

# St. Elizabeth Catholic Primary School

## Anti – bullying Policy



<b>Adopted this Policy</b>	July 2016
<b>Reviewed</b>	July 2020
<b>Reviewed</b>	July 2022
<b>Next review</b>	July 2023
<b>Chair of Governor’s signature</b>	
<b>Headteacher’s Signature</b>	

### **Article 12**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

### **Article 19**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### **Article 28**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### **Safeguarding Statement**

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### **Equality statement**

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

### **School Values**

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – Relationships, Resilience, Responsibility and Respect, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

### **British Values**

At St Elizabeth, the school recognises and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **Data Protection**

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

### **Catholic Ethos**

As a Christian community it is our belief that we should endeavour to support all children to realise their full spiritual, moral, social and academic potential.

## **Statement of Intent**

St. Elizabeth Catholic Primary School, in wishing to develop its anti-bullying strategies, has evolved this policy to support governors, staff, parents and pupils in their efforts to eradicate all forms of bullying from within the school.

This policy has been developed in line with legal requirements and statutory guidance. Please note that this policy is linked to our Behaviour, Equality and Inclusion Policies.

The school hopes to illustrate its concern about bullying via a whole school approach of awareness raising and implementation of this policy.

Our goal, with the support of parents, staff and governors is to provide a safe and harmonious environment for all of our pupils where everybody looks after each other.

## **Aims and Objectives of this Policy**

The aim of this policy is to provide clear guidance to governors, staff, parents and pupils on our strategies to prevent/reduce and respond to bullying, as well as working with the victims and perpetrators.

### **Bullying is:**

- Deliberately hurtful, either physically, emotionally or psychologically.
- Usually repeated over a period of time by another individual or a group.
- Difficult for victims to defend themselves against.

### **Bullying can take many forms, but the main types are:**

- Physical – hitting, kicking, taking belongings
- Verbal - Name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Racist –racial taunts, graffiti, gestures
- Emotional-being unfriendly, excluding, tormenting.
- Sexual- unwanted physical contact or sexually abusive comments.
- Homophobic- focusing on the issue of sexuality
- Cyber- using the Internet; email, chat rooms, mobile phones.

### **Who is involved with bullying and where?**

The school accepts that there is a danger of bullying in all schools. We are alert to the fact that bullying is most likely to occur when adult supervision is intermittent such as in the school playground. Therefore, reporting procedures are in place for children to bring such incidents to the attention of the staff.

We recognize that both boys and girls can be victim or perpetrator within this issue. Bullies can come from any kind of family; there is no pattern of social class or cultural group. One pupil may start bullying a victim and then others become involved. They may:

- help a bully by joining in
- help the bully by watching, shouting and laughing
- remain uninvolved
- help the victim directly, tell the bully to stop, fetch an adult.

### **Possible symptoms of Bullying**

Common symptoms include:

headaches, stomach aches, anxiety, irritability, tearfulness, aggression.

Reluctance to go to school. Loss in communication. Academic deterioration. Loss of appetite.

Apathy and indifference to those closest to them.

## **Who may become a victim?**

The school is aware that:

### **Any child may become a victim**

However, we remain alert to the fact that certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- being from a different racial or ethnic group from the majority
- being different in some respect (accent or dress code)
- having special educational needs or a disability
- behaving inappropriately, being a nuisance.
- appearing to have more/less than other children i.e. mobile phones, trainers.

The PSHE and RE schemes of work promote the value of all human beings in all their differences and diversities.

## **Roles and Responsibilities**

### **Head teacher**

- Sharing the policy with the school and parents.
- Making sure the policy is implemented
- To monitor, review and evaluate the effectiveness of the policy
- Ensure staff are trained and kept up to date.
- Liaise with governors and parents. Make sure the children, parents and staff knows the head teacher is available and supportive.

### **Governors**

- Support the head teacher in following the guidelines
- Inform and consult with parents
- Ensure the policy is in line with national and local guidelines.

### **Pupils**

- Know about the policy and understand it.
- Feel secure in their understanding.
- Understand the support /reporting structure
- Play an active part in implementing strategies.

### **Parents**

- Parents 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.
- Parents have a responsibility to support the school's ethos and anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Parents have a responsibility to behave in an appropriate manner within the school grounds and refrain from using intimidation within the school community.

### **The Learning Mentors**

The Learning Mentors are actively involved in working with children in small groups and on a one to one basis for the following reasons:

- To help with friendship issues and build self-esteem.
- To develop anti bullying strategies such as working with children on anger management
- To develop emotional literacy

The learning mentor is also on duty during playtimes and is able, along with lunch time staff, to offer support and guidance to children.

## Strategies to Prevent and Respond to Bullying

- Raise awareness through the curriculum using PSHE, P4C and RE.
- Take part in Anti-Bullying week including any Tower Hamlets initiatives.
- Posters showing Help Lines are displayed in the school.
- Give children the opportunity to discuss issues i.e. circle time, worry box.
- Use outside agencies (visiting Police Officers, Life Education) to boost self-esteem and help all children to gain self confidence.
- Children know who (all adults working in the school, their parents) to approach if they feel they are being bullied and feel safe in sharing their feelings.
- School Council to be involved in discussing strategies.
- Adults should respond to all reports of bullying. Listen carefully and don't make assumptions.
- All accounts should be investigated.
- Where investigation leads to the conclusion that bullying has taken place the incident should be **recorded and reported to the head teacher**.
- The head teacher or deputy will speak to both the bully and the victim.
- The head teacher or deputy should record **action taken** and follow up checking bullying has **not resumed**.
- Adults can refer children to the Learning Mentors if they feel the children are in danger of being bullied or becoming bullied.
- Children can refer themselves to the Learning Mentors.
- We have children appointed as Playground Buddies whose job it is to look out for children who are alone or upset and play with them or tell an adult if any child is distressed.

## Other Strategies that may be used:

- Parents will be informed.
- Involvement of School Learning Mentor for counselling victim and bully.
- Numerous or persistent cases may require **whole class level intervention**. (circle time)
- Individual pupils may require **additional support** (Bully and victim)
- Intervention from **SENDco**, behaviour reports.
- Time out from playground activities / close supervision.
- Quiet lunch times where pupils can have lunch in a small group away from the hall.
- Soft start each morning where pupils can go into the library before going into class in the mornings.
- **Use of the schools Behaviour Policy**.
- Only in **extreme cases** of persistent offenders will the school resort to exclusions.

## Monitoring and Evaluating

The policy and strategies will be reviewed every two years by staff, governors and children.

<b>Date of Ratification:</b>		<b>Signed:</b>  <b>Ms A John (HEAD TEACHER)</b>  <b>Mr T O'Sullivan (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>		<b>Signed:</b>  <b>Ms A John (HEAD TEACHER)</b>  <b>Mr T O'Sullivan (CHAIR OF GOVERNORS)</b>
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