

OUR SCHOOL VISION

To work together to allow the full potential of each child to develop, through a quality education with high expectations, firmly based on Gospel values and lived out in a caring and worshipping Catholic community.

OUR MISSION STATEMENT

‘Christ at the Centre, children at the heart’

Our Lady of the Rosary Catholic Primary School



ANTI-BULLYING POLICY

**“In everything, do to others what you would have them do to you”
(Mat 7:12)**

This Policy will be reviewed in September 2023

Participation

We live in community with others, growing together.

We are called to be active participants in all that we do.

We have a responsibility to be inclusive so that we allow all people to participate.

Human Dignity

Each of us is made in God's image.

Every person has an innate dignity no one can take away.

Our common humanity requires that we respect and uphold the dignity of each and every person.

Promoting Peace

Peace is not just the absence of conflict. It is part of God's nature and a value we should all seek to live out in our daily lives.

Peace comes from both justice and love.

Peace is dependent on people understanding one another.

Ten Key Principles

At Our Lady of the Rosary Catholic Primary school, we adhere to the Anti-bullying Alliance 10 key principles to preventing and responding to bullying in school.

Listen

- Stop and listen to every child
- Be alert to potential bullying and relational conflict
- Challenge behaviour that causes concern

Celebrate Difference

- Allow children to talk about differences as well as shared interests and commonalities
- Positive representation of differences throughout the curriculum
- Children have opportunities to communicate information about themselves

Include All

- All children feel welcome and secure in their key relationships
- Participation of children in decisions and school-life
- Staff access inclusion support from other agencies to remove barriers

Report Bullying

- Learning about bullying and relational conflict in class
- Access to DSL, Pastoral lead for all children
- Staff promote an ethos of reporting

Believe

- All concerns acknowledged, believed and taken seriously

Take Action

- Staff respond quickly to concerns raised by staff, children or parents
- Children participate fully in decisions made about them
- Children help to formulate actions and responses

Understand

- All staff and governors understand what bullying is and what isn't
- Induction training for all staff and governors
- Refresher training for all children, staff and governors annually

Challenge

- All forms of discriminatory language challenge and taken seriously
- Staff report discriminatory language promptly
- SLT monitor for patterns and trends, adapting activities in response to need

Respect

- All adults in the school are role models for how we treat each other
- All adults demonstrate positive, inclusive behaviour

What is bullying?

Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

It can be

- Verbal
- Physical
- Psychological
- Online
- Face to face
- In school
- Outside of school

Bullying may be direct or indirect:

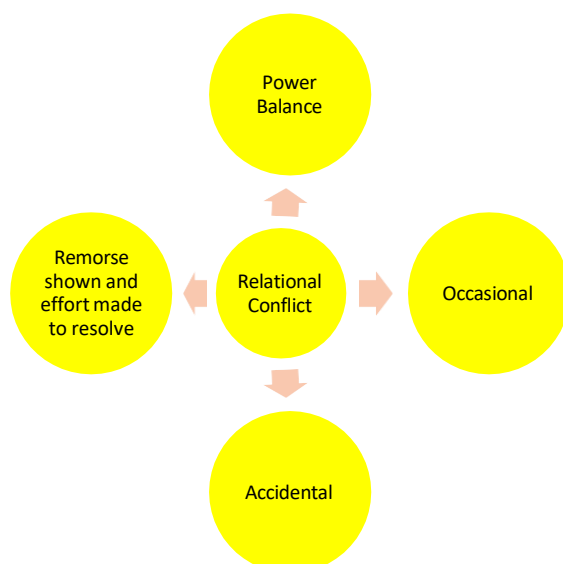
Direct	Indirect
Verbal abuse Name calling Hitting Pushing	Coercion Spreading rumours False friendships Excluding

The imbalance of power can manifest itself in several ways:

- are in a smaller group than those experiencing it
- are part of a minority group, e.g. a minority gender, race, or faith group
- are a smaller stature or physical strength
- are younger
- have communication difficulties or a disability

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

What is the difference between relational conflict and bullying?



Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental. In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



An incident which doesn't have all of the elements of bullying, must still be addressed. For example:

- A relational conflict that goes unresolved can easily turn into bullying so will be monitored.
- A one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support.

