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St Winefride's Catholic Primary School

Anti-Bullying Policy



Date policy last reviewed: November 2024

Signed by:

Jennifer Davies

Headteacher

Date: 25th November 2024

25th November 2022

Dr Mark Branch

Chair of governors

Date:

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

Mission Statement

Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

This policy is based on DfE guidance "**Preventing and Tackling Bullying**" (July 2017) and supporting documents, including **Cyberbullying: Advice for headteachers and school staff** (November 2014). It also considers the DfE statutory guidance "**Keeping Children Safe in Education**" 2016.

Rationale

At St. Winefrides, we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

We believe that:

- Bullying is undesirable and unacceptable.
- The unhappiness caused by bullying is in direct opposition to the philosophy of our mission statement and Christian ethos.
- Seeking help and openness are regarded as signs of strength, not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying.

Aims and Objectives of our Anti-Bullying Policy

- St. Winefride's is committed to developing an anti-bullying culture where the bullying of adults and children is not tolerated in any form.
- This policy outlines what St. Winefride's will do to prevent and tackle all forms of bullying.
- To involve all staff in dealing with incidents of bullying effectively and promptly,

- To involve whole school community in dealing effectively with bullying incidents and, if necessary, referring the incident to safeguarding agencies.
- To communicate with parents/carers effectively about bullying,
- To acknowledge the key role of every staff member in dealing with incidents of bullying,
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information, where appropriate sharing it with relevant organisations,
- To promote emotional health and well-being across the whole school and develop effective listening systems for children in our school.

Responsibilities

It is the responsibility of:

- The headteacher and the deputy headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer-on-peer
- abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Safe to Learn, 2007)

St. Winefride’s definition* of bullying, as defined by School’s Council

1. Bullying does not happen just once; it happens more than once.
2. Bullying is deliberate and intentional.
3. Bullying is unfair. The person/people doing the bullying are stronger, they have more influence or power.

* This definition will be simplified for the younger children.

A one-off act of random violence against a child who happens to be in the wrong place at the wrong time is different, though clearly unacceptable.

An important fact that is underlined by the Anti-Bullying Alliance is that the school must aim not to label any child a ‘bully’. They stress that the child is exhibiting bullying behaviour and that schools must aim to change the child’s behaviour.

What we do to prevent bullying

Everyone involved in the life of St. Winefride’s must take responsibility for promoting a common anti-bullying approach. All members of the St. Winefride’s school community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

At St. Winefrides, excellent behaviour is always expected, and this is encouraged and praised verbally by all staff, both teaching and non-teaching. On a daily basis, the children are expected to behave in a considerate manner towards each other through following the school core values. We are all called to be beacons of light and to show the core values of excellence, happiness, respect, compassion, resilience and faith through our actions, words, thoughts and intentions.

All staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone, create a positive atmosphere and promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Raise awareness of bullying through assemblies and aspects of the curriculum, such as Religious Education. The emphasis will be on stressing that bullying is unacceptable and what to do if a child feels he or she is being bullied.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Utilises support from Shrewsbury Diocese, the Local Authority and other relevant organisations when appropriate.

The whole school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- o Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos.

Bullying can take many forms:

- **Physical** – assault, pushing. Shouldering, elbowing, tripping, slapping, hitting, kicking, pinching, hair pulling, unacceptable touching (including that of a sexual nature), throwing objects, blocking i.e. preventing movement through an access point, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

- **Verbal** – racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any bothersome outcomes designed to be hurtful or used to intimidate.
- **Written** – any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.
- **Interference with another individual** – theft, extortion, vandalism, defacing of property, ruling games, blackmail or any other activity designed to intimidate or hurt.
- **Psychological pressure – silent bullying** – social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.
- **Racist** – name calling, incitement, making comments about a person’s country or culture or appearance or commenting on parents or spreading rumours.
- **Homophobic** – bullying related to sexual orientation - name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends including spreading rumours.
- **Subtle bullying** – looking at a person in a particular way, swearing at or about a person.
- **Incitement of others** – to become involved e.g. by blackmailing, excluding or threatening behaviours.
- **Cyber bullying** via technology – emailing or texting about a person or to a person, spreading rumours or defacing or corrupting a piece of work. Instant Messaging or posting on a social network platform such as Facebook and using any language identified above. This is also applicable to online forums and chat rooms.

