

# HOLY CROSS CATHOLIC PRIMARY SCHOOL Anti-Bullying Policy



**April 2021**

## CONTENTS

Our Anti-Bullying Statement 2  
\_Definition of Peer on Peer Abuse 2  
Principles 3  
Aims 3  
Consultation: 4  
Limits of this policy: 4  
Types of Bullying 4  
Bullying is not... 6  
Preventing Bullying 6  
What are the possible indicators of bullying: 7  
Procedures – Reporting: 8  
Procedures – Outcomes: 9  
Recording 9  
Reconciliation 10  
Sanctions 10  
Links with Other Policies 11  
Monitoring and evaluation 11  
APPENDIX 1 12  
APPENDIX 2 13  
APPENDIX 3 14  
APPENDIX 4 16  
APPENDIX 5 18  
APPENDIX 6 19  
APPENDIX 7 20  
APPENDIX 8 22  
APPENDIX 9 24



**This Mission Statement would be impossible to achieve in an environment where anybody suffers from bullying.**

### **Our Anti-Bullying Statement**

At Holy Cross Catholic Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Holy Cross, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the designated school staff should report their concerns to their local authority children's social care.

## **Definition of Child on Child Abuse**

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault

When bullying does occur, everyone should be able to tell and know that the incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a 'TELLING' school and this means that anyone who knows that bullying is happening is expected to tell a member of staff.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, Plymouth CAST's Pupil Welfare Policy and our whole school mission.

## Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty'.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Holy Cross.

They are:

- *every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;*
- *pupils learn to be strong and independent through positive relationships;*
- *pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers*
- *pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.*

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

- All governors, teaching and non-teaching staff, pupils, parents and carers will have a common understanding of our agreed definition of 'bullying'.
- All governors, teaching and non-teaching staff will know and follow the school anti-bullying policy.
- All pupils, parents and carers will know the school anti-bullying policy and be clear on what they

should do if bullying arises.

- Parents, carers, pupils, staff and governors will all be assured that we take bullying seriously and that bullying behaviour will **not** be tolerated.

### **Consultation:**

Pupils have been involved through discussions during anti bullying week, assembly, circle times and school council meetings.

### **Limits of this policy:**

This policy applies to all members of our school community, including children and adults. It applies, not only on the school premises, but also on the journey to and from school when children are not accompanied by parents/carers; on all educational visits/extra-curricular activities; and on the way to and from activities off-site during the school day. It also applies to incidents of cyber bullying involving children from Holy Cross Catholic Primary School. Where children from other schools are also involved, Holy Cross will contact the parents of the child(ren) and the other school (if known), to report the incident. In cases of extreme violence, which could be criminal or which poses a serious threat, the Head Teacher will also consider whether it is appropriate to notify the police and/or Social Services. All confirmed incidents of bullying will be reported to the Governing Body in the Headteacher's Report. All incidences of racial bullying will be reported to the Local Authority.

### **According to the Dfe (July 2017)**

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.

### **Our Definition of Bullying**

Bullying behaviour **deliberately** causes hurt (either physically or emotionally).

Bullying behaviour is **repetitive** (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour) or **persistent**, with incidents occurring over a period of time.

Bullying behaviour involves an **imbalance of power** where an individual or a group intentionally hurts another individual or group. It is sometimes premeditated and sometimes opportunistic but is always a **conscious** act to hurt.

**Bullying is physical or verbally aggressive behaviour that occurs  
'Several Times On Purpose' (STOP).**

## **Types of Bullying**

### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

4

### **Disability Related Bullying**

This occurs when bullying is due to the attitudes and behaviours some young people have towards those who are different from themselves. Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces.

### **Religion/Belief Related Bullying**

This occurs when bullying is due to a person's faith or religion. It may involve teasing about religious practices, like not eating meat or drinking alcohol, your clothes or symbols, like if you wear a headscarf, cross or kara.

### **Gender Identity Related Bullying**

This occurs when bullying is due to the gender identity of children, their perceived gender identity or because they do not conform to culturally conventional gender roles.

