



Anti-Bullying Policy

2010 – 2021

This policy should be read in conjunction with the following documents:

- Living and Learning Together (Behaviour) Policy
- Anti-Cyber Bullying Policy
- Child Exclusion Policy
- Safeguarding & Child Protection Policy
- Keeping Children Safe in Education
- Working Together to Safeguard Children (DfE)
- Equality Policy
- Special and Additional Educational Needs Policy
- Looking After Vulnerable Pupils Policy
- Child Emotional Health and Well-being Policy

Agreed by	FULL GOVERNING BODY
Signed	
Date	Summer 2020
Review date	Summer 2021

All staff and governors at Holy Cross Catholic Primary School are committed to keeping children safe.

We aim to ensure that consistent, effective safeguarding procedures are in place in order to support our children, families and staff.

1. RATIONALE FOR CHALLENGING BULLYING BEHAVIOUR

- All children are entitled to feel safe and secure in the school environment regardless of their gender, race, faith, cultural or financial background or special educational needs or disabilities.
- Bullying makes pupils unhappy. It has a detrimental effect on mental health and well-being. All children have the right to learn without fear or anxiety.
- Pupils who are being bullied are unlikely to concentrate fully on their school work.
- Some pupils avoid being bullied by not going to school.
- Pupils who observe unchallenged bullying behaviour are more likely to copy anti-social behaviour, and to have low expectations of themselves and others in terms of their behaviour.

2. AIM

The aim of this Anti-Bullying Policy is to ensure that pupils can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is totally unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

3. DEFINITION OF BULLYING

There is no legal definition of bullying. At Holy Cross, we define bullying as:

“Deliberately hurtful behaviour, repeated over time, where it is difficult for the child or children being bullied to defend themselves.”

Types of bullying behaviour are identified as:

- **Emotional** – eg hurting people’s feelings, leaving individuals out (directly or indirectly)
- **Physical** – eg hitting, kicking, theft
- **Verbal** – name calling, racist remarks
- **Cyber** – saying unkind things by text, e-mail or through messenger services

Bullying behaviour is persistent and targeted. It is different from aggression or conflict between people of equal power – key characteristics of bullying behaviour are: in intent to harm, an imbalance of power which is exploited by the bully, and repeated acts or threats of aggressive behaviour.

Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse, even when targets of bullying show or express their hurt or tell the aggressors to stop. Some children may have less power for a number of reasons – being shy, being different, lacking confidence, difficulties at home, lacking physical strength, or because they have emotional, mental health or special educational needs. All of these factors can make a child vulnerable.

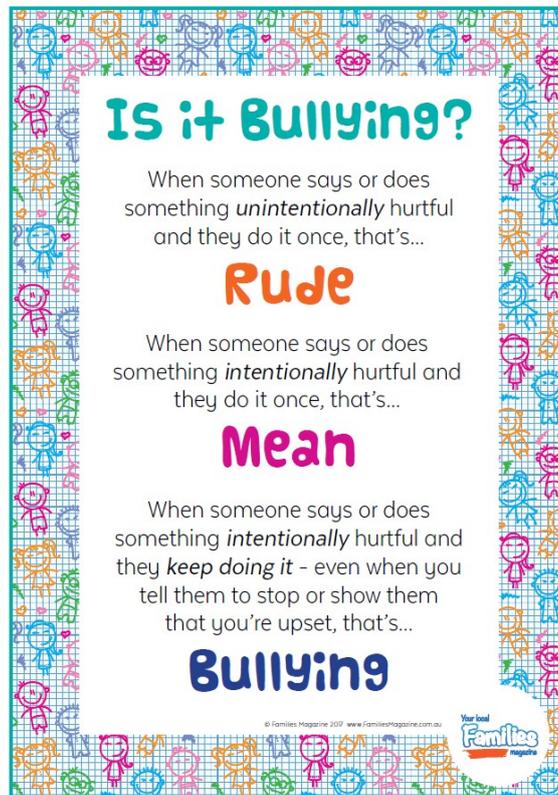
Conflict is a normal part of most relationships because different individuals have different perspectives and priorities. In partnership with parents and carers, we aim to support our children’s personal, social and emotional development in learning to deal with conflict constructively, and to model this in our own behaviour. We help children to develop positive social skills which can prevent the onset of bullying or harassment by learning how to act safely and respectfully even when frustrated or upset. At Holy Cross, our older pupils also act as role-models to support younger pupils in achieving positive outcomes when conflict arises.

On the whole, upsetting behaviour between children is NOT bullying, but may still require support in order to resolve it. Children can be hurtful to each other due to thoughtlessness, annoyance, poor boundaries or peer pressure without realising the impact of their actions, or simply because they haven’t yet developed the maturity to see a situation from another child’s point of view. Occasional quarrelling or fighting between children is natural and should not automatically be called bullying.

