

# St Cuthbert's Catholic Primary School



Head Teacher: Shaun Dillon

## Anti-Bullying Policy

Date reviewed: September 2024

Date of next review: September 2025

## Rationale

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

*“The dignity of the human person is rooted in his or her creation in the image and likeness of God.”*  
*Catechism of the Catholic Church*

At St. Cuthbert’s we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

At St. Cuthbert’s we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our mission statement is lived out so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken.

## Our Mission Statement

*Our mission at St Cuthbert’s School is to create a joyful learning environment that nurtures children’s self-confidence and self-esteem, which empowers them to reach their personal, spiritual and educational potential through praying, worshipping, learning and playing together.*

## Aims and objectives

- To provide a secure, safe and positive Christian environment free from threat, harassment or any type of bullying behaviour, where children and adults can grow and develop.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent whole school response to any bullying incidents that may occur.
- To work with all members of the school community (staff, children, parents/carers and governors) to foster productive partnerships which help maintain a bullying-free environment.
- To celebrate diversity and the uniqueness of individuals.

## What is bullying?

Bullying can take many forms and can be experienced in many different ways.

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

The Anti-Bullying Alliance defines bullying as ‘The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power

DFE 'Bullying at school' November 2014 states that there is no legal definition of bullying. However, it states that bullying is usually defined 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)

The DFE 2014 guidance states that schools should have their own definition of bullying. Bullying is defined by our school community as 'Intentional, repeated behaviours, over a period of time, that cause another child emotional or physical hurt.'

### **Types of Bullying**

Bullying can be categorised into seven main types:

- Bullying related to race, religion or culture
- Bullying related to home circumstances
- Bullying related to appearance or health conditions
- Bullying related to special educational needs (SEN) and disabilities
- Bullying related to gifts and talents
- Bullying related to sexual orientation
- Bullying related to gender

#### *Bullying related to race, religion or culture*

Racist, faith-based or cultural bullying is bullying based on a person's background, colour, religion or heritage. This form of bullying has a negative impact on a child's sense of identity, self-worth and self-esteem. It also can be negative about the child's family, and about their ethnic or faith community as a whole.

#### *Bullying related to home circumstances*

The home circumstances of children can make them vulnerable to bullying. This may include obvious signs of affluence or lack of it, being a looked after child, being a young carer or having a family member with a disability or special need.

#### *Bullying related to appearance or health conditions*

Children with health or visible medical conditions, or perceived physical characteristics, such as size and weight may be vulnerable to bullying.

#### *Bullying related to special educational needs (SEN) and disabilities*

Children with SEND and disabilities are vulnerable to bullying. Their differences can be used by bullies to isolate them from friendship groups.

### *Bullying related to gifts and talents*

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements and abilities can set them apart from their peers. This may lead to resentment and jealousy among their peers which may make them targets for bullying behaviour.

### *Bullying related to sexual orientation*

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying includes all forms of bullying but in particular it can include homophobic language. This is terms of verbal abuse used towards lesbian, gay, bisexual or transsexual people or those who are perceived LGBT. It can be used as an insult or to refer to something or someone as inferior eg derogatory use of the word 'gay'.

### *Bullying related to gender*

Sexist, sexual and transphobic bullying affects both genders. Sexist bullying is based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. Both sexes may be victims and each may be a victim of their own sex. Children who feel that they belong to another gender or do not conform with the stereotypically defined roles often ascribed to particular genders, can also become a target of bullying.

## **Forms of Bullying**

Different forms of bullying can be seen within the seven identified types of bullying. Forms of bullying include:

### *Physical*

This can include physical harm such as punching or pushing, being made to give money or belongings, or forcing a child to act against their will.

### *Verbal*

Verbal bullying can include being teased in a nasty way, being called 'gay' in a derogatory way, being insulted about race, religion or culture, being called names or being the subject of offensive comments.

### *Indirect*

This can include being deliberately excluded from groups or ignored, or being the subject of tales or rumours.

### *Electronic /'cyberbullying'*

This form of bullying includes verbal or indirect bullying via text message, email, instant messenger services or social network sites or images spread via the internet or mobile phones.

## **Our Approach to Bullying**

Our approach to bullying is informed by the Catholic faith.

*"Every human being is created in God's image and likeness and therefore is valuable and worthy of respect."  
Christ at the Centre*

## Key Principles

- The school leadership will work with all in our community to prevent all forms of bullying, including prejudice-based bullying, and to fully address incidents of bullying as they arise.
- All bullying in its variety of forms and types will be taken equally seriously and addressed appropriately.
- We will address bullying within the framework of Catholic beliefs and Church teaching and in a way which is age-appropriate.