### **Cyber Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- spiteful texts/threatening texts
- spiteful emails
- rude inappropriate language online
- posting/publishing images/videos or information designed to embarrass and upset
- sending chain-mail
- sending texts/emails pretending to be somebody else

**Physical Bullying** involves hurting a person's body or damaging their possessions. It may include:

- hitting/kicking/pinching/hair-pulling
- spitting
- tripping/pushing
- taking or breaking someone's things/graffiti
- making mean or rude hand gestures or facial expressions

**Verbal Bullying** involves saying or writing mean things. It may include:

- teasing
- sending nasty notes
- name-calling/racist comments
- inappropriate sexual/rude comments
- taunting
- threatening to cause harm/coercion/dares

**Emotional Bullying** involves hurting someone's reputation or relationships. It may include:

- leaving someone out of an activity/ignoring someone on purpose
- telling other children not to be friends with someone
- spreading rumours about someone/whispering about others
- embarrassing someone in public
- hiding books/belongings
- laughing at or mocking a hurt or upset person
- mocking differences - race, disability, gender, physique, religion, ability, sexual orientation

5

### **Bullying is not...**

It is important that all stakeholders understand that bullying is **not** the odd, occasional falling out with friends or name-calling; it is not when children have an argument/quarrel or when an occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset or have a difference of opinion. It is an important part of a child's development to learn how to deal with friendship breakdowns and to resolve differences. They need to learn how to repair relationships and develop the social skills necessary for life as an adult. When occasional problems of the above nature arise, it is important that we do not class these as bullying.

### **It is not:**

- teasing or banter between friends without the intention to cause hurt
- falling out/fight between friends after a quarrel or disagreement
- behaviour that all parties have consented to eg a game 'gone wrong'

### **Preventing Bullying**

- Raise awareness of bullying so that all staff, governors, pupils, parents and carers will have an understanding of what bullying is and what procedures should be followed. This may be through embracing the annual National Anti Bullying Week or encouraging initiatives such as "Blue Day Mufti".
- Train all staff including MTAs to identify bullying and to follow policy and procedures relating to the recording and monitoring of bullying incidents.
- An anti-bullying, pupil led, assembly to be held at least once a year and other more regular assemblies around the themes of friendship.
- Use of circle time and other PSHE materials throughout the year to address bullying throughout the whole curriculum developing pupils' social and emotional skills, including resilience. ● Use of Thrive Practitioners, Pastoral Support and nurture groups to empower children against bullying, building self-esteem and confidence.
- Parents, pupils and the school sign a home/school agreement when they join Holy Cross Catholic School.
- Encourage the children to tell an adult - STOP (Start Telling Other People) if they feel they are being bullied or if someone they know is being bullied. Bystanders/ pupil witnesses are encouraged to be pro-active and to report bullying behaviour.
- STOP posters (designed by the children) and clear guidance for adults on procedures are displayed around the school.
- Teachers and children to explore rules and expectations for their class at the beginning of a new school year. This should also involve exploring acceptable/unacceptable behaviours and how to air concerns and worries with the adults working in that class.

- “Calm” areas in the playground to be provided where boisterous play can be avoided.
- A positive, caring ethos is developed within the school, based on our mission statement of ‘love and respect for each other’, where everyone can work, play and express themselves, free from fear of being bullied. Children know that all adults in the school will listen and take their concerns seriously.
- To implement a ‘buddy system’, which will encourage the older children to look after and support those younger than them.

6

- Have a clear Positive Behaviour Policy, which rewards positive behaviour, focuses on positive attitudes and encourages children to reflect upon their actions and the consequences thereof. Records are kept of incidents when a child displays serious negative behaviours which may be used to reveal patterns of behaviour possibly indicative of bullying.  
*see Positive Behaviour Policy*
- We take a pro-active stance towards challenging behaviour at lunchtime ensuring that children at risk of aggressive behaviour are closely monitored. Nurture Group led daily by TAs at lunchtime, develop the social and emotional skills of some of our more vulnerable children.
- Children to have the opportunity to share concerns about bullying with the school council through their suggestion box.
- Use the school website/Class Dojo and workshops/presentations to educate parents and children about safe internet use and the possibilities of cyber-bullying.