BULLYING IS WHEN HURTFUL BEHAVIOUR OCCURS SEVERAL TIMES ON PURPOSE.

How do we support children in identifying bullying behaviour?

In order to support pupils in identifying ‘bullying’ behaviour as distinct from ‘falling out’ or ‘rude’ and ‘mean’ behaviour, we use the following definitions which are displayed as posters around the school site and discussed with children during PHSCE lessons:



At Holy Cross we believe everyone has a right to be treated with respect and the responsibility to act respectfully to others. Everyone in the school community, staff, parents and pupils, have a duty to report the occurrence of bullying wherever possible.

4. WHAT DO WE DO AS A SCHOOL TO ACTIVELY PREVENT BULLYING?

The promotion of a caring, sharing, supportive school environment which develops pupils' self-esteem is the best prevention of bullying behaviour.

At Holy Cross, we adopt a whole-school approach which encompasses our school ethos, our core values, our PSHCE curriculum and the development of staff. All staff must be alert to the signs of bullying and take prompt and firm action against it.

- As a Catholic school, we promote the Gospel Values with a particular emphasis on Jesus' teaching 'Love one another'.
- We take all reports of bullying seriously.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to foster positive relationships and prevent incidents of bullying.
- We encourage the children to adopt a 'zero-tolerance' attitude to bullying behaviour, and to report any concerns they may have to an adult immediately.
- We operate a 'Play Buddy' system at breaktimes and lunchtimes, and provide a range of lunchtime activities to encourage positive play.
- We are a 'telling' school where anyone who sees bullying, or has it done to them tells an adult.
- We make all of the children aware of the impact of bullying behaviour through PSHCE lessons, assemblies, participation in Anti-Bullying Week, Circle Times and E-Safety lessons
- We support the children in identifying bullying behaviour as distinct from quarrelling, conflict or behaviour that is upsetting.
- We identify children who may be vulnerable, and raise staff awareness and vigilance.
- We provide emotional support or counselling to children in the rare cases where bullying occurs, and help them to develop effective strategies to deal with challenging situations.
- We inform the parents/carers of the bully of what has been happening and work in partnership with them to identify and resolve any underlying difficulties which may be causing the bullying behaviour.
- We make the punishments for bullying known to all children.
- We show children how to walk away from a bully and seek help.

- We teach E-Safety as part of our ICT curriculum so that children know how to use the internet safely and responsibly.

5. HOW DO WE ENCOURAGE PUPILS TO BE PROACTIVE IN PREVENTING BULLYING BEHAVIOUR?

Through PHSCE lessons, Circle Time and discussion with teaching, support and lunchtime supervisory staff, pupils are encouraged to be proactive in preventing bullying behaviour by:

- Not allowing someone to be deliberately left out
- Supporting, leading or engaging in the play of younger pupils to set a positive example
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening straightaway
- Telling the child who is bullying to stop what they are doing
- Showing the bullying pupil that they disapprove of their actions
- Actively encouraging the bullied child to join in with their game, activity or group
- Reporting any negative online activity (eg messaging groups) to an adult at home/in school

6. HOW DO WE IDENTIFY VULNERABLE PUPILS?

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to parents when they have previously been happy and confident to come into school.

There are a number of risk factors which could make a child vulnerable to bullying behaviour, including:

- Lacking close friends
- Being shy
- Coming from an over-protective family environment
- Having poor behaviour boundaries
- Coming from a different racial or ethnic group to the majority
- Being different in some obvious respect to the majority
- Having special educational needs or disabilities
- Having emotional or mental health needs

- Having low confidence or low self-esteem
- Lacking awareness of avoidance strategies
- Playing unsupervised computer games
- Being a 'proactive victim' – a child who behaves inappropriately with others, barging in on games, pestering or being a nuisance.

Special Educational Needs and Disabilities

Children with special educational needs and disabilities can become vulnerable targets for bullying behaviour. However, certain conditions can also lead to unintentional behaviour which could render the child susceptible to accusations of bullying by others. At Holy Cross we aim to support children with special educational needs to develop positive strategies to deal with social situations which they may find extremely challenging.

Autistic Spectrum Disorder (ASD)

Children with ASD or other social communication difficulties may be easily led into negative behaviour by others; they may speak bluntly and unintentionally cause offence or say something that others would find rude, hurtful or inappropriate; they may not realise that they are encroaching on another child's personal space or have difficulty picking up on body language and other non-verbal cues that their behaviour is unwanted. Children with ASD often have very high levels of anxiety which can sometimes lead to outbursts. Use of visual social stories can support pupils with ASD in understanding social situations which they may find very stressful.

