children were all asked this question and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone (see Appendix 1).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.
- Remember STOP - **Start Telling Other People**

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.
- Remember STOP - **Start Telling Other People**

Bullying of children with Special Educational Needs

St Gabriel's is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

Everyone involved in the school is very aware that children with special needs or a disability can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at St Gabriel's. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

Stage One is to report the incidents to your child's class teacher and the following steps will be put in place.

- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
- If possible, the pupils will be reconciled.
- Bullying incident to be recorded on CPOMS (state the words in brackets after the initials – just the first time you use the initials)
- Class teacher will monitor both the victim(s) and the bully(ies) for a four-week period.

Stage two: If the bullying incidents continue after class teacher intervention then the incidents will be reported to the Deputy Head teacher and **The Seven Steps Approach** will be implemented. (See Appendix 1 for the questions and scripted dialogue to be had with both parties)

Step one – Interview with the victim

The process starts with the Deputy Head Teacher talking to the victim about their feelings and what has happened, who it involves, where it took place and when it happened.

Step Two – Convene a meeting with the people involved

The Deputy Head arranges to meet with the group of pupils who the victim identified as being there when they felt unsafe. This will include some bystanders or colluders who joined in but who did not initiate the bullying. This may involve a group of six to eight children.

Step 3- Explain the problem

The group is told about the way the victim is feeling at this point. Any written work or drawings from the victim will be shared with the group to emphasis the victim's distress. At no time are details discussed or blame allocated to the group.

Step 4- Shared responsibility

Blame is not attributed, but it is stated by the Deputy Head that the group knows they are responsible and can do something about it.

Step 5 – Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Their ideas are noted down and some positive responses are given but the group is not made to promise to improve their behaviour.

Step Six- Leave it up to them

The meeting ends with the Deputy Head passing over responsibility to the group to solve the problem. A future meeting is arranged for the following week.

Step Seven – Meet them again individually

About a week later the Deputy Head will discuss first with the victim and then with each student individually about how things have been going. This will be repeated throughout the coming months to keep the children involved in the process and to enable the situation to be monitored. (See Appendix 1 for the questions, dialogue to be had with both parties)

Stage Three

If incidents continue, Parents/Guardians of both the victim(s) and bully(bullies) will be contacted and strategies being used will be explained and next steps will be discussed

Stage Four –Next Steps

If incidents continue Outside Agencies will be contacted (Targeted Education Support Teams, Start well, Social Care, Educational Psychologists or Police)

- An Early Help or Pastoral Support Programme will be put in place.
- In cases of serious bullying, the incidents will be recorded by staff on CPOMS.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem and establish what the next steps are.
- In serious cases of bullying a fixed term exclusion may be implemented.

- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- The anti-bullying Governor will present termly reports on serious bullying incidents to the Governors.
- If necessary and appropriate school will make contact with Social Services or the police.

The children have also discussed this question in their classes and some of the sanctions they suggested are included in the list below:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes (stay with class teacher, write lines or do extra work)
- Stand outside the Headteacher's office
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Be removed from class and work in isolation
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Litter pick the playground
- Mediation supported by a trusted adult.
- Fixed term exclusion
- Permanent exclusion
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Action to be taken to support the bully:

Type and method of support will depend on individual needs, age and maturity of the child.

- It may be suggested that the children involved meet with the support of their class teachers.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.

- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this may be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
- Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.
- Counselling sessions may be offered

Role of Parents

- Parents have an important part to play in our anti-bullying policy.

We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education and monitor their online activities.
- If they feel their child may be a victim of bullying behaviour, to inform school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, we ask them to not approach that child or the child's parent on the playground, but to inform school immediately
- Not advise their child to fight back. This will only make the problem much harder to solve.
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high-profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- Circle time on bullying issues
- R Time Weekly
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Creation of an anti-bullying school notice board in the school hall
- Prominently displaying anti-bullying posters produced by the children around the school
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas
- Introducing playground improvements and initiatives
- Introduction of Play Leaders and friendship benches
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff
- Providing workshops on Anti Bullying and Cyber Bulling for parents
- Using outside agencies, visits and visitors to promote Healthy relationships, CAMHs, Domestic Violence Team, Police and the NSPCC

Bullying outside of school

Any Incidents of bullying outside of school including cyber bullying will be dealt with in accordance with the procedures outlined above.

This covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any actions will be taken in accordance with national guidelines and will cover circumstances such as:

- taking part in school organised / related activities
- travelling to or from school
- Cyber Bullying

- Racial abuse
- Homophobic bullying
- Bullying linked to gender or gender orientation.
- Bullying linked to disability or special educational needs.

Monitoring and evaluation of the policy

- To ensure this policy is effective, it will be regularly monitored and evaluated.
- Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/guardians' comments posted in the 'Worry' box and CPOMS will be used to gauge the effectiveness of the policy.
- Following an annual review any amendments will be made to the policy and everyone informed.
- An annual report will then be issued to governors and parents and the policy will be distributed to all parents via the schools Website.

Appendix 1

See Restorative resource pack (Paper Copy only)

Appendix 2 Linked Policies

This policy should be read in conjunction with: -

- School Safeguarding Policy
- School Behaviour Policy
- School Child Protection Policy
- School E-Safety Policy
- School SMSC Policy
- School RSE Policy
- School Equal Opportunities Policy
- School SEND and Inclusion Policy

Appendix 3 Sources of further information to support and help

Name of Organisation	Telephone Number	Website
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Anti-Bullying alliance	0207 843 1901	https://www.antibullyingalliance.org.uk/
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk

Appendix 4

Legal Framework

Since September 1999 all schools have been required to have an anti-bullying policy in place.

All agencies working with children and young people (including schools and colleges) must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination (Children Act 2004).

Human Rights Act 1998

Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination.

Race Relations Act 2000

Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.

Employment equality (Religion or Belief) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of religion or belief.

Employment equality (Sexual Orientation) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.

Disability Equality Duty 2006

Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.

Gender Equality Duty 2007

Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women.

Equality Act (Sexual Orientation) Regulations 2007

Outlawed discrimination on the grounds of sexual orientation in the provision of goods and services.

There are some cases when bullying stops being bullying and becomes a **crime**. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity, under the **Harassment Act 1997** or of the **Offences Against the Person Act**

1861 for example.