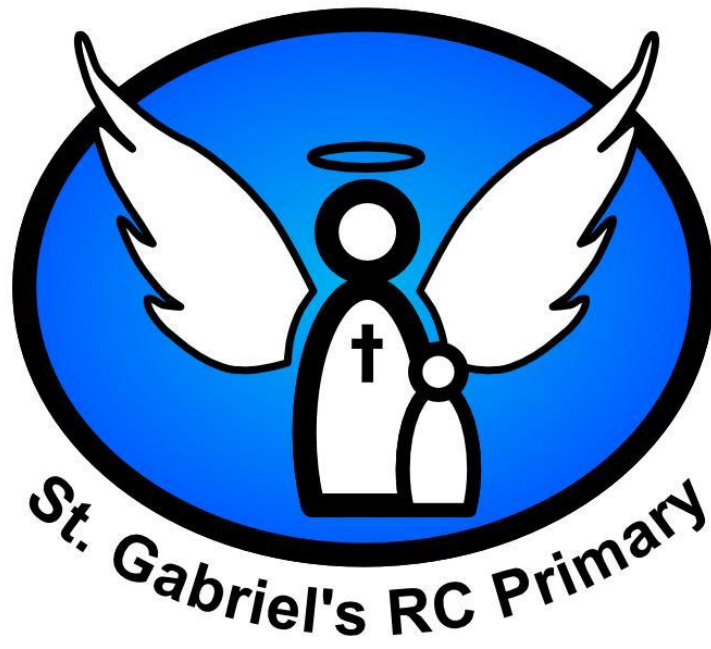




Anti-Bullying Policy

Updated: January 2025

Review: January 2027

Telephone: 01706 650280

Email: office@stgabrielsrc.rochdale.sch.uk

In God's Love: We Welcome



We Learn

We Grow

TOGETHER

Showing re**S**pect for everyone and everything

We are s**t**ronger, together,

Keeping the **G**ospel values in our hearts,

We are proud to be **a** part of a hard-working team.

Everyone a mem**b**er of God's family,

Progressing th**r**ough life, progressing through faith,

Walking **i**n Jesus' footsteps,

Learning for lif**e**, following our dreams.

We are al**l** unique, but all equal

Sharing God's **s** love through friendship and mutual respect.

Vision

Here at St Gabriel's, Jesus Christ is our role model. We promote the Gospel messages of love, tolerance, support, forgiveness and care. We believe that all children should be happy and safe. We recognise that whilst every person in our school is unique and special, we are all made in the image and likeness of God and we are all members of God's family.

Statement of intent

St Gabriel's RC Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

Christ calls upon all of us to-
'Love your neighbour as you love yourself' (Mark 12: 31-32).

As people we are all made in the image of God-
'God created human beings, making them to be like himself.' (Genesis 1:27-28).

It is by these words that we have a duty to respect one another as people of God and that bullying has no place within our Catholic School. The bullying of an individual prevents the school achieving its mission statement fully unless it is dealt with in an effective Christian manner where the cause of the 'target' is dealt with completely and sympathetically.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

- We aim to create an environment at St. Gabriel's where it is a basic right of all children to receive their education free from humiliation, oppression and abuse.
- We accept that it is the basic right of all pupils and staff to be free from any kind of bullying within the school or outside.
- To enable bullying to be dealt with and managed in a fair and equal manner throughout the school.
- To inform staff, parents, pupils and governors of the set procedures in dealing with bullying throughout the school.
- To allow a whole school approach to tackling bullying in order for effective teaching and learning to take place.