Attention Deficit Hyperactivity Disorders (ADHD)

Children with ADHD can be impulsive and react quickly to events unfolding around them, behave in a very physical way and find it difficult to regulate their emotions. Children with ADHD can find 'unstructured' times in the day particularly challenging. Proactive support is given to children with ADHD to develop positive strategies to help them to de-escalate or retreat from a challenging situation to have time to calm down.

Speech, Language and Communication Difficulties

Children with specific language impairments or speech and language difficulties may also find it difficult to process what is happening in social situations, resulting in misunderstandings or misinterpretations of what has been said or of another child's intention. Again, proactive support is given to children who may have difficulties in this area.

If we suspect that a child is vulnerable in social situations, staff may make observations of the child and their interactions with others in different situations which are recorded on a 'Living and Learning Evidence Form'. This does not mean that the child is in trouble – it simply means that we have noticed an area which we feel the child needs help with, and we are looking for patterns, trigger points or interactions with specific individuals to help us to decide what to do next. Evidence is then collated and reviewed by the class teacher, and the SENCO, Assistant Headteacher or Headteacher where appropriate to decide how we can best support the child to have positive interactions in social situations.

IMPLEMENTATION OF THE POLICY AND RECORDING OF INCIDENTS

The following steps will be taken when dealing with incidents:

- Any incident of violent, aggressive, negative or bullying behaviour will be logged by the member of staff dealing with it. It is then passed to the class teacher who retains a record of the incident and informs parents if appropriate in line with the school's 'Behaviour Policy'.
- If bullying is suspected, or reported, the incident will be dealt with immediately by the member of staff approached.
- The incident is recorded and passed to the class teacher, who will investigate by interviewing those pupils concerned.
- If appropriate, the class teacher will inform the Assistant Headteacher or Headteacher, who will also log the incident and inform parents.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriately trained member of staff (ed ELSA)
- Reassuring the pupil
- Offering continuous support as appropriate
- Improving self-esteem and confidence, referring to appropriate internal or external support where necessary
- Offering a facilitated opportunity for reconciliation in accordance with the Gospel Values, if and when the child feels ready

Pupils who have bullied will be supported by:

- Discussing what happened and discovering why the pupil became involved
- Considering the underlying causes of their bullying behaviour – with the focus on their behaviour rather than on the child. At this point it is important to explore any unidentified or unmet needs.
- Providing an opportunity for the child to reflect and where possible to give them the support to enable them to make long-lasting positive changes to their behaviour
- Referral to internal or external specialist support as appropriate
- Facilitating an opportunity for reconciliation in accordance with the Gospel Values

EQUAL OPPORTUNITIES AND INCLUSION

All reports or incidences of bullying are treated with equal seriousness and concern regardless of age, gender or cultural background, and all procedures outline above apply to all involved in incidences of bullying.

Whilst we seek to respond to and address any such incidences, it is our policy to ensure that anyone involved is appropriately supported. The school must ensure that every opportunity is made for children to demonstrate appropriate behaviour.

Unless a child poses a risk to the safety of other or to themselves, children will not be excluded from curriculum activities or from other children. If exclusion is deemed necessary, in line with our Living and Learning Together (Behaviour) Policy, then all families, relevant staff, the Chair of Governors and the Local Authority will be informed prior to any exclusion being made.

HOW CAN PARENTS AND CARERS SUPPORT THEIR CHILD AND THE SCHOOL?

Parents and carers have a crucial part to play in encouraging their child to behave appropriately at school. It is important that our children see home and school working in harmony. If you perceive a 'bullying' problem, please bring it to the attention of your child's class teacher in the first instance. We will always listen carefully and investigate your concern.

Parents should also remember that children often behave differently at school, and they will only tell you one side of the story. This should be taken into account when parents are discussing concerns with the school. It is important that children learn to share, take turns, to listen to each other and to also take 'no' for an answer. Learning that they cannot always have what they want is an important step in a child's development, and sometimes life may seem unfair.

Just as we enjoy sharing and celebrating achievements with parents and carers, we ask that you also support us in implementing sanctions as outlined in our Living and Learning Together (Behaviour) Policy should they need to be applied. This highlights home and school working in partnership, and gives children a clear message as we support them to make the right choices and to demonstrate appropriate behaviour.

Parents and carers' behaviour towards each other, and towards school staff when raising a concern, can set a good example to children of how to behave responsibly when they reach adulthood. It is always best if issues raised relating to pupils in school are dealt with by school staff in partnership with parents.

HOW OFTEN IS THIS POLICY REVIEWED?

The Governing Body will review this policy annually.

Governors monitor Behaviour Logs in school on a regular basis.

Any incidents of bullying are reported to Governors in the Headteacher's report.