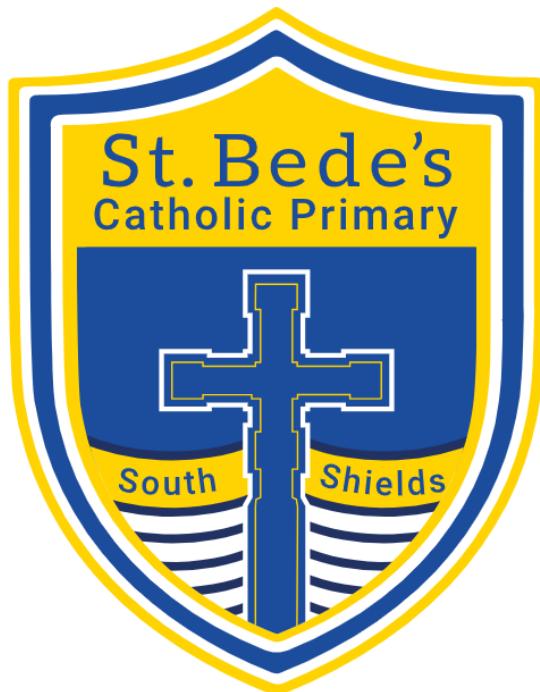


Anti-Bullying Policy



St Bede's Catholic Primary School
Headteacher: Carol Devine

Policy ratified by Governors:	October 2025
Review Date:	October 2026

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STATEMENT OF INTENT

We at St Bede's Catholic Primary & Nursery School aim to create a safe environment where all members of the school community can feel secure, valued and respected.

The Anti-bullying policy reflects the school mission statement with a view to providing a happy, caring, positive atmosphere where children feel confident, valued and motivated to learn.

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

At St. Bede's Catholic Primary School, bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

Aims

The aims of this policy are to:

Prevent or reduce bullying in any form.

Adopt a consistent approach to dealing with incidents of bullying.

Create an emotionally safe environment where positive relationships can develop.

Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

DEFINITION

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. This act may be repetitive, or else the fear of the victim may be that a single act may be repeated. Bullying is an abuse of power by those who carry it out. It may last for a short period or go on for years. It is at times premeditated and often opportunistic: sometimes it is directed mainly towards one victim, and may occur serially or randomly. A bullying incident may be any incident which is perceived by the target as bullying and needs to be treated accordingly.

The Department of Education defines bullying as:

'Behaviour that is:

repeated

intended to hurt someone either physically or emotionally

often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

physical assault

teasing

making threats

name calling

cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger’)

Gov.UK, 2017 (Available at: www.gov.uk/bullying-at-school)

FORMS OF BULLYING

People may bully others because of varying perceived differences: sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend).

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. These categories may be inter-related.

<p>PHYSICAL BULLYING</p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another</p>	<p>VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm</p>
<p>EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements - menacing looks/stares - rude signs or gestures</p>	<p>CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation</p>

It is the aim of St Bede's

To promote a secure and happy environment, free from threat, harassment and any type of bullying.

- To ensure that children know that they will be listened to and that their worries will be taken seriously and dealt with sensitively.

To take positive action to prevent bullying from occurring through a clear school policy on personal and social development.

To show commitment to overcoming bullying by practising zero tolerance.

To inform pupils and parents of the school's expectations and to foster a productive partnership with them, which helps to maintain a bully-free environment.

To ensure that everyone at St Bede's is aware of their role in fostering the knowledge and attitudes which will be required to achieve these aims.

To ensure that pupils are able to transfer their learning to the wider community.
Pupils are encouraged to be good citizens.

INDICATORS OF THE CHARACTERISTICS OF BULLYING

Can be mistaken for bullying but it is not bullying	Bullying where harm is intended	Criminal Activity
<ul style="list-style-type: none">• Playful teasing• A one-off fight resulting in physical contact/aggression• Rough and tumble or play fighting without real intention to cause damage	<p>PHYSICAL – repetitive</p> <p>Biting</p> <p>Hair pulling</p> <p>Hitting</p> <p>Kicking</p> <p>Locking in a room</p> <p>Pinching</p> <p>Punching</p> <p>Scratching</p> <p>Spitting</p> <p>Any other form of physical attack</p>	<p>Assault with a weapon</p> <p>Grievous bodily harm</p> <p>Seriously threatening to kill or harm</p> <p>Serious theft</p> <p>Sexual abuse</p> <p>Racial abuse</p>

	<p>Damaging a person's property</p> <p>NON-PHYSICAL</p> <p>Abusive language Abusive telephone calls Abusive texting Extorting money Intimidation/threats of violence Name calling Racist/sexist remarks Sexually suggestive language Cruel remarks Spreading false/malicious rumours</p> <p>NON-VERBAL</p> <p><u>Direct</u> Mean faces/rude gestures</p> <p><u>Indirect</u> Manipulating/ruining friendships Systematically excluding, ignoring and isolating Sending often anonymous poisonous notes <i>Can be any one or a combination</i> <i>Bullying is usually repetitive</i></p>	
<p>Suggested School Action This should be handled sensitively by the school where appropriate but not treated as bullying</p>	<p>Suggested School Action This should be dealt with by the school</p>	<p>Suggested School Action This should be handled by the police or other appropriate authorities</p>

STAFF GUIDANCE ON DEALING WITH BULLYING ISSUES

We at St Bede's take bullying seriously and provide guidance for all staff. Identifying pupils who are being targeted is often difficult. We use the following indicators as guidelines:

- The pupil's work may be suffering
- They appear to have no visible friends
- They appear unhappy
- They have frequent absences
- They have a tendency to display aggressive behaviour

We encourage staff to observe general behaviour in and around school

DEALING WITH A CHILD WHO HAS BEEN BULLIED

We treat a child who is being bullied and incidents seriously whether reported by staff/parents/peers. We acknowledge that anyone can be a target for bullying and it is not his or her fault.