Just because something doesn't constitute bullying, it does not mean that school involvement is not needed.

What are the roles within bullying?

Research shows that the traditional view of bullying where there is a 'victim' and a 'bully' is much more complicated in reality. There are key roles identified in bullying incidents that help us to understand the group dynamics.

Bullying as Group Behaviour			
Ringleader	Initiates and leads the bullying	Outsider	Ignores or doesn't see the bullying and doesn't want to get involved
Target	Is the person at whom the bullying is aimed		
Reinforcer	Supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.		
Defender	Stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.		
Assistant	Is actively involved in 'doing' the bullying, but does not lead it		

By understanding that bullying involves a power imbalance and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals of groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour, remembering that the safety of the 'victim' is paramount at all times.

Preventing Bullying

The Whole School Approach

- Living out our Mission:
 - Ready, Respectful Safe
 - Catholic Social Teaching principles underpin the curriculum
 - ABA Ten Principles Charter adopted by every member of staff
 - Anti-bullying charter written in consultation with the school council
- Celebrating difference and diversity through the whole curriculum, :
 - Planning opportunities to identify, discuss and celebrate differences.
 - Challenging stereotypes
 - Ensuring positive representations of all people
 - Annual Anti-bullying week in November using the Anti-bullying Alliance resources.
- Creating Positive Relationships
 - Personal Development
 - RSE curriculum explores the features of positive and abusive relationships
 - Buddy system Y6 and Reception
- Developing staff skill:
 - ABA training annually

The Classroom Approach

Classroom strategies are delivered through the curriculum and use time in class to support children to explore issues related to bullying.

Staff will:

- Foster in our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully
- Discuss with all classes the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.

Staff will monitor for:

- **Social Isolation:** Socially isolated children and young people may have fewer supportive peer relationships in the wider groups, and therefore may be more easily isolated if rejected by peers.
- **Social Rejection:** Both language and communication and behavioural 'norms' adopted in the classroom may exclude children and young people, acting as a further barrier to their safety. For example, if discriminatory language goes unchallenged in school, it could lead to 'othering' of groups of pupils where they are seen as less accepted as other pupils.

Staff will revisit anti-bullying learning throughout the year through:

- RHSE curriculum: TenTen, Anti-bullying Alliance, NSPCC, Safe4Me, cyber bullying
- Computing Curriculum: Google internet safety units, Internet Safety Week
- Using ABA assembly and lesson resources during Anti-bullying Week
- Literacy Spine supports positive representation and celebration of difference
- Discussing bullying and discrimination across the curriculum

Peer Support

Peer Buddy Scheme: targeted social and emotional support to vulnerable children: bullied and bullying children, newcomers to the school.

- Children are assigned a buddy from their class to provide friendship and support during playtimes and lesson times
- The buddy is supported by the Pastoral Lead