### **What are the possible indicators of bullying:**

There may be behavioural signs that a child might be suffering from bullying. All staff should be aware of these signs and investigate the possible causes if they are noticed. This is by no means an exhaustive or all-encompassing list but rather a guideline to what might be observed.

*(Appendix 1)*

## **Procedures – Reporting:**

### **Children**

- Children are encouraged to ‘Start Telling Other People’.
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Children can request to talk to someone.
- Children who are ‘bystanders’ are encouraged to support their peers by reporting any suspected bullying.

### **Adults**

- If an adult feels that they are being ‘picked on’ or bullied, they too are encouraged to start telling other people - a colleague or member of the SLT.

### **Staff**

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. These are to be logged on CPOMs and communicated to SLT using the ‘Alleged Bullying Incident Form’ (*Appendix 2*).
- All staff are responsible for the health and well-being of the children and have a duty to respond

seriously to any claim of bullying.

- If they are unable to investigate, the matter must be referred immediately to a senior member of staff.
- The Head teacher will also be informed and, if bullying is confirmed, it will be logged using a 'Bullying Incident Form' (*Appendix 3*) and recorded on CPOMs. All instances of bullying will be recorded and monitored for patterns of behaviour.
- Teaching Assistants should report to a class teacher or senior manager if they have any concerns about potential bullying and should be supported by their class teacher to complete an 'Alleged Bullying Incident Form'.
- MTAs record incidents dealt with on the playground in a notebook and must pass this information to class teachers at handover.

## Parents

- Parents are encouraged to share any concerns with their child's class teacher in the first instance or with a member of senior management if dissatisfied with the first response.
- In serious/confirmed cases, parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

8

## Procedures – Outcomes:

### Victim (Support)

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted with, on how to rebuild relationships with the perpetrator if they want to do this.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

### Perpetrator (Sanctions)

- Most importantly, the perpetrator should be helped to realise that bullying will **not** be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Children are helped to reflect upon their actions and to reflect on how the bullied child may feel. This may be achieved through the use of a 'Reflect and Resolve' session. (*Appendix 4*)
- Children that have bullied are supported in order to modify their behaviour – this may be through a behaviour

plan, structured lunchtimes including pastoral support, and involvement of parents to reinforce the unacceptable nature of bullying.

- Other sanctions may be actioned such as loss of break time or loss of other 'privileges' in school.
- Temporary exclusion for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Parents**

- In cases of confirmed bullying, parents/carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered, but the school will stress that wherever possible, reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

## **Recording**

- All serious behaviour incidents are recorded by staff on CPOMS. These are regularly reviewed by SLT so that patterns of behaviour can be identified and issues resolved in order to prevent bullying taking place.
- Alleged/Confirmed incidents of bullying are recorded on incident forms and stored on CPOMS *Appendices 2 and 3*

9

Incidents of bullying outside of school hours that are reported to the school by parents, carers, pupils or others are logged on CPOMS. Such incidents will be followed up and if necessary reported to other relevant authorities ie Social Services, Police or other schools involved. The headteacher will investigate the incident by speaking to the victim, the child accused of bullying, any witnesses and the reporting adult. The parents of all children involved will then be informed of the investigation and its outcomes.

- The Senior Leadership Team is responsible for liaising with class teachers and other staff, to ensure incidents of bullying are not missed.
- SLT will regularly analyse CPOMS records to measure the success of the policies and procedures against the number of incidents, the number of children involved and the sanctions required.

## **Reconciliation**

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person. (*Appendix 4 'Reflect and Resolve'*)
- Children will be encouraged to reconcile any issues over a period of time so that any injustices can be rectified.