We at St Bede's will:

- Investigate all incidences of bullying reported as a matter of priority
- Record incidents on CPOMS and monitor regularly
- Let the child know what is being done. Set a time and date for a meeting
- Inform parents of procedures in place and actions taken
- Reassure students they have done the right thing by telling someone
- Find out details and not make them feel responsible for being bullied
- Empower the child by praising their courage for telling
- Identify areas of the environment where bullying occurs: corridors, classrooms where the teacher is absent, playgrounds. Deal with these areas as a management issue they may require creativity and vision
- Decide which strategy is appropriate. eg anger management, circle time. (Resource and Reference materials) and put it into practice.

DEALING WITH A PUPIL WHO IS A BULLY

We are aware a child may bully for a variety of reasons: because of the family/life events/power of an antisocial peer group/social climate of the school/surrounding

community/personality characteristics and or a combination of these and other factors. Some bullies may have low self-esteem that often manifests itself in violence. Some bullies are extremely manipulative of people and or situations.

Staff at St Bede's

Diffuse the situation and remain calm and non-judgemental

Separate the bullying actions from the person who is bullying (allows a way out and becomes a win win situation)

Explain clearly to the child what is going to happen to ensure they understand rules responsibilities and consequences that the school follows

Involve and inform parents of events and consequences that may follow

Decide which strategy is effective and appropriate

EXPECTATIONS

Our aim at St Bede's is to put in place preventative measures through the following expectations:

EXPECTATIONS OF STAFF AND GOVERNORS

To embrace a whole school approach that celebrates individuals and provides support for all pupils

The school will have an effective anti-bullying policy in place that is an integral part of school life

A supportive governing body that encourages the involvement of parents in the school

A clear system of rules, rights, responsibilities and consequences

To provide an environment that is stimulating and enjoyable

To recognise that the responsibility for dealing with bullying incidents rests with the school and governing body

To know that the school has no responsibility to deal with bullying incidences occurring outside the school premises, however they will endeavour to support the child and parents

To respond to parental queries and concerns positively and without delay

EXPECTATIONS OF PARENTS

To be involved in their child's school life and attend parents evening etc

To be supportive of the school's expectations of behaviour

To respond to school concerns positively and without delay

Parents will make appointments where and when possible

To know that the school has no responsibility to deal with bullying incidences that occur outside school premises, however they will endeavour to support the pupil and parents

EXPECTATIONS OF PUPILS

To be involved in a proactive school council

To support the school rules, rights, responsibilities and consequences

To take responsibility for their behaviour

To respond to school concerns positively and without delay

Control over the school environment can be both psychological, that is, children are taught to monitor their own behaviour and that of others: and physical, that is teachers, may be asked to patrol areas of the school outside class hours, in the absence of the Headteacher or Deputy Head.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum: Children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour. Our strong PSHE curriculum and general ethos of the school promotes being a good person and being aware of others' needs.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.

Annual whole school participation in Anti-bullying Week (November), where the school's message of acceptable and unacceptable behaviours is reinforced and children are reminded of what to do if they or someone they know, is being bullied.

Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.

Awareness raising posters are displayed in classrooms and corridors when staff feel this would have a particular impact (e.g. after a first allegation)

Online Safety teaching embeds work related to cyber-bullying and how to combat it

Peer support is offered from children trained as 'Playground Friends'

Parents will be issued with a copy of the school's Anti-Bullying policy on the school website and in paper form if requested. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn

THE ROLE OF THE GOVERNING BODY

The Local Governing Committee monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through monitoring CPOMs, pupil voice questionnaires and termly monitoring visits from governors. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. If parents are not satisfied with the outcome of the investigation, they may wish to make a more formal complaint. In order to do this, they should follow the procedure set out in the BCCET Complaints Policy

TRAINING FOR STAFF

This takes the form of the following:

Staff training to address policy issues, through assemblies, PHSE and curriculum

Training using INSET/BCCET/LA/outside agencies

Review meetings to assess and review procedures/incidents

Staff may also access training from:

South Tyneside Healthy Schools, Education for Health Co-ordinator (Chrissy Hardy)

South Tyneside Services for Young People (Jill Donaldson and Laura Johnson)

Support and advice from EWO, Community Police

Staff may also find help and advice on the Anti-bullying Alliance website

<http://www.antibullyingalliance.org.uk/>

MONITORING AND EVALUATION

The Senior Management Team will monitor this policy and its implementation and effectiveness.