ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church. Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St. Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was reviewed: November 2024
The policy is to be reviewed: November 2025

Written by: Louise Prestidge
Designated Safeguarding Lead: Louise Prestidge
Deputy Designated Safeguarding Leads: Claire Burns, Angela Liggins

This Anti-bullying policy should be read alongside the DfE's guidance: Preventing and tackling bullying Advice for headteachers, staff and governing bodies.

It also considers the DfE statutory guidance Keeping Children Safe in Education 2024. Sexual Violence and sexual harassment between children in schools and colleges guidance, Cyberbullying: Understanding, Preventing and Respond: Guidance for Schools (Childnet), *KCSIE states bullying (including cyberbullying, prejudice-based and discriminatory bullying) as a form of Child-on-Child abuse.*

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

This policy also links to:
Behaviour Policy
Online Safety Policy
Child Protection and Safeguarding policy 2024
Curriculum Policies
Harmful Sexual Behaviours Policy
Acceptable Use Policy (AUP)
Safeguarding and Child Protection Policy
Curriculum policies such as PSHE, RSHE, Computing.

Rationale

At St Augustine of Canterbury Catholic Primary School, we recognise that bullying can occur. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable adults in the school and parents to recognise bullying when it takes place and to deal with it effectively. It must be made profoundly clear that we will **not** tolerate bullying at St Augustine of Canterbury Catholic Primary School.

Here at St. Augustine of Canterbury Catholic Primary School we create an ethos of good behaviour; where children treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school and online. Values of respect for staff and other children, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older children who set a good example to the rest.

Objectives of this Policy
- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

Aims and School Ethos

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. <u>We are a *TELLING* school.</u> This means that *anyone* who knows that bullying is happening is expected to tell the staff.

St Augustine of Canterbury Catholic School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where children are able to learn and fulfil their potential.

Our School Community:

o Understands the importance of challenging inappropriate behaviours between children.

o Monitors and reviews our anti-bullying policy and practice on a regular basis.

o Supports staff to promote positive relationships to help prevent bullying.

o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

o Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

o Requires all members of the community to work with the school to uphold the antibullying policy.

o Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages. o Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.

o Seeks to learn from good anti-bullying practice elsewhere.

o Utilises support from the Local Authority and other relevant organisations when appropriate.

Safeguarding children and young people DFE 'Preventing and tackling bullying Advice for headteachers, staff and governing bodies':

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff will discuss with the Designated Safeguarding Lead (Louise Prestidge) or Deputy Designated Safeguarding Leads (Claire Burns and Angela Liggins) and report their concerns to Medway Children's Services/Education Safeguarding and work with them to take appropriate action.

Responsibilities

It is the responsibility of:

The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Governors to take a lead role in monitoring and reviewing this policy.

All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

What Is Bullying?

DFE 'Preventing and tackling bullying Advice for Headteachers, staff and governing bodies':

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text,

instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by St Augustine of Canterbury Catholic Primary School Primary as being a form of child on child 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.

St Augustine of Canterbury Catholic Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

This policy covers all types and forms of bullying including:

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
o Bullying related to physical appearance
o Bullying of young carers, children in care or otherwise related to home circumstances
o Bullying related to physical/mental health conditions
o Physical bullying
o Emotional bullying
o Sexual bullying/harassment
o Bullying via technology, known as online or cyberbullying
o Prejudicial bullying (against people/children with protected characteristics):
o Bullying related to race, religion, faith and belief and for those without faith
o Bullying related to ethnicity, nationality or culture
o Bullying related to Special Educational Needs or Disability (SEND)
o Bullying related to sexual orientation (Homophobic, biophobic and transphobic (HBT) bullying).
o Gender based bullying, including transphobic bullying
o Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Cyber-bullying/Online bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
Please see our Acceptable Use Policies (including Microsoft Teams Acceptable Use Policies).

Cyberbullying

At St. Augustine of Canterbury Catholic School, we follow Childnet Cyberbullying guidance
When responding to cyberbullying concerns, we will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems;
  o identifying and interviewing possible witnesses;
  o Contacting the service provider and the police, if necessary.
  o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching children's electronic devices, such as mobile phones, in accordance with the law.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and children regarding steps they can take to protect themselves online.

This may include:
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Supporting Children
Children who have been bullied will be supported by:
- Reassuring the children and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead (Louise Prestidge), or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Children and Young People's Mental Health Service (CYPMHS).

Children who have perpetrated the bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the pupil.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Family Solutions/Early Help, Specialist Children's Services, or Children and Young Person's Mental Health Service (CYPMHS).

