



## ACHIEVING EXCELLENCE TOGETHER

*Inspiring independent learners with Jesus by our side*

### **ANTI-BULLYING POLICY 2022**

#### **WHAT IS BULLYING?**

Our community is one based on love, trust and respect and our Mission Statement reflects that our purpose is to develop learning in a Christian, caring environment which promotes the Catholic faith. As a Catholic community with Gospel led values we are committed to embracing those who for many reasons may be at risk of exclusion from that community. All the school's policies therefore reflect our desire to evolve inclusive practices and to create inclusive cultures. This includes supporting both children who may be bullied and those who bully others.

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally". Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

The three main characteristics of bullying are: *ongoing; deliberate; unequal.*

Bullying can occur through several types of anti-social behaviour and is where Child on Child abuse occurs.

There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);

- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.
- **Physical:** a pupil uses physical force to hurt another pupil by hitting, pushing, shoving, kicking, pinching or holding them down. Physical bullying also includes taking or breaking a pupil's belongings and stealing or demanding money.
- **Verbal:** is when a pupil uses words to hurt another pupil. This includes threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, slurs, graffiti, put-downs and ridicule.
- **Mental:** This includes: being given dirty looks or being followed, intimidated or manipulated. (This is often less obvious or direct than other forms of bullying).

It is important to remember that bullying can also be a combination of the above. All staff understand the damaging and at times fatal effects bullying can and does have on children and young people and respond to it effectively.

We accept that not all acts of aggression are necessarily bullying and that bullying must not be confused with retaliation, "hitting back" in whatever form.

The terminology used in this policy can be defined as:

'Victim' –the person/child who is bullied; target of bullying

'Bully' – the person doing the bullying/ using bullying behaviours

### **Safeguarding pupils who are victims of Child on Child abuse**

There is no clear definition of what child on child abuse entails. However, it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Child on Child abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend

## **AIM**

Our aim is:-

- to prevent bullying within the positive caring ethos of our school and to develop in children an understanding which will also help prevent bullying outside of school
- to create an atmosphere where children can disclose bullying which is taken seriously and appropriate action taken.

## **OBJECTIVES**

To prevent bullying we ensure that children, teachers, support staff and parents know that the school is serious about tackling bullying by:-

- involving children and teachers in the policy making
- informing support staff and parents of the policy decisions and seeking their co-operation
- taking appropriate action as soon as bullying is recognised
- applying our anti-bullying policy consistently
- monitoring situations regularly
- encouraging open discussion about bullying in the classroom and at whole school gatherings throughout the year and particularly during anti-bullying week
- encouraging children to tell an adult if they feel they are being bullied, knowing that the adult will listen to what they have to say
- ensuring that children are educated about how to deal with bullies
- working with 'bullies' to help them build improved relationships with others
- recording details of all action taken and by continuing to monitor the situation

## **SANCTIONS**

In order that we have a consistent approach we follow the guidance in our school 'Behaviour Policy'. Please read this in conjunction with the 'Anti- Bullying Policy.'

## **GUIDANCE FOR PUPILS**

The advice given to the children is that:

- if they feel they are being bullied tell an adult - class teacher, other teacher, Headteacher, midday assistant, mum or dad
- do not keep it to themselves and do not be afraid to tell - this is standing up for yourself.

We recognise the same approach will apply at playtimes as in class-time.

## **ACTION**

Any occurrence of bullying is dealt with as soon as possible in the most appropriate way, usually by the class teacher in consultation with the Headteacher or other colleagues. We resolve to address the problem in a consistent manner by:-

- remaining calm
- taking the incident or report seriously
- taking action as quickly as possible
- reassuring the victim(s), not making them feel inadequate
- offering concrete help, advice and support to the victim(s)
- support the bully to see the victim's point of view
- discuss incident with parents of bully and victim
- continue to monitor the situation to ensure no repetition

Serious or persistent bullying is investigated by the Headteacher. Please see the 'Behaviour Policy' for further details. Any incidents are recorded in the school incident log (CPOMS)

Last reviewed by staff            October 2022  
Agreed by the Governors        Autumn 2022