Anti-Bullying Policy
2021-22

Approved by:	FGB	Date: 08 October 2021
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Introduction
In light of our mission statement and our anti-discrimination policy, the staff and governors of St. Ambrose RC Primary School have set down the following policy for Anti-bullying.

Aims
The aims of this policy are to establish clear guidelines for Anti-bullying in our school to ensure equality of opportunity for pupils.

This policy is to be read in conjunction with our Safeguarding Policy, Behaviour Policy and E-Safety Policy. This policy also considers the DFE statutory guidance "Keeping Children Safe in Education" 2021 and "Preventing and Tackling Bullying" July 2017

Rationale
Everyone at St Ambrose RC School, every colour, ethnicity, religion, gender identity and sexuality, has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to feel safe and achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

- Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.
- It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- Records of behavioural incidents address homophobia and transphobia as well as other equalities aspects such as racism and sexism. All incidents are followed up appropriately.

This document outlines how we make this possible at St Ambrose R C School.

Definition of Bullying

DfE publication 'Preventing and Tackling Bullying', July 2017 defines bullying as:

> Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Bullying is different to other forms of aggressive behaviour in that it is ongoing and repeated behaviour over time with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality

- Verbal   - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Bullying may be verbal, physical or psychological and is recognised by St Ambrose RC Primary School as being a form of peer on peer abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents to a minimum at St Ambrose R C Primary School. We will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum, including the Rights Respecting agenda, whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. An annual 'Anti-bullying Week' is held to further raise awareness and reinforce the anti-bullying pupil pledge so that it is embedded into the culture of St. Ambrose RC Primary School.

Anti-Bullying Pupil Pledge

The school community will create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. This pledge has been created (October 2021) based upon the school mission statement and is:

Loving hands, loving hearts and loving minds

This pledge enables children to understand the school's approach to developing a culture of mutual respect. This pledge is to be regularly promoted in assemblies, displayed throughout the school and emphasised even more so during anti-bullying week. Through following this pledge, and staff reinforcing it, bullying should be kept to a minimum.

Reporting procedure

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. Each pupil must be given an opportunity to talk.

Upon discovery of an incident of bullying, the member of staff will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. These should be recorded on CPOMS and include the following:
- Perpetrator(s) name(s)
- Victim(s) name(s)
- Where did it happen
- Any witnesses and their account
- Accounts from the perpetrator(s) and victim(s)
- Actions to be taken (support, consequences and restorative approach between perpetrator(s) and victim(s)
- When and how parents have been informed

This process of recording incidents on CPOMS was shared with staff in October 2021 and is revisited throughout the academic year.

Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

If bullying includes racist or homophobic abuse then it will be reported to the Headteacher. A glossary of terms for staff to help identify abusive language can be found on page 6 of this policy.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Strategies to deal with bullying

There are various strategies that can be applied if more than one pupil is involved in bullying another.

Role-play and other drama techniques can be used as well as Circle time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Anti-Bullying strategies are also taught as part of National Anti-Bullying week. This week is high profile with parents, children and staff. All children are involved in learning and sharing these strategies. These strategies are revisited and referred to during the course of the year.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. <u>Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.</u>

Cyber Bullying and Online Safety

The increasing use of the internet has in some cases led to an increase in cyber-bullying. Children are taught how to keep themselves safe on the internet and about the dangers of inappropriate use of social networking sites outside school. This teaching will be delivered through the curriculum by staff and children who are 'digital leaders'. All incidences of reported cyber-bullying will be dealt with in accordance to school policy. There is no access to social networking sites on the school system.

Categories of Cyber Bullying

Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room. Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, Facebook, Twitter, etc.). Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Parental Involvement

Whilst there is little history of persistent bullying at St. Ambrose, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.

The bully will also be reminded of the consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool will be used, where appropriate incorporating a reward for achieving desired behaviours.

Where necessary we have and will call on outside resources to support our action. This policy is seen as an integral part of our Behaviour Policy.

Glossary of Terms

The listed terms relate to sexual orientation and gender identity and may be helpful to school staff and professionals working directly with young people.

Gender Identity a person's internal sense of their own gender, whether male, female, non-binary, or something else.

Sex either of the two categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female'.

Sexual Orientation a person's emotional, romantic and/or sexual attraction to another person.

TERMS THAT SOME PEOPLE MAY USE TO DESCRIBE THEIR IDENTITY

Sexual orientation

Bisexual refers to a person who has an emotional, romantic and/or sexual attraction towards more than one gender.

Gay refers to a man who has an emotional, romantic and/or sexual attraction towards men. Also, a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.

Homosexual this might be considered a more medical term used to describe someone who has an emotional, romantic and /or sexual attraction towards someone of the same gender. The term 'gay' is now more generally used.

Lesbian refers to a woman who has an emotional, romantic and/or sexual attraction towards women.

Pansexual are sexually attracted to people of every gender identity. People of any gender identity can and do identify as pansexual.

Gender identity
Cisgender refers to a person whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Non-binary an umbrella term for a person who identifies outside of the 'gender binary', (in other words, outside of 'male' or 'female')

Trans an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a

wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

Trans-gender man a term used to describe someone who is assigned female at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transsexual this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Other terms people might use
LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities.

Queer in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBTQ+ young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed as derogatory by some. *Gender queer* (alongside non-binary) refers to someone who does not identify within the gender binary of 'male' or 'female'.

Questioning the process of exploring your own sexual orientation and/or gender identify.

OTHER USEFUL TERMS
Coming out when a person first tells someone/others about their identity as lesbian, gay, bisexual, trans.

Gender dysphoria used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Gender reassignment this is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010.

Gender Recognition Certificate this enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you have to be over 18 to apply. You do not need a GRC to change your gender at work or to legally change your gender on other documents such as your passport.

Gender variant someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people.

Outed when a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone without their consent.

Pronoun words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir

Transitioning the steps, a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might

involve things like telling friends and family, dressing differently and changing official documents.

Homophobia the fear or dislike of someone who identifies as lesbian or gay.
Biphobia the fear or dislike of someone who identifies as bisexual.
Transphobia the fear or dislike of someone who identifies as trans.