Responding to Bullying

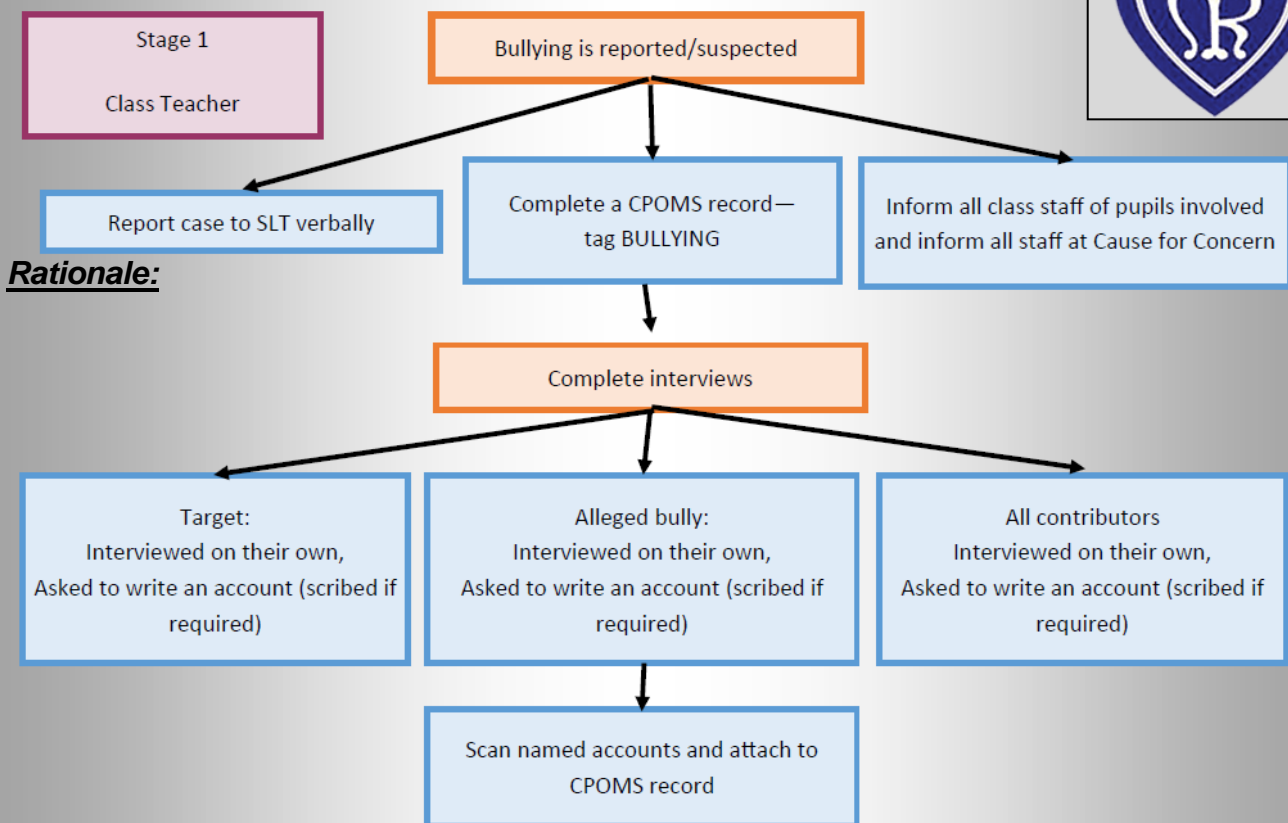
If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. They will inform the phase leader and SLT as soon as possible – verbally, and then followed by a CPOMS record.
- The staff member who is leading the investigation should inform the all staff of any other pupils involved in the incident as soon as possible so that they may be involved in the interview process.
- The victim will be interviewed on their own and invited to write an account of events or dictate to an adult who will scribe their account. The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. These accounts will be scanned and attached to the CPOMS record.
- The victim will be supported by the Pastoral lead separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help them.
- The alleged bully will be supported by the Pastoral lead, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate a disciplinary sanction will be given as set out in the school's Behaviour Policy; for example, withdrawal of privileges

or internal inclusion. In particularly serious and/or persistent cases, the bully should expect fixed-term or permanent exclusion.

- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought. A record of this meeting will be recorded on CPOMS.
- A way forward, including disciplinary sanctions should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others.
- A monitoring and review strategy will be put in place and recorded on CPOMS.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. In line with Keeping Children Safe in Education a bullying incident will be addressed as a Safeguarding concern where a child is suffering, or is likely to suffer, significant harm.
- In line with KCSIE all child-on-child abuse will be treated as a Safeguarding matter

Bullying Flowchart



Stage 2
SLT
Class Teacher

SLT Review alongside staff

Bullying
Deliberate
Repeated
No Remorse
Imbalance of Power

Relational Conflict:
Power Balance
Remorse and Effort to Resolve
Occasional
Accidental

Referral to Pastoral Lead

SLT review investigation and allocate a behaviour stage response:
Stage 3, 4, 5a or 5b
Update CPOMS

SLT to inform all parents concerned:
A meeting to be held
A 6-week plan to be agreed
Record attached to CPOMS
Assign case to SLT
Add calendar reminder

6-Week plan:
1. Safety
2. Stop behaviour occurring
3. Education
4. Monitoring

Monitoring and Education

SLT review investigation with a behaviour response implemented.

Class teacher/Pastoral lead to plan and deliver anti-bullying Alliance lessons.

Monitoring for 6 weeks.
Review at SLT meetings.

