



# ANTI BULLYING POLICY

## STATEMENT OF INTENT

*O Lord, Bless our school,*

*That working together and playing together,*

*We may learn to serve you,*

*And to serve one another.*

The aim of the anti-bullying policy is to ensure that pupils are able to learn in a supportive, caring, safe and Christian environment which is free from intimidation and fear. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

We therefore do all we can to prevent it, by developing a Christian ethos in our school in which bullying is regarded as contrary to all our key Gospel values of Love, Friendship, Respect, Honestly and Forgiveness. In our school every child matters, this means striving for inclusivity by ensuring that each and every child contributes to the life of the school regardless of gender, race, ability, or social background. We recognise that by creating such an environment our school will become a much happier place to work and play together.

### 1) Objectives of this Policy

This policy outlines what St Thomas' Catholic Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

### 2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the antibullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.



- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### 3) Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2017)

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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

### 4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – "cyberbullying"

### 5) Preventing, identifying and responding to bullying

We aim to create a caring Christian atmosphere based on Gospel values and a love of Christ which teaches children respect for themselves, and for others, and makes all aware that they should contribute towards the Christian ethos of our school. Our school encourages all to grow in faith through prayer and worship and seeks to recognise that each individual is valued as being unique and will provide a curriculum which will develop the full potential of every child.

We will seek to be a "listening school", in which pupils are encouraged to express their feelings, fears and concerns. This is facilitated through measures such as Circle Time.

We promote and reward positive behaviour through measures such as awards for caring and friendliness. Certificates are awarded to children at the weekly assemblies and the reasons for



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awarding these are discussed with the children with the intention of reinforcing positive values. Bullying is discussed at various times in the regular class assemblies.

The views of children are regularly sought through surveys and school council. In addition other strategies include:

- Regular praise of positive and supportive behaviour by all staff.
- Re-enforcement of our 5 key Gospel Values and our '5 for FAITH'
- At St Thomas' we aim to give RE a high priority in the school's curriculum, not only as a subject, but permeating every subject, and extending into every area of the school's daily life. Our acts of worship often focus on distinguishing between right and wrong and reconciliation.
- A regular PSHE teaching – including work on online behaviours
- Establishing and upholding 'Class Rules', with class displays reinforcing our school's ethos and values
- Fostering an atmosphere of inclusiveness, especially with regard to pupils with English as an additional language, SEN and disabilities
- Work and activities during Anti-Bullying Week
- Having a clear behaviour policy
- Open door policy for parents

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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.



- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

## 6) Involvement of pupils

We will:

- Have a child friendly version of this policy
- Ensure that pupils know what bullying is –and what bullying isn't.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### 6.1) If you see someone being bullied:

- You should never walk away and ignore the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.
- If you can, and it is safe, ask the bully to stop, but never get angry or physically hurt them.
- Tell a grown-up, such as a teacher, as soon as you've seen someone being bullied.
- Grown-ups can stop the bullying and make that person feel happy again.
- You should never feel scared to tell someone about bullying.
- Try to be a friend to the person being bullied;



## 6.2) If you are a victim of bullying:

- Make eye contact and tell the bully to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher. Take a friend with you if you are scared to tell someone by yourself;
- Stay with a group of friends/people. There is safety in numbers.
- DON'T blame yourself for what has happened. Be proud of who you are. It is good to be individual. Tell yourself that you do not deserve to be bullied and that it is wrong.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.

## 7) Liaison with parents and carers

We will:

- Make sure that parents feel welcome into school to discuss any concerns they may have regarding bullying and know that these will be taken seriously.
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## 8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints Policy
- Safeguarding and child protection policies



- Confidentiality Policy
- Acceptable Use of IT and e safety Policy
- Curriculum planning such as PSHE and citizenship and computing
- Searching and confiscation

## 9) Responsibilities

It is the responsibility of:

- The Local Governing Body to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is:

The named member of staff with lead responsibility for this policy is: Mr Michael Sellors

## 10) Monitoring & review, policy into practice

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on:

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Signed Chair of Governors

Date

Signed Headteacher *M Sellors*

Date



## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: [Preventing and Tackling Bullying](#) (2017)
- DfE: [No health without mental health](#) (2011)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- NSPCC [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- DfE: [Cyber bullying: Advice for headteachers and school staff](#) (2014)
- DfE: [Advice for parents and carers on cyber bullying](#) (2014)

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: [Special Education Needs and Disability code of practice](#) (last updated 2020)





## Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## Additional Content

### Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Class Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.





- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action