



ST. THOMAS MORE CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING & ANTI-HATE POLICY

MISSION STATEMENT

I have come so that they may have life and have it to the full - John 10:10

As a Catholic school, God is at the heart of all we do. We believe that each person is made in His image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the virtues in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

This policy must be read in conjunction with the
Safeguarding Policy and
Relationships and Behaviour Policy

Date drafted: September 2024

Date ratified by the Governing Body:

Date for review by Staff and Governors: September 2025

St. Thomas More Catholic Primary School

Lewis Road | Cheltenham | Gloucestershire | GL51 0HZ

Head Teacher: Mrs K Turner

Tel: 01242 513339 | Email: admin@st-thomasmore.gloucs.sch.uk www.st-thomasmore.gloucs.sch.uk

1. Statement of Intent

St Thomas More Catholic Primary School is committed to providing a happy, caring and safe environment in which children can learn in a secure and relaxed atmosphere and in which every individual feels valued and respected.

The school recognises that bullying, in any of its many forms, is a seriously harmful activity that will cause great unhappiness if left unchecked. The school adopts an attitude of zero tolerance towards bullying. All members of the school community will ensure that all children are strongly encouraged to report all incidents of bullying towards themselves or others.

Parents and carers should be reassured that through the Anti-Bullying & Anti-Hate Policy, the school will respond positively and effectively to any form or degree of bullying.

2. Definition of bullying

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else which results in pain or distress to the victim. Although bullying is normally a situation which develops over a period time (perhaps days or weeks), it can also relate to a more one-off type of incident.

The main types of bullying are:

Physical:	Pushing, pinching, hitting, kicking or any use of violence. Theft of or damage to property.
Verbal:	Name-calling, teasing, taunting, sarcasm, spreading rumours or making threats.
Emotional:	Spreading rumours, excluding someone from social groups, ganging up, tormenting (e.g. hiding books, threatening gestures), silence.
Racist	Racial taunts or intimidation.
Gender	Harassment.
Sexual	Unwanted physical contact or abusive comments.
Cyber	Use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner.
Child on Child:	Any form of physical, verbal, sexual, emotional or financial abuse and coercive control exercised between children, and within children's relationships (both intimate and non-intimate) by an individual or a group.

3. Why it is important to respond to bullying?

- The safety and happiness of pupils is vital. When pupils are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- The unhappiness of bullied pupils is likely to affect their concentration and learning.
- If pupils observe bullying behaviour going unchallenged, they may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret any inaction as condoning unacceptable behaviour. They will feel badly let down by those adults in authority.
- Maintaining a reputation as an effective, caring school is extremely important to St Thomas More Catholic Primary School. No school can claim with absolute confidence that "there is no bullying". Every school has some degree of bullying, even if only slight and infrequent. Parents and carers are aware of this but they will be reassured by a school which demonstrates zero tolerance and takes concerns seriously both through policy and action. At St Thomas More Catholic Primary School, through this policy we aim to deal positively and effectively with any sign of bullying.
- Pupils who are bullying need to learn different ways of behaving and those who witness bullying need to learn that to observe bullying behaviour and not report it is unacceptable.

4. Identifying signs of bullying

A child may indicate either by their domineer or behaviour that they are being bullied. Adults should be aware that the examples below are possible signs (though this is not an exhaustive list) that they should investigate if a child:

- is unwilling to go to school and has erratic attendance.
- is frightened to walk to and from school and asks to be taken or driven to school.
- regularly feels ill in the morning.
- is unwilling to go into school or classroom.
- begins to show deterioration in school work.
- becomes withdrawn, anxious and lacking in confidence.
- starts stammering.
- stops eating.
- cries themselves to sleep, has nightmares or wets the bed.
- has unexplained bruises and/or scratches.
- has clothes or books damaged regularly.
- has possessions which go missing.
- cries easily.
- asks for money or begins stealing money (to pay the bully).

- is frightened to say what is wrong.
- attempts or threatens self harm.
- becomes disruptive or aggressive.
- gives improbable excuses to explain any of the above.

These signs or behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Prevention of bullying

Raising Awareness

- All staff should tell children, for example in Collective Worship/Liturgical Prayer/Celebration of The Word, assemblies, class teaching, induction and every day conversations, that bullying of any form is NOT TOLERATED in school.
- Discuss bullying in class so that children can talk about what it is and what can be done to stop it.
- Take part in Anti-Bullying Week.
- Use drama or role play about bullying as part of the curriculum.
- Read stories with a bullying theme.
- Write stories about bullying – true or fictional.
- Provide models of helpful behaviour.
- Ensure that all pupils and parents know that the school is committed to preventing bullying and will take action.
- Constant monitoring of school buildings and grounds by staff to ensure a safe and secure environment is maintained.
- Maintain an active anti-bullying policy.
- Carry out annual pupil questionnaires specific to bullying during Anti-Bullying Week, and carry out careful analysis of the results to inform future policy and practice.
- Parent Induction meetings.

Supervision

- Identify potential bullying locations e.g. toilets, playground, field, coach on a school trip and ensure these are frequently supervised.
- Review playground duties to respond to any particular issues which may occur.
- Ensure good communication by reporting any incidents of bullying to those in charge (Class teacher, ancillary staff, midday staff, as appropriate) recording incident first hand on CPOMS.
- Review CCTV footage to observe pupils when an incident of bullying has been alleged.