Stage 3
SLT

SLT review at the end of 6 weeks
Pupils involved
Parents concerned

6-week monitoring:
Repeat Stage 2

Stop Stage 2 monitoring.
Return to regular monitoring.

In very serious cases, it may be necessary to report the case to Children's Services where a child may be suffering, or likely to suffer, significant harm.

Our staff will:

- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (key stage leader, Deputy Head teacher and Head teacher) both verbally and by making a written record using CPOMS.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken. The complaint, a record of the meeting and the action taken is then recorded on CPOMS and monitored by the named member of staff.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents:

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (key stage leader, Deputy Head teacher and Head teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Bullying of adults:

All members of our school community, including staff, have a right to feel safe in our school. If a parent or child is verbally or physically abusive to any member of staff inform them that you will have to fill in a violent incident monitoring form for the DCSF. This form can be obtained from the School Office.

Any adult who feels threatened in the workplace is deemed to be suffering from bullying. Incidents should be taken to the Head teacher who will resolve the situation as speedily as possible.

Resources:

- [Anti-Bullying Children's Policy](#)
- [Advice for parents and carers on cyber bullying](#)
- [Preventing and Tackling Bullying \(Gov July 2017\)](#)
- [Anti Bullying Alliance \(ABA\)](#)
- [Kidscape](#)
- [Restorative Justice Council](#)
- [Changing Faces](#)
- [Show racism the red card](#)
- [Kick it out](#)

Outside agencies who can offer support are:

- ChildLine: 0800 1111
- NSPCC: 0800 800 5000
- Samaritans: 08457 90 90 90
- Connexions: 080 8001 3219

Cyberbullying: Advice for head teachers and school staff (Nov 14)

Who is this advice for?

This is non-statutory advice from the Department for Education for head teachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Overview

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

Schools can offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice. Creating a good school-parent relationship can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Here is some key advice for staff which may help protect their online reputation:

- Ensure you understand your school's policies on the use of social media; Childnet's 'Using Technology' guide has more information on what to be aware of.
- Do not leave a computer or any other device logged in when you are away from your desk.
- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.
- Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date. Advice can be found on the Safer internet advice and resources for parents and carers.
- It is a good idea to keep a check on your online presence – for example by typing your name into a search engine. If there is negative content online it is much easier to deal

with this as soon as it appears. The UK Safer Internet Centres Reputation minisite has more information on this.

- Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.
- Consider your own conduct online; certain behaviour could breach your employment code of conduct.
- Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.
- Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your post if you do not have appropriate privacy settings.
- Do not give out personal contact details – if pupils need to contact you with regard to homework or exams, always use your school's contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.
- Use your school email address for school business and personal email address for your private life; do not mix the two. This includes file sharing sites; for example Dropbox and YouTube.

If you are bullied online:

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Schools

Whole-school policies and practices designed to combat bullying, including cyberbullying, should be developed by and for the whole school community. All employers, including employers of school staff in all settings, have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents. Kidscape has also produced best practice advice and guidelines for professionals. The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at www.antibullyingpro.com.

Reporting

The whole school community should understand reporting routes and responsibilities. Many schools will appoint a designated person to deal with bullying while others will distribute responsibility among a number of staff.

Acceptable use policies

Every school should have clear and understood policies in place that include the acceptable use of technologies by pupils and staff that address cyberbullying. Agreements on the responsible use of technology should include:

- Rules on the use of school equipment, software and access routes when used on or off the school premises within school hours: for example, internet access, tablets, lap tops and mobile phones.
- Acceptable behaviour for pupils and employees, including behaviour outside school: for example teachers' and pupils' use of social networking services and other sites, so as not to harm others or bring the school into disrepute.
- School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school should endeavour to approach internet 4 providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.
- If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

Useful resources

The Parent Zone has established a training programme designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to help and support parents, particularly around e-safety.

Facebook has produced Empowering Educators support sheet specifically for teachers and launched the Bullying Prevention Hub with Yale's Centre for Emotional Intelligence.

Getting offensive content taken down

If online content is offensive or inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

Contact details for social networking sites

The [UK Safer Internet Centre](#) works with the social networking sites to disseminate their safety and reporting tools.