Bullying can also be related to:

- Race, religion, nationality or culture,
- SEND (Special Educational Needs or Disability),
- Appearance or physical/mental health conditions,
- Children’s social background including young carers, children in care or otherwise related to home circumstances,
- Sexist, sexual and trans-phobic bullying.

NB/ when dealing with such incidents, staff will point out to children the difference between bullying and falling out

Procedures for dealing with Bullying

The children have been given clear directions about what to do if bullying occurs. They should **always** tell an adult. Sometimes children are reluctant to speak to an adult. To overcome this, each class in KS2 will also have a ‘Worry Box’, so that if a child is upset or feels that are being bullied, they have a way of letting adults know.

When a bullying incident is discovered, the school will go through several steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Bullying is serious and unacceptable in our school. If any child is thought to be a victim of bullying or if a member of staff has evidence that a particular child is bullying others, this must be investigated immediately. All incidents, including alleged reports, are recorded in the **Bullying Incident Log**.

STEP 1 – Allegations of Bullying

Actions

- Talking through incident/incidents with all parties involved.
- Discussing which rule/s have been broken.
- If appropriate, sanctions are imposed – refer to Behaviour Policy.
- Informing other staff members, and parents/ carers, where appropriate.

- It may be possible for children to work with a Learning Mentor in a small group through an intervention, such as 'Time to Talk'.

STEP 2 - Bullying

Where there is evidence of bullying taking place, the headteacher or deputy headteacher will be involved.

Actions

- Parents, and relevant staff members, will be informed as soon as possible.
- Headteacher or deputy headteacher will interview all parties involved.
- The child who has been bullied will be supported and helped to express their feelings – staff will make sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- Staff will also support child displaying the bullying behaviour to help them express their feelings and discuss which rule/s have been broken and what inappropriate behaviour has been displayed and to ascertain if anything is behind this behaviour.
- Sanctions will be applied (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- The designated safeguarding lead is informed of all bullying issues where there are safeguarding concerns.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

STEP 3 – Persistent Bullying

Actions – as above. In addition -

- The headteacher will meet with parents to draw up a pastoral support plan to support the child in school.
- The child who is bullying will be subject to the relevant sanctions. (The power to exclude the alleged bully from school is available as a last resort.)
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

NB/ If a teacher considers the incident/situation as being severe, the case should be referred directly to the headteacher, or, in her absence, the deputy headteacher.

Cyberbullying

In addition to the above actions, when responding to cyberbullying concerns, the school will:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems,
 - Identifying and interviewing possible witnesses,
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content,
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy,
 - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - Advising those targeted not to retaliate or reply,
 - Providing advice on blocking or removing people from contact lists,
 - Helping those involved to think carefully about what private information they may have in the public domain.

Parents Role

If parents believe that their child is being bullied, they should make an appointment to see the class teacher. Any incidents which occur in school should be dealt with through school. They should encourage their child to speak to an adult in school.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff, with whom they feel comfortable.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change and ascertaining if there is any reason for their behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Supporting adults

St Winefride's takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with an appropriate person.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.

- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with an appropriate person.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

Links with other school policies and practices

This policy links with several other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding Policy
- Acceptable Use Policy
- Social Media Policy

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Review of Policy

This policy will be reviewed regularly but it may also be reviewed and amended, in consultation with all stakeholders (pupils, staff, parents and governors), considering events or experience.

Data from monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be shared with governors through the Headteacher's Termly Report to Governors.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk

- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 1

Strategies a bully may use:

- physical attack
- verbal abuse
- extortion of money or property/threats
- psychological abuse (e.g. spreading rumours, isolation)
- racially motivated bullying
- targeting of perceived weakness (e.g. disability)
- individual bullying
- group bullying
- sexual harassment/sexist bullying
- 'imported' bullying (e.g. where families are in dispute)
- IT, particularly mobile phones and the internet, to deliberately upset someone else, e.g. negative comments, threats online.

Symptoms of bullying – what to look out for

The bullied child is a worried child who may display some of the following behaviour:

- reluctance to come to school
- quiet and withdrawn
- lack of appetite
- sleeplessness (information from parents)
- pale and tired
- change of mood
- preference to stay in at playtimes

- reluctant to tell of intimidation (because of reprisals)
- bruises on body
- continual loss of dinner money/lunch box items
- poor attitude to work in class
- unwilling/secretive about online activities & mobile phone use (information from parents)

Agreed and ratified by the Full Governing Board on 25th November 2025