Approval and Review	
Policy Author and Designation:	Laura Bolton – Head Teacher
Policy Approved By:	Full Governing Board
Policy Reviewed by:	Richard Golding – Deputy Head
Policy Review Date	January 2025
Next Policy Review Date:	January 2027

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. The child friendly anti-bullying policy refers to this as S.T.O.P Several Times on Purpose.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a bullying report of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the target of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Supporting school's approach to anti-bullying by teaching their child the same views within their home environment.
- Informing their child's teacher if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are target of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall target to cyber bullying.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention

- The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

- All types of bullying will be discussed as part of the curriculum.
- Diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Potential targets of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school are made aware of this policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a staff member, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are targets or have witnessed an incident.
- Before a vulnerable pupil joins the school, the pupil's teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- The school will be alert to, and address if appropriate, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Through the Curriculum

Issues of bullying are exposed and worked through the curriculum. There is a particular focus to deal with issues of bullying in RE, PSHE, Citizenship and consistently through whole school and class assemblies. In RE we teach the children to respect and love all of God's creation and to value every person. We learn to understand that all people are unique and different and that these differences are to be valued and understood.

Through RE we learn to Recognise, Respect, Relate, Remember and Rejoice in each of our own and each other's creation. In PSHE issues relating to learning about bullying are covered by the topics of citizenship, relationships and emotional health. We have an

annual anti-bullying week and have also focused on wellbeing as a themed week within school.

The School Council may also cover it when looking at creating a more positive school environment. In Assemblies bullying can be covered as a theme through our 'Statements to Live By', incorporating drama or stories and tackling different social interests. In History, bullying maybe touched upon through some of the topics on the way we lived such as in the Victorian Times etc.

The school takes part in a yearly anti-bullying week where each class explores the issue in more detail and completes activities throughout the week.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a target of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's teacher, who will investigate the matter and monitor the situation.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the target has given consent to, or there is a safeguarding concern.

If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support is given to both the target and ringleader in the months following any incidents, to ensure all bullying has stopped.

Cyber bullying

The school has a Cyber Bullying Policy in place, which outlines the school's zero-tolerance approach to cyber bullying.

The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

The school will support pupils who have been targets of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

Procedures

Minor incidents are reported to the target's teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs relevant staff through the use of CPOMs including the incident and outcome.

When investigating a bullying incident, the following procedures are adopted:

- The target, alleged ringleader and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged ringleader, the target and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher informs the pupil of the type of sanction / response to be used in this instance and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the ringleader. This will either be in writing to the target (and/or witnesses if appropriate), or face-to-face, but only with the target's full consent. Discretion is used here; targets will never feel pressured into a face-to-face meeting with the ringleader.

The perpetrator is made to realise, by speaking once per week with members of the SLT, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The teacher informally monitors the pupils involved over the next half-term.

Support

If the pupil visits a first aider, the first aider informally checks whether the bullying has stopped.

For a month after the initial complaint of bullying, the teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

The teacher holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the teacher and target are confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The target is encouraged to tell a trusted adult in school if bullying is repeated.

The target is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

The school, particularly the deputy DSL, will work with the target to build resilience by offering emotional therapy, circle time, self-esteem building, social groups and involvement from the Catholic Children's Society if appropriate.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems. This will take place through counselling, support from the Pastoral Manager, Emotional Literacy sessions, Circle time, Anger management strategies, SEAL programme, Behaviour books and charts. The targets may also be supported through the SENCO and Pastoral Manager with Counselling, Circle time and Self Esteem Groups.

Follow-up support

The progress of both the ringleader and the target are monitored by their teacher.

One-on-one sessions to discuss how the target and ringleader are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened

- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the target of bullying to Healthy Young Minds.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher will look to transfer the pupil to another mainstream school.

Where a child has developed such complex needs that alternative provision is required, the pupil who has been the target of bullying, their parents, the headteacher will meet to discuss the use of alternative provision.

Children who continue to bully may be given responses in line with the school behaviour policy such as:

- Exclusions from the playground at playtimes and lunchtimes; removal from class;
- Withdrawal of privileges;
- temporary school exclusion or
- permanent exclusion

Some instances may need to be reported to other agencies such as ehash or the police. Parents will always be informed of the action school takes.