Supporting Adults
• Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

• Adults who have been bullied or affected will be supported by:

o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

o Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.

o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.

o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

o Reassuring and offering appropriate support.

o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:
> o Discussing what happened with a senior member of staff and/or the headteacher to
> establish the concern.
> o Establishing whether a legitimate grievance or concern has been raised and signposting
> to the school's official complaints procedures.
> o If online, requesting that content be removed.
> o Instigating disciplinary, civil or legal action as appropriate or required.

Strategies for the prevention and reduction of bullying

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE/RSHE lessons, children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

The whole school community will:

> o Create and support an inclusive environment which promotes a culture of mutual
> respect, consideration and care for others, which will be upheld by all.
> o Recognise that bullying can be perpetrated or experienced by any member of the
> community, including adults and children (child on child abuse).
> o Recognise the potential for children with Special Educational Needs and Disabilities
> (SEND) to be disproportionally impacted by bullying and will implement additional
> pastoral support as required.
> o Recognise that bullying may be affected and influenced by gender, age, ability and
> culture of those involved.
> o Openly discuss differences between people that could motivate bullying, such as:
> children with different family situations, such as looked after children or those with caring
> responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related
> difference.
> o Challenge practice and language (including 'banter') which does not uphold the school
> values of tolerance, non-discrimination and respect towards others.
> o Be encouraged to use technology, especially mobile phones and social media, positively
> and responsibly.
> o Work with staff, the wider community and outside agencies to prevent and tackle
> concerns including all forms of prejudice-based and discriminatory bullying.
> o Actively create "safe spaces" for vulnerable children and young people.
> o Celebrate success and achievements to promote and build a positive school ethos.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These include:

- PSHE and RSE teaching
- Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Awareness through anti-bullying assemblies throughout the year, children are encouraged to generate ideas and take ownership of anti-bullying activities and events, deliver assemblies and anti-bullying sessions to peers and be actively involved in writing school behaviour and anti-bullying policies.
- Circle time
- Drama/role play activities
- Playground Buddies for new children who are settling into school
- By following of the whole school behaviour policy which includes using praise and rewards to reinforce good behaviour; encouraging the whole school community to model appropriate behaviour towards one another.

- Playground monitors and Leaders in both the Infants and Juniors. The key component is to provide peer-to-peer support for children and a valuable point of liaison between children and staff. Playground friends and leaders are highly visible, wearing different coloured tabards and receive specific training for their role.
- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.
- Regularly canvas children's views on the extent and nature of bullying.
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Publicise the details of internal support, as well as external helplines and websites.

Role of Parents

Parents have an important part to play in our anti bullying policy. We ask parents to:
- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Always take an active role in your child's education, enquire how their day has gone, who they have spent time with etc.
- If you feel your child may be a victim of bullying behaviour, inform the school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel a child has bullied your child, please do not approach that child in the playground or on their way home. Please inform the school immediately.
- It is important that you do not advise your child to fight back or to repeat the bully's behaviour. This will only make the situation worse.
- Tell your child it is not their fault they are being bullied.
- Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately.

Signs and Symptoms
Staff and Parents should be vigilant in looking out for signs of bullying or other child protection issues including:
Physical: *unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.*
Emotional: *losing interest in school, withdrawn, 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, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.*
These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures for reporting and responding to bullying incidents
Allegations and incidents of bullying at St Augustine of Canterbury Catholic Primary School will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved. The following procedures are to be followed:

• Incidents of reported bullying need to be reported to the class teacher in the first instance who will inform a member of the SLT/Deputy/Headteacher. The class teacher will speak to all children involved about the incident separately or if appropriate as a group. This will be reported to the SLT/Deputy/Headteacher.

The problem will be identified and possible solutions agreed.

• Staff will attempt to adopt a problem-solving approach through circle times and/or drama activities which will move children on from having them to justify their behaviour.

• Appropriate action will be taken to end the bullying behaviour or threats of bullying.

• The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied i.e. loss of playtimes etc in accordance with the sanctions listed in our behaviour policy

• If possible, the children will be reconciled.

• An attempt will be made and support given to help the bully (bullies) understand and change his/her behaviour.

• If the bullying continues, parents will be informed and invited into the school for a meeting to discuss the problem.

• Meetings, with both parents and children present, may be used to resolve the issues.

• All reported incidents of bullying will be recorded and kept on file.

• In repeated or serious cases the school may follow the following sanctions:
  ➢ Lunch time inclusion/exclusion
  ➢ Suspension
  ➢ Permanent exclusion

Monitoring of Policy
This policy will be monitored by the Headteacher and through staff meetings and will be reviewed annually. Following an annual review, suggestions for amendments will be presented to the school council and shared with the whole school community during Anti Bullying Week every November.

Useful links and supporting organisations
• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net
• The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
• DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com
• Show Racism the Red Card: www.srtrc.org/educational

LGBT
• Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
• Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related