



**St. Anthony's Catholic Primary School**



We are His body, living and learning as one.

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

*Let your words teach and your actions speak*

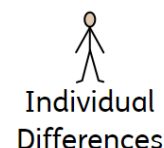
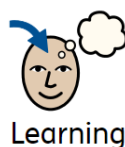
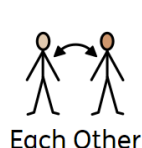
Document Record	
Title	Anti-Bullying Policy
Date	September 2024
Supersedes	N/A
Purpose	N/A
Date reviewed	September 2024
Date next review due	September 2025

## Rationale

At St Anthony's Catholic Primary School, we encourage and promote a positive ethos of good relationships and responses to behaviour so that every pupil can be happy and successful. There are high expectations of how we treat ourselves and other people to ensure that we can work and play together, promoting excellent attitudes to learning and the faith life of the school.

We place the child at the centre and support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning. To promote healthy relationships and positive engagement we teach pupils to:

### Respect:



Through promoting and teaching respect for others, we ensure our policy is rooted in love and respect for all, directly live out our Mission Statement 'let your words teach and your actions speak.'

At St. Anthony's, we have adopted the KiVa approach to anti-bullying, which is an innovative, evidence-based programme to prevent bullying and to tackle any cases of bullying effectively. Bullying occurs where there is an imbalance of power between the perpetrator and the victim. For example, this could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise, the school will deal with these in line with our behaviour policy.

## Aims and objectives

- To contribute to a child's spiritual, emotional, social, moral and physical development

- To develop positive approaches and attitudes to the diverse needs of others and enable children to become responsible and active members of our diverse society.
- To eliminate all forms of bullying including prejudice-driven bullying.

We are committed to the UNC Rights of the Child; we promote the values of respect, dignity, empathy and non-discrimination (Article 2) resulting in an environment where our children's self-esteem and wellbeing is prioritised and nurtured.



Our school aims to give every child the language and understanding to express themselves and to challenge the way that they are treated with their rights in mind, becoming positive, responsible and increasingly independent members of the school and wider community.

## **Bullying**

The Anti-bullying Alliance (ABA) defines bullying as: 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

The staff, parents and children at St. Anthony's work together, to create a happy, caring and safe learning environment. In the event of a bullying allegation or observation, whether verbal, physical or indirect, this is immediately investigated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

As categorised by the ABA, bullying behaviours can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding possessions, threatening gestures, ridiculing, humiliation, intimidation, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments (including online), homo/bi/transphobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals. Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, disability, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

Bullying Directed Towards Religion, Race, Gender, Sexual Orientation, Disability or because a child is Adopted or has Caring Responsibilities. We will not tolerate bullying against anyone because of their religion, race, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

### **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

### **Sexual/Sexual Orientation Bullying**

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault.

Child on child abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate

external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

### **Strategies to deal with sexual bullying include:**

- Recording incidents on CPOMS
- Developing understanding of gender relations
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures as appropriate
- Relationships curriculum (a wider look at what's appropriate in relationships at an age appropriate level)

### **Bullying Pupils with Special Education Needs or Disabilities**

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. Social stories will be used to support the child's understanding of bullying during lessons and if a child is experiencing bullying like behaviours.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Child net International, Child Exploitation and Online Protection in order to resolve the issue as quickly as possible. In school, a preventative approach would be taken through our Digital Wellbeing and E-Safety curriculum as well as our PSHE curriculum which includes discrete anti-bullying and safety sessions. Regular updates will be shared with parents via Twitter, the school website and weekly newsletter.

A situation involving bullying doesn't just involve a bully and a victim. 'Bystanders' to bullying can either join in with the bullying (assistants and re-enforcers) or stand on the side-line and do nothing (silent approvers).

## **Prevention**

At St. Anthony's Catholic Primary School, we use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The programme was developed in Finland and has been used in the UK since 2012. The programme has been shown in large scale studies to be highly effective in reducing bullying in schools.

The KiVa 'curriculum' is taught to all classes in Key Stage 2 (Years 3 - 6). Pupils take part in the KiVa lessons (10 lessons, each consisting of two 45-minute sessions), which include discussions, group work, short films about bullying and role play. Their content proceeds from general topics such as the importance of respect in human relationships to the mechanism and consequences of bullying. Many lessons concentrate on the role a group can have in maintaining or stopping bullying; the students think about and practice different ways to resist bullying. During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The lessons are complimented by the KiVa computer game where students go into a virtual school and practice anti-bullying actions.

The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an anti-bullying class rule.