Bullying outside of school

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Members of staff have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Timeline for Managing Bullying Incidents

Task/Action to be taken	Step 1 <i>School Action - school to follow own procedures to deal with any instances which may amount to bullying or, if a one-off or minor incident, one that might amount to bullying if repeated. This would include interviewing the children concerned and any other relevant person. If incidents continue or escalate - start Action Plan.</i> Record on CPOMs (If notified by parent/other source record as above noting source) • Arrange meeting as soon as possible to share policy and proceedings with parent/s • All racial incidents need to be recorded if deemed racist by the target.
Recording / Evidence	Record on CPOMs Record of initial interviews with: • target • Parent(s) of target • ringleader • Parent of ringleader(s) Record of secondary interviews with the above if required • target • Parents • ringleader(s)
Monitoring	By nominated staff member: Continue to monitor and record any issues incidents comments. Review after 2 weeks and interview target/ringleader/witnesses
Outcome	If resolved: • No more action to be taken • Parents informed of outcome. If bullying has continued Step 2

Task/Action to be taken	Step 2 School Action • Arrange third meeting with parents and pastoral manager/staff member • Report using CPOMs and details of review meeting • Discuss strategies in place • Note actual places where any further incidents may have occurred in/out of school • If in school nominated staff//buddies will monitor times when
Recording / Evidence	Record of interviews if required • target • Parents • ringleader(s) • Parents Parents should receive copy of actions to be taken after the second meetings.
Monitoring	• By deputy headteacher / headteacher or Pastoral lead • Review child's diary with target and mentor
Outcome	If resolved • No more action to be taken If bullying has continued move to Step 3

Task/Action to be taken	Step 3 Contact outside Agencies Convene a separate family conference for both target and perpetrator with appropriate members to support child and parent, for example: • EWO • Social Worker • Mentor • Teacher • Pastoral lead • Head Teacher • Educational Psychologist • Nominated mediator
Recording / Evidence	Minutes of Family Conferences
Monitoring	Deputy Headteacher / Headteacher / Pastoral Lead • To keep all informed of on-going measures • Monitor for 2 weeks then reconvene for evaluation if required
Outcome	To resolve issues and provide staff, parents and child further strategies e.g. • Aggressor excluded for a set time • target or aggressor if in same year to be moved into other classes If bullying has continued move to Step 4

Task/Action to be taken	Step 4 Referral to Governors Meeting arranged with parents and Chair of Governors
Recording / Evidence	- To ensure the above actions have been treated accordingly following the action plan for bullying incidents - To ensure that parents were kept informed at each step. School to provide copy of meetings.
Monitoring	Chair of Governors / designated governor
Outcome	If resolved: - No further action to be taken If parents/child feel it is not being dealt with effectively: - Head teacher to inform LA to support – move onto Step 5

Task/Action to be taken	Step 5 Referral to LA Parents / School to ring / write to LA
Recording / Evidence	
Monitoring	- To ensure the above actions have been treated accordingly following the action plan for bullying incidents. - To ensure that parents were kept informed at each step.
Outcome	If resolved: - No further action to be taken If parents/child feel it is not being dealt with effectively provide them with next step : - Governors to meet with LA representatives to discuss next steps

Children's Anti-bullying Policy

When is it Bullying?

Several
Times
On
Purpose

What should I do if I am bullied?

STOP,
Tell
Other
People

If you are being bullied:

DO...

- Use eye contact and tell them to leave you alone
- Ignore them
- Walk away
- Act as if you don't care what they are saying or doing
- Remember it is NOT your fault and you are NOT alone.

DON'T...

- Do what they say
- Look upset or angry
- Get angry
- Hit them

What should I do if I see someone else being bullied?

- ◊ Don't walk away and ignore the bullying.
- ◊ Let the bully know what is happening.
- ◊ Tell the bully to **S.T.O.P.** if it is safe to do so.
- ◊ Don't stay silent or the bullying will keep happening.



Child Friendly
Anti-Bullying
Policy



Monitoring and review

This policy is reviewed every 2 years by the headteacher and the governing board.

The scheduled review date for this policy is January 2025.