**Pupils who have been bullied will be supported by:**

- offering an opportunity to discuss the experience with an adult of their choice
- reassurance that the matter is being dealt with
- offering continuous support to restore self-esteem and confidence
- close monitoring of their well-being to ensure that they are no longer suffering

### **Pupils who have been bullying will be helped by:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong-doing and the need to change
- support being offered to parents or guardians to help change the attitude of the pupil

### **Sanctions**

In line with our Behaviour Policy, the following sanctions may be used to deal with bullying. They will be applied on a case by case basis and be appropriate for the children involved.

- withdrawal of playtime and/or lunchtime outside for a period of time.
- removal from class - internal seclusion for a session (morning/afternoon)
- withdrawal from participation in school events, which are not an essential part of the curriculum.
- Chair of Governors may be informed.
- Fixed period exclusion where deemed appropriate.
- In cases of very severe and persistent bullying, the head teacher and Governing Body may consider permanent exclusion.

10

### **Links with Other Policies**

- Behaviour Policy
- CAST Positive Pupil Welfare Policy
- Safeguarding Policy - Child Protection
- Equalities Policies - Hate crime (race, homophobia and disability)
- Confidentiality - Reporting and Recording
- PSHE/Citizenship - Strategies to prevent bullying

### **Monitoring and evaluation**

- Data from the records kept will be reported to Governors twice yearly in the Headteacher's report.
- The policy is monitored on a day-to-day basis by the SLT, who report to the Governing Body about its effectiveness, on request.

Signed  (Headteacher)

**Approved by Governors on**

**Signed**(Chair of Governors)

**Review Date:** November 2023

### ***SIGNS OF BULLYING***

*Signs may include:*

- Sudden changes in behaviour or demeanour of child near others
- Child doesn't want to go to school
- Sudden gatherings or flows of children in one or two directions/areas of the playground ● The child appears frightened of walking to or from school or attending/participating in particular activities
- Sudden dispersal of groups of children when adults approach
- Changes to usual routines
- Untidy clothes
- Beginning to lack confidence or a sudden loss of self esteem
- Increased evidence of heightened tensions e.g. child looks cagey, appears embarrassed, shouts, makes poor eye contact and is wary of staff

- Attempted suicide/self-harm
- The child cries him/herself to sleep and/or has nightmares
- Excuses are made not to go to certain areas or activities – a change in pattern
- Stammering starts
- Attendance is poor or drops on particular days. May follow a specific pattern throughout the week/month.
- Money is stolen or is unexpectedly asked for
- Delay in the child leaving the classroom at playtime, offering to do odd jobs etc.
- Bullying behaviour starts
- Sudden bouts of unexplained sickness
- A reluctance to talk about what is wrong
- Sudden changes in achievement
- Excuses for any of the above are given
- A sudden change in punctuality e.g. early or late arrival
- Child comes home from school hungry when food/money has been provided for them. ● Loitering may occur where the child feels that there are adults and where there is a perception of safety (may become clingy).
- Changes to attitudes with regard to other children which are sudden.

**HOLY CROSS CATHOLIC PRIMARY SCHOOL**

**ALLEGED BULLYING INCIDENT FORM**

**Date of incident** \_\_\_\_\_ **Time** \_\_\_\_\_

Name(s) of pupil(s) involved	Class

**Outline of incident (including type of bullying)**

<b>Is this (tick appropriate box)</b>	
	A once-off isolated behaviour
	Repeated ie bullying ( <i>give source of evidence of this</i> )
	Bullying behaviour related to: race religion/belief disability cyber gender <span style="float: right;"><i>(circle)</i></span>

**Action Taken**

<b>Parents informed:</b> YES NO	<i>Sign and comment</i>
<b>Complied by</b> _____ NAME HERE PRINT	<i>Please sign here.</i>

**Form seen by**

Headteacher	Deputy Headteacher	SLT staff member
-------------	--------------------	------------------

*If the incident is a **confirmed** incident of bullying, complete 'Bullying Incident Form'*



**HOLY CROSS CATHOLIC PRIMARY SCHOOL**

**BULLYING INCIDENT FORM**

*In the first instance, please refer to previously logged 'Alleged Bullying Incident Form'.*