In Key Stage 1 we follow the KiVa strategies and messages. We teach lessons related to friendships and anti-bullying.

## **Tackling incidents of bullying**

St. Anthony's Catholic Primary School has a dedicated task force to tackle bullying, the 'KiVa team' which consists of three members of teaching staff who have been specially trained to tackle bullying incidents. Together with the child's class teacher they tackle any cases of bullying that may arise.

For 2023 – 2024, members of the team are: Mrs Tipney, Miss Welch, Mrs Monaghan and Miss Owen. When a parent or pupil reports a case of bullying the KiVa team will decide if it is bullying, a conflict or a fight between children. All cases that fulfil the criteria for bullying are dealt with in a systematic way by the KiVa team and all children

involved will be spoken to individually. After this, all those children who were involved in the bullying (not the victim) meet together as a group where they agree on how they will change their behaviour. Support for the victim is also identified during their meeting with the KiVa team. Follow up discussions with all students take place after an agreed amount of time to make sure things are improving for the victim. All adults at the school have received basic awareness training about bullying and will report any concerns to the KiVa team.

If a parent/carer suspects their child is being bullied or has a reason to believe that they are bullying others, please contact the school so that the matter can be dealt with as efficiently and as soon as possible. Discuss bullying together with your child even if they are not bullied or does not bully others. It is important that you and your child together think about what to do if someone is being bullied at school.

### **Guidance:**

#### **Staff**

- To ignore is to condone. Listen carefully and, if necessary, make a note of the incident
- All staff to be aware of the times and areas, when and where bullying could happen e.g. cloakrooms, toilets, areas of the playground
- Offer the victim immediate support and help
- Ensure all pupils are aware that there are consequences to any anti-social behaviour and that incidents will be dealt with and the consequences made visible if necessary
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully
- Stress that it is the “behaviour” and not the pupil that is unacceptable
- Try to support the bully in changing the behaviour, by using practical, attainable targets
- If you have been informed by a parent/child that a pupil is being bullied fill out a Kiva screening form 1, which is on the noticeboard in the staffroom.

#### **Pupils**

Children need to know and use ‘The Anti-Bullying Code’:

1. Tell them - “Stop it I don’t like it!”
2. Tell someone else about how you feel (friend/adult /parent etc)



### 3. Tell someone again if necessary

What to do if someone is being bullied:

- When someone is being bullied, take action. Watching and doing nothing can suggest support for the bully.
- If you see someone else being bullied tell an adult (do not try to intervene)
- If you witness severe bullying (e.g. physical violence) then inform an adult immediately
- You can write concerns down and put them in a school 'Worry Monster/Box.'

### **Parents/Carers**

- Watch for signs of distress in your children, e.g. unwillingness to attend school, headaches, illnesses, missing personal items, requests for money, damaged clothes etc.
- It may be manifested as stomach pains, sleeping problems and tiredness
- Listen when they talk to you about their social life, e.g. friends, playtimes, walking to and from school
- Do not assume all they tell you is 'bullying.' Bullying is persistent / repeated antisocial behaviour
- If you think your child is being bullied, inform the school immediately, by contacting your child's class teacher
- If necessary, keep a written record

### **Reporting to Governors**

Any bullying incidents will be reported to Governors via the Headteacher's termly report.

In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on 'respect' and the 'right way to behave' from the moment children start at St. Anthony's. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. In response to an allegation of bullying, the following KiVa procedure must be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary in line with the Sanctions flowchart.

### **Bullying**

- Allegation made/Concern raised
- Complete Screening Form
- Pass to KiVa Team for review
- KiVa Team to review screening form
- Interview further with if needed recoding all facts



### **Yes**

Allegation of bullying is accepted

- A member of the KiVa Team member will meet with the bullied pupil (form 1)
- KiVa Team member will have individual discussions with the pupils taking part in the Bullying (form 2)
- If appropriate there will be a group discussion with all pupils taking part in the bullying to committee to actions (form 3)

### **Allegation of bullying is denied**

- Class Teacher investigates further and has class discussion around our 5 areas of respect and 5 steps to forgiveness.
- Inform any relevant staff (including lunch organisers) and ask them to monitor.
- Follow school Behaviour Policy using the poor choices Flow Chart and record on CPOMs discussions and actions.

### **Follow up and check-ins with pupils**



- A member of the KiVa Team will meet with the victim to discuss if the situation had changed (form 5).
  - A member of the KiVa Team will meet with the children taking part in the bullying (form 6).
- Future measures to be recorded if needed.