## Responding to bullying

When responding to incidents of bullying we aim:

- to make the child who has been bullied feel safe
- to find out what has actually happened by talking to all children involved
- to reassure the child who has been bullied that we have taken steps to ensure that the bullying will stop
- to ensure that if there is any further bullying behaviour towards the child they know what to do
- to encourage better behaviour from the child who has displayed bullying behaviours
- keep parents of all children, the bullied and the bully, fully informed of allegations, outcomes, actions and sanctions.

### *Homophobic bullying and using homophobic language*

Homophobic language can be used as an insult or to refer to something or someone as inferior such as the derogatory use of the word 'gay'. The derogatory use of homophobic language in our school will always be challenged even if it appears to be being used without any homophobic intent.

### *Children with SEND or disabilities*

Our school is committed to actively promoting the equality of opportunity for all children with SEND or disabilities. Where children with SEND and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) school will expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

## Staff training

All adults working in the school know the anti-bullying policy and the procedures and systems used for reporting of incidents. Training on anti-bullying is part of the induction of new staff.

All staff receive training about being sensitive to the changes of behaviour that may indicate that a child is being bullied. Those being bullied may demonstrate physical, emotional and behavioural problems or changes.

Staff are expected to take preventative measures. This includes being aware of where and when bullying might take place. The staff training includes equality training to raise awareness among staff of potential prejudicial behaviour and how not to reinforce stereotypes.

## Curriculum

As a Catholic school Religious Education is a core subject of our curriculum. There are opportunities within RE to make links to reinforce the principles of human rights, Catholic social teaching and the uniqueness of the individual, made in God's image and likeness. Our curriculum as a whole is planned and delivered to enable children to develop empathy, to understand the effect bullying has on people and to take responsibility for trying to prevent bullying. Through a variety of planned activities across the curriculum such as circle time, role-play, class performances and celebration assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Children have a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. This is explicitly planned within the PSHE programme delivered in school and through the annual celebration of Anti-bullying week and Diversity week. Staff are also expected and encouraged to take advantage of unplanned opportunities to celebrate diversity and to reinforce the principles of anti-bullying.

## Pastoral Care

The pastoral care provided by all staff ensures that there is a structure of support for all children and helps to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

## Collective Worship

In collective worship themes and values play a part in challenging prejudice and promoting justice for all. The timetable of collective worship includes specific opportunities throughout the year which support work in anti-bullying. The children are encouraged to live the gospel values by following Christ's example.

## Reporting and recording of incidents of bullying

*What should you do if you suspect a child is being bullied?*

School Staff:

- If being told of bullying by a child, listen carefully and believe what you are being told.
- Write down what you have been told straight away in the safeguarding log CPOMs. Make sure your notes contain facts and not subjective judgements.
- Pass the information, including names of any witnesses to the head teacher as soon as possible.
- If you witness bullying in school step in and stop it immediately. Then record and report it to the head teacher.

Children:

- Tell a member of staff immediately
- Provide as much information as possible, who is being bullied, by whom, where did the incident take place and when. Has this happened before?
- If you are not the person being bullied, try to imagine what it must feel like to be that person. We depend on each other for help and support – tell someone!

## Families:

- We need to know that children are being bullied in order to help them. If you are aware of an incident that appears to be bullying please inform us.
- If the child is your own, we will need your help and support to improve the situation for your child.
- Please be patient. Bullying is rarely resolved overnight and we may need to take several steps to stop it. However please keep in touch to ensure that we have the overall picture of a child's feelings about school. Sometimes children put on a brave face for us in school despite their discomfort and don't feel they want to tell us what's happening. If this is the case, you as parents must tell us.

Our school has a clear system for recording all allegations of bullying. All staff are aware of the system used.

- If a child or parent/carer has an instance of bullying to report the member of staff to whom it is being reported should listen carefully to what is being said, record it in the safeguarding log CPOMs and inform the head teacher.
- They will investigate fully, speaking with all individuals concerned, and report back to the child/parent/carer what they have found. This should also be recorded in the safeguarding log CPOMs.
- They will inform the parent what action the school will take and record this in the safeguarding log CPOMs.
- If bullying has been found to have occurred the head teacher must report this to the governing body in the termly head teachers report.

## Reporting to the Local Authority

All incidents of racist bullying are reported to the local authority.

## The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. 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.

## Monitoring the Policy

This policy will be reviewed every three years.

