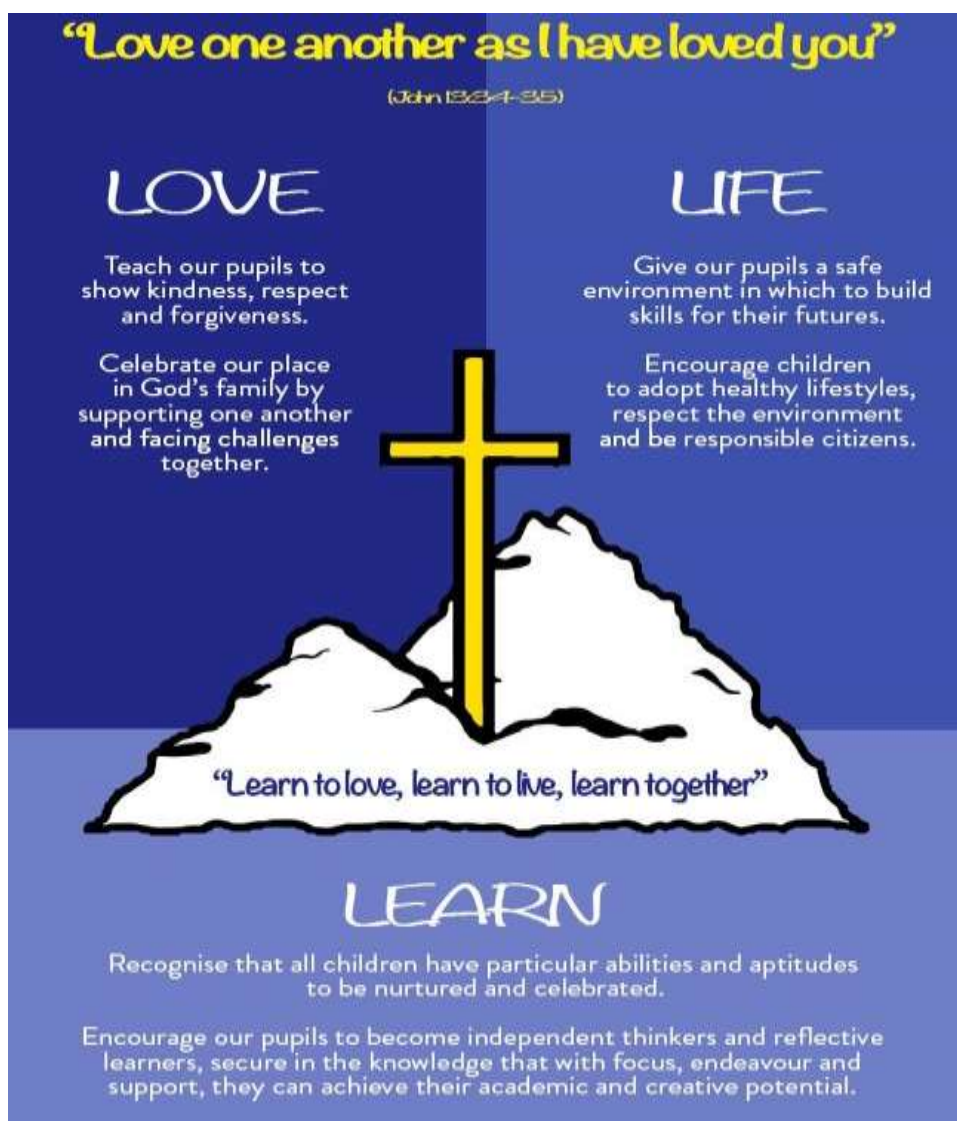


Ladymount Catholic Primary School



Anti-Bullying Policy

Date	Comments	Changes	Governor Committee
October 2019			Curriculum and Pupil Welfare
February 2021			Curriculum and Pupil Welfare
January 2022			Curriculum and Pupil Welfare
March 2023		Addition of section on 'Prejudice Related Bullying'	Curriculum and Pupil Welfare

LADYMOUNT CATHOLIC PRIMARY SCHOOL ANTI BULLYING POLICY

All pupils at Ladymount Catholic Primary School have a basic right to partake of the education provided and have the right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who support them in school

The key person to take this policy forward is the Headteacher and in her absence the Deputy Headteacher, however, all staff will take ownership of this policy.

At Ladymount Catholic Primary School we try to ensure that as far as reasonably possible, the structures and procedures in the School Behaviour Policy and Equal Opportunities Policy, alongside consistent monitoring, prevent bullying. We aim to develop a caring and supportive environment for all, through a school ethos based on kindness and respect where differences are both accepted and appreciated. We encourage children to understand what bullying is through PSHE, circle time, assemblies, dance workshops, drama productions, drama workshops, displays and our RE programme. We encourage children to be empathetic to the feelings of others and support them with strategies for what to do if bullying occurs.