### **Follow Up and check-in with pupils**

- Class Teacher to monitor pupils involved and discuss any incidents or other related issues.
- If there is evidence of repeated incidents complete screening form and pass to KiVa Team for review.










## Examples of Social Stories

 means  when  someone  tries  to  upset  or  hurt  you

 on  purpose

 is  not  when  it's an  accident  and  they  say  sorry.

 is  when  it keeps  on  happening.

 is  when  you  cannot  get  the  hurt  to  stop.

## EYFS & KS1 Reflect and Reset

*Depending on the individual child, either the adult or child may scribe or draw.*

**What happened?**

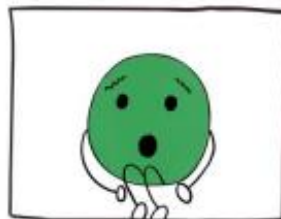
**How were you feeling?**



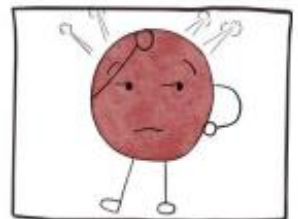
Angry



Confused

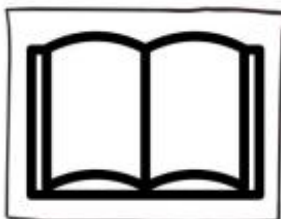


Scared

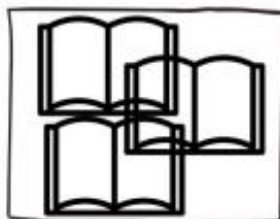


Annoyed

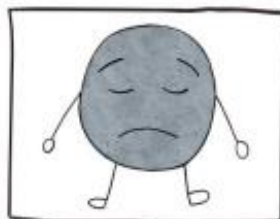
**What was the impact of your choice??**



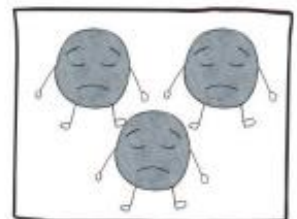
I stopped myself from learning



I stopped others from learning



I feel sad

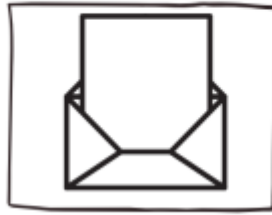


I have made others feel sad

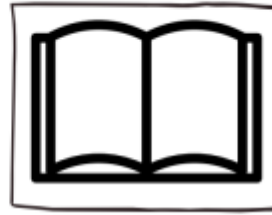
## What should we do to put things right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Name:

Class:

## Reflect and Reset UKS2

1) What happened?

---

---

---

---

---

---

---

2) What were you thinking and feeling at the time?

---

---

---

---

3) How did my actions affect others?

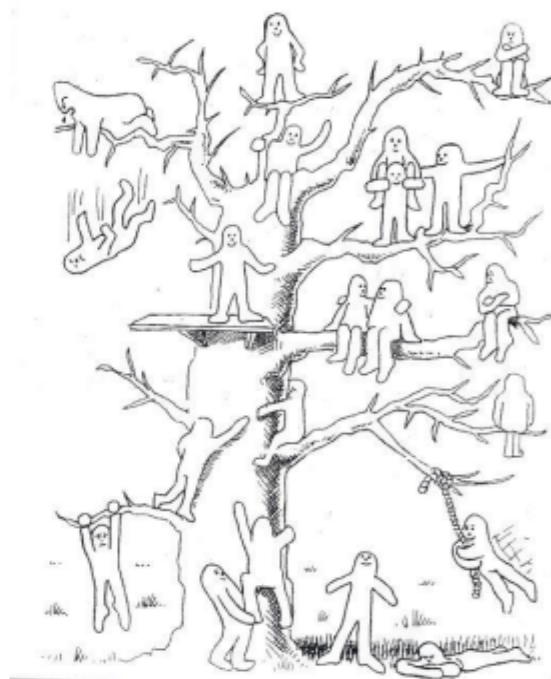
---

---

---

4) What have your thoughts been since the incident?

5) What would you like to see happen to put things right?



19

**Blob Tree: How do you feel now?**

## Repairing when things go wrong



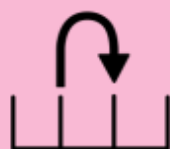
What happened?



How were you feeling?



How can we make it right?



What can we do next time?



shouted



kicked



pushed



said  
something  
unkind



left out  
of game



hit



damaged



tore



upset



lonely



angry



frustrated



something  
else



unsure



tired



bored