**Date of incident** \_\_\_\_\_ **Time** \_\_\_\_\_

**Name of person completing this report:** \_\_\_\_\_

PRINT NAME AND PRIMARY ROLE HERE: SLT/TEACHER/TAM/TA/OTHER

**Type of bullying behaviour:**

*Tick as appropriate (may fit more than one descriptor)*

Physical	Verbal	Emotional	Cyber	Homophobic	Racial	Gender ID	Religion	SEND

**Those involved:**

Victim's Name(s)	Class	Gender	Additional info (SEN/Ethnicity)
Perpetrator's Name(s)	Class	Gender	Additional info (SEN/Ethnicity)
Witness' Names	Class	Gender	Additional info (SEN/Ethnicity)



Signed (person reporting the incident)

\_\_\_\_\_ Signed (Headteacher)

\_\_\_\_\_ Date \_\_\_\_\_

*To be completed by each child separately and responses then shared with mediation of an adult.*



# REFLECT AND RESOLVE

What do you think about what happened?

What effect has this incident had on you?

What was the hardest thing for you over this incident?

What needs to happen to make things right?

What support do you think you will need now?

## **Comic Strip Conversation**

These can be completed as simple reflections or as a Comic Strip Conversation. This is a sequence of simple drawings recording the conversation between two people. It slows down the reflection process and allows us to forensically explore what was said and done which caused the problem.

This strategy helps children to:

- Engage in problem solving/conflict resolution where a social situation has been unsuccessful • Communicate their feelings and perceptions of a situation
- Reflect in a non-threatening way, drawing ‘the story’ of what happened rather than answering lots of questions
- Slow down the conversation, allowing children time to process and reducing stress • Refer back to what happened to promote understanding and learning
- Understand what went wrong and work out a different course of action/response so that they learn to make the right choices in the future.

### **Elements of Comic Strip Conversations:**

1. Start with a simple drawing of the event.
  2. Where were you? Draw a symbol to represent the place and a stick person to represent the child.
  3. Draw the other key people involved.
  4. Use speech bubbles and simple drawings to capture words and actions.
  5. Use thought bubbles to capture the thoughts and feelings of those involved.
- 16
6. Correct the child’s interpretation of what happened as necessary – using post its as overlays to replace or re-frame an action/event.
  7. Draw solutions or alternatives that will resolve the issue and prevent re-occurrences.

## Comic Strip Conversations



### APPENDIX 5

#### HELPFUL ADVICE

##### Advice to Pupils

- Try to stay calm and look as confident as you can.
- Be firm and clear. Look the 'bully' in the eye and tell them to stop saying 'Stop it! I don't like what you're doing/saying'.
- Get away from the situation as quickly as possible.
- Tell an adult straight away. Be clear and tell them exactly what happened, where you were, how often it has happened before this, who else saw what happened and what you have already done about it.
- Tell a member of your family.
- Talk to a friend (if you are scared/worried to tell an adult on your own) and ask them to help you to tell someone.
- Do not blame yourself - it is not your fault.

##### Advice to Staff

- Investigate fully and confirm that the incident does satisfy the school definition of 'bullying' -

*appendix 7 'Checklist for investigating an alleged bullying incident'*

- Follow the recording and reporting procedures consistently. (Record using either Appendix 2 or 3.)
- Never ignore suspected bullying.
- Never make premature assumptions.
- Listen to **all** accounts - several children saying the same thing doesn't necessarily mean that it is true.
- Inform SLT of the incident through CPOMS and what you have already done about it. Keep clear records and upload the Alleged Bullying Form to CPOMS.
- Keep the parents of the children involved, informed of developments.

**Advice to Parents of a bullied child:**

- Talk to your child calmly and reassure the child that they have done the right thing by talking to you about it.
- Make a note of what your child says - it is best to write these things down especially at times of heightened emotions.
- Explain to your child that you will be reporting it to the school and that they should tell an adult at school straight away if anything else should happen.
- Make an appointment to speak to the class teacher or to the Headteacher as soon as you can.