Definition

We believe that bullying behaviour is:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats –One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, teasing, making racist remarks
- **Psychological:** spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person □ **Sexual:** unwanted physical contact, abusive comments.
- **Vandalism:** Deliberately damaging or taking another child's belongings.
- **Threatening:** Either verbally or by e-mail/text message
- **Group bullying** any of the above, but where two or more children conduct the bullying behaviour.

These examples are judged to be bullying only if the action is deliberate, one sided and there are repeated instances. It is important to clarify the types of behaviour that we feel are unacceptable but are not examples of bullying:

Examples of such types of behaviour include:

- Where two children of equal size and strength have a fight or constant fallings out in and out of school.
- Where one child calls another a name on one occasion.
- Where a child has been hit or kicked as a response to being hurt him/herself.

These types of behaviour are not regarded as bullying but they are regarded as unacceptable forms of behaviour, and would be dealt with according to our Behaviour Policy.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- Religion, belief or lack of religion / belief
- Sex / gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even if it is a one off incident.

Other vulnerable groups include:

- Bullying related to appearance, health or weight
- Bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race / ethnicity / nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent / carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some ways to their friends, family members or their parents / carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and / or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into further education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents / carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- Hacking into someone's accounts / sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (e-safety policy) and encourage good online behaviour.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents / carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

We adopt a zero tolerance policy with homophobic language with all incidents dealt with seriously and logged and reported to parents.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit in with traditional gender norms
- They have transgender friends or family members
- They are being perceived as being different

We will challenge any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

We adopt a zero tolerance policy with transphobic language with all incidents dealt with seriously and logged and reported to parents.

Our 5 strategies for dealing with bullying as in line with Wirral Children's Services Anti-bullying strategy are:-

1. POLICY AND PRACTICE

Identifying the problem

Children who are being bullied are not always prepared to tell those in authority for a number of reasons. When a disclosure of bullying is made, we will always treat it seriously. For pupils who are unable to tell staff of their problems, we know that sometimes their behaviour can give clues about the problem. Such behaviours include:

- An unwillingness to come to school
- Acting in a withdrawn way, isolating themselves from others
- Complaining about missing possessions
- Refusing to talk about the problem
- Being easily distressed
- Presenting damaged or incomplete work

These behaviours may be particular indicators of problems for certain pupils, for example those with special needs or from a minority racial or cultural background. Staff will use their knowledge of individual pupils to be vigilant for any changes in their behaviour that might indicate bullying. When staff have particular concerns about a pupil, then they will discuss it with a more senior member of staff. Pupils are also encouraged to be open with their parents who can then pass their concerns to the school. At Ladymount we have a weekly briefing so that any children causing concern who need monitoring can be highlighted to all staff.

Preventing and investigating the problem

Bullying will not be tolerated at Ladymount Catholic Primary School and all incidents will be taken very seriously. All pupils, their parents and staff members are encouraged to tell us of any concerns and we will act upon them. All investigations of bullying allegations will be thorough and involve the staff interviewing both the bully and their victim separately. Where others have witnessed the bullying, they will be interviewed so that as far as possible we know exactly what has happened. These conversations could be discreet meetings or informal opportunities if the situation warrants.

The Headteacher or Senior Teacher (member of the Senior Leadership Team) will then investigate the incident by firstly talking with the bullied pupil, listening to and noting the feelings expressed. A written record of the incident, investigation and outcomes will be made and an Action Plan will be formulated.

The child's class teacher and Headteacher will be informed (or the Deputy Headteacher in the absence of the Headteacher).

A meeting will then be arranged for all those directly/indirectly involved in which the feelings of the victim will be described and sanctions will then be applied.

Parents will be informed and asked to attend a meeting with the Headteacher (or the Deputy Headteacher in the absence of the Headteacher).

The parents of the victim will be fully informed of the ways in which the incident is dealt with, and of the support that will be given to their child after the incident. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the victim will feel that his/her feelings and safety is paramount to the staff at the school. Further support will be given to the victim in the form of regular monitoring by his/her class teacher, which will be detailed in the Action Plan agreed between the child, parents, class teacher and Headteacher.

Examples may include:

- observation of the child in both the classroom and playground environment,
- a diary shared with the teacher or head teacher about his/her feelings

- The child will be made fully aware of the support available to him/her.
- A buddying system with another supportive child
- A Self Esteem book to rebuild self confidence

Regular feedback will be given to the child's parents, either through written comments in a self esteem book, by regular telephone conversations or meetings with the child's class teacher and, where appropriate, the Headteacher.