6. Procedures for dealing with bullying

Pupils who are being bullied:

- Should be encouraged to tell someone that they trust – parent, grandparent, teacher, friend, brother, sister.
- Should be encouraged not to respond to comments or teasing.
- Should be helped to understand that If they do respond, they should be assertive- but without being aggressive or counter accusation could arise.
- Should be encouraged not to suffer in silence. Their silence is the bully's greatest protection.

Pupils who see another pupil being bullied should:

- Tell an adult – a parent or a member of the school staff.
- Don't keep silent. If possible show the bully that you disapprove of their actions.
- Don't ever ignore bullying - the person being bullied needs help and support. A bully may think that you approve of their behaviour if you don't take action.

The following bullet points are shared with parents on the website, in school newsletters, at parent induction meetings and during Anti-Bullying week:

Parents and carers whose child is being bullied should:

- Be aware of the signs that your child could be experiencing bullying.
- Encourage your child to discuss with you any problems they are experiencing.
- Bullying is not a necessary part of growing up.
- Share your concerns with the school as soon as possible through the class teacher in the first instance. If you feel that the problem hasn't been addressed, a meeting should be arranged with a member of the Senior Leadership Team.
- Don't encourage your child to hit back.
- Boost your child's morale. Help them to realise that it is the bully who should feel ashamed.
- Inform the school of any circumstances at home which may affect your child's behaviour.

Parents and carers whose child might be exhibiting bullying behaviour should:

- Remain calm – talk things over and try to discover why your child is behaving in this way. A bully, like the victim, needs help and support.
- Share their concerns with the school and ask for help – this will be provided by the staff member most appropriate to work alongside both the parent/s and the child.

7. How staff should respond to an allegation of bullying

- All reports of bullying should be taken seriously and recorded on CPOMS. The incident must be dealt with immediately by the member of staff who has been approached.
- Offer help, advice and support to the victim.
- Explore the incident as fully as possible with all the parties involved and ascertain the full details of the incident, using CCTV footage when necessary.
- Involve others as appropriate. This could be the class teacher, SLT or Head Teacher depending upon the seriousness of the incident and one's role within the school (eg. MDSAS, teaching partner, teacher etc). If there is any doubt about the seriousness of an incident or the course of action always refer it on.
- Any member of staff wishing to report an incident of bullying should report the incident to a member the Senior Leadership Team and record the incident on CPOMS (Child Protection Online Management System).

The Appendix provides a checklist for investigating an incident

8. Action that will be taken by the School

- All concerns will be thoroughly investigated, including conducting teacher/Head Teacher 'interviews' with all relevant parties and reviewing CCTV footage if available.
- Children involved in bullying will be reminded of the school's 'ICE (Inspiration/ Celebration/Education) motto (see Relationships and Behaviour Policy and Exclusions Policy) and how their behaviour has contravened these rules. The children will also be reminded of the system of sanctions in place to deal with such incidents.
- The Head Teacher, senior staff, teachers and teaching partners may use 'restorative practice' or solution focussed techniques to solve incidents of bullying and developing clear actions to be taken by victim, parents and school. Also, the victim may be asked to write down or articulate the facts and how these facts make them feel. This information may be shared with the 'bully' as all parties are involved in the restorative process.
- Restorative practice should support the potential perpetrator understanding and implications and impact their of action on others.
- Appropriate sanctions will be imposed upon any child involved in bullying (in line with the school Relationships and Behaviour Policy and Exclusions Policy). The school will also explore the provision of additional support for any child involved in bullying (counselling, involvement of outside agencies etc) as appropriate.
- The parents and carers of the victim and the child/children involved in the bullying will be informed of the details of incidents and the course of action that has been/ is being followed by the school.
- The school will continue to make every effort to develop a positive attitude in all children through the Personal, Social, Health and Citizenship Education & RHSE

(Learning for Life) Policy, 'Learning For Life' Curriculum, Circle time and Collective Worship/Liturgical Prayer/ Celebration of The Word. Tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.

- Any necessary and appropriate steps will be taken to avoid the recurrence of incidents of bullying. These may include alteration to school policies or procedures.
- All incidents are logged on CPOMS as soon as possible or reported to a DSL if access to CPOMS is not immediately available.

9. Leadership, Management and Governance

The Governing Board is responsible for:

- Ensuring that the school has an Anti-Bullying and Anti-Hate Policy
- Ensuring that the policy and its related procedures and strategies are implemented

The Head Teacher is responsible for:

- Ensuring that the policy is implemented on a day to day basis
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of bullying

APPENDIX

Checklist for investigating a report of bullying

- a)** Who was involved – is there or are there apparent victims? If so, who are they?
- b)** In what way did the victims suffer?
- c)** How did the incident start? Was it spontaneous or premeditated?
- d)** What is alleged to have happened - from the perspective of all those involved?
- e)** When did the incident take place?
- f)** Where did the incident take place?
- g)** Who witnessed the incident (pupils, parents, staff and others)?
- h)** Who reported it to whom and when?
- i)** Is there any background to this incident? (a continuing trend of bullying behaviour by a particular child or children)
- j)** Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- k)** To what extent did the incident affect others?
- l)** What was the response of the victim(s) if such exist?
- m)** What was the response of any witnesses?
- n)** What does/do the victim(s) wish to see resulting from the investigation?