**Advice to Parents of a child who is bullying others:**

- Talk to your child and explain that bullying is wrong and makes others unhappy.
- Show them how to join in and play with others without bullying.
- Make an appointment to speak to the class teacher or to the Headteacher as soon as you can.
- Talk to your child regularly to check how things are going at school.
- Give your child lots of praise when they are being kind or considerate to others.

**SUPPORTIVE SCRIPT FOR INVESTIGATING AN INCIDENT**

*When investigating a reported/observed incident and completing the 'Alleged Bullying Incident Form', please use this script to ensure that all children have been treated equally and have not been unfairly blamed or labeled.*

Describe what happened.

Exactly where and when did the incident take place?

Were there any other children around at the time? If so, who?

Was there an adult around at the time? If so who?

Do you know the names of the children involved?

What were you doing before the incident took place?

Can you remember exactly what happened or what was said?

What happened next?

What would you like to happen now?

**Bullying is physical or verbally aggressive behaviour that occurs  
'Several Times On Purpose' (STOP).**

### **Reference Documents**

- Ensuring Good Behaviour in Schools - A Summary for Heads, Governing bodies (2012) ●
- Tackling Bullying - A Responsibility for All - Plymouth Children's and Young People Trust 2014
- Behaviour and Discipline in School – Advice for Head teachers and School Staff (Jan 2016) ●
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and governing Bodies (June 2017)
- Cyberbullying: Advice for headteachers and school staff 2014
- Advice for parents and carers on cyberbullying 2014
- DfE Behaviour and Discipline in Schools Guidance for Goivenring Bodies 2012
- Supporting children and young people who are bullied: advice for schools

### **Useful Organisations**

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **BeatBullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for

young people.

- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

#### Useful websites:

- Andrea Adams Trust for adult bullying - [www.andreaadamstrust.org](http://www.andreaadamstrust.org)
- Bullying UK (formerly known as Bullying Online) - [www.bullying.co.uk](http://www.bullying.co.uk)
- Ireland - [www.abc.tcd.ie](http://www.abc.tcd.ie)
- Kidscape - [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Lincolnshire UK - [www.antibully.org.uk](http://www.antibully.org.uk)
- Red Balloon - [www.redballoonlearner.co.uk](http://www.redballoonlearner.co.uk)
- Scotland - [www.antibullying.net](http://www.antibullying.net)
- Scotland - [www.respectme.org.uk](http://www.respectme.org.uk)
- Suffolk County Council anti-bullying - [www.thesource.me.uk/bullying/](http://www.thesource.me.uk/bullying/)

#### Cyber-bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **Digizen:** provides online safety information for educators,

#### Organisations specifically involved in targeted support

- Senior Education Adviser, Equalities and Participation
- Personal, Social Health Education and Healthy Schools Adviser
- Secondary National Strategies Behaviour and Attendance Consultant
- The Education Psychology Service ▪Parent Partnership
- The Education Welfare Service
- The Behaviour Support Team
- The Social Inclusion Unit
- Safe Communities
- SAFE (Plymouth Sound)
- Police Diversity Team
- Safer schools [www.saferschools.org](http://www.saferschools.org)
- Parental support [www.parentsupportservice.co.uk](http://www.parentsupportservice.co.uk)

- Extended Services Team
- Play Association
- Bullythis.com
- REC – Racial Equality Commission
- Plymouth Pride Forum
- Mencap/Mind
- The Zone (formerly Y.E.S.)
- Connexions
- Routeways
- The Youth Service
- CAMHS
- Social Care
- Health Care
- Chips [www.nspc.org.uk/Inform/resourcesforteachers/CHIPS/chips\\_wda55379.html](http://www.nspc.org.uk/Inform/resourcesforteachers/CHIPS/chips_wda55379.html) •
- Childline [www.childline.org.uk](http://www.childline.org.uk)



## HOLY CROSS CATHOLIC PRIMARY SCHOOL

### PARENT INFORMATION SHEET



As a Catholic school, Holy Cross