Where bullying is substantiated appropriate measures will be taken to reduce the chances of it recurring. Bullying will not be eradicated unless the behaviours of the bullies are changed. Efforts will be made to help the bully recognise why their behaviour is unacceptable and they will be offered help to modify that behaviour. This will include trying to understand why the pupil has bullied, so that recurrence can be prevented.

His/her class teacher and all other adults who are in regular contact with him/her, such as Classroom Assistants and Midday Supervisors, will closely monitor the perpetrator's behaviour.

2. MANAGING THE USE OF DATA

Any incidents of bullying will be recorded on CPOMS. Records are maintained of all instances of bullying, actions undertaken and outcomes.

Governors are reported to on the number of bullying incidents once a term and governors analyse the parent and children questionnaires which include questions in relation to bullying. Governors also partake in monitoring the effectiveness of the behaviour and anti-bullying policies.

3. ENCOURAGING BEST PRACTICE THROUGH EFFECTIVE PARTNERSHIPS

Implementation

It is vital that once written, the whole school community adopts the Anti-Bullying Policy. To ensure that this is the case, it will be presented to the Staff, Governors and pupils. It will be included on the School Website.

Ladymount Catholic Primary School operates a prevention culture to anti-bullying rather than crisis intervention through planned RE activities, assemblies, drama productions and visits.

Training for staff is kept current and meaningful and fed back to the whole school staff in staff meetings and Headteacher cluster groups work closely together on this issue. The Computing coordinator feeds back to staff and parents regarding e-safety and on-line bullying.

4. CHILDREN AND YOUNG PEOPLE'S PARTICIPATION

The pupils regularly discuss anti-bullying, create posters, power points, dramas to promote a safe culture.

5. SCHOOLS & SERVICES FOR CHILDREN AND YOUNG PEOPLE

On-going dialogue is maintained through Deeside Head teachers Cluster Group Meetings which give feedback from Primary Heads Consultation Group and WASH.

Wirral LA signpost relevant websites, materials, national training such as CEOP and advice to our school.

Bullying outside of the school premises

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Regulate, however, means that the school should monitor and make sure that the bullying is not transferred to the school setting and that the child is not upset or feeling threatened in school, by following the normal procedures. It does not mean that the school can act on information provided outside of school if the school itself has investigated and found no evidence of bullying occurring, or any evidence of the victim being

upset in any way. The child/perpetrator would be spoken to about the upset they may be causing to the other child outside of school and restorative sessions would be undertaken. The situation would be monitored closely for a substantial period of time.

Conclusions

Ladymount Catholic Primary School is actively trying to prevent bullying by adopting a whole school approach to behaviour and discipline (see Behaviour Policy), creating an atmosphere where each member of the school is valued as an individual and treated with respect. Where incidents of bullying do occur, they will be investigated thoroughly and actions will be taken to reduce their reoccurrence and help those who have been their victims. However, if after initial investigations with children, it is apparent that bullying is not occurring eg. It is found that 2 children have been falling out with each other over various issues, or a child is dominating which game choice a group of friends play every day. Incidents such as these will be reported to the parents as children falling out, as this is very different to bullying and the children will be given adult guidance on how to work together to resolve their differences.

Appendix 1

Responsibilities of all stakeholders

The responsibility of staff

Our staff will:

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with their class, including the effects of bullying
- Listen and take time to talk to children who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying to the headteacher, deputy or member of the Senior Leadership Team.
- Display anti-bullying messages throughout the school
- Seek support from outside agencies when required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences for perpetrators of bullying
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the child including parents, even if you have little to report.
- Boost children's self-esteem through praise and reward systems, compliments and encouragements.
- Safeguard all pupils who report bullying
- Use systems in place e.g. School buddies, Peer mentoring, restorative approaches, circle times and PSHE sessions weekly.
- Keep the school playground highly supervised with staff strategically placed.

The responsibility of our pupils

- Staff will ensure that children understand what constitutes bullying and that if they are bullied or see or hear about anybody being bullied they will tell an adult.
- Assemblies and curriculum time will be used to ensure that the children understand that they must be a good friend to all who need one and never join in with bullying behaviour.

The responsibility of our parents/carers

- Inform the school of any suspected bullying even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from bullying.
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff using the "4 Ws", "Who, What, Where and When"
- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in co-operation with the school and listen to evidence presented
- Keep a written record of any reported instance of bullying
- Fill out our Parent questionnaires and help us to move forward together being honest about improvements the school could make
- Read the materials/resources the school sends out and look up the helpful websites that the school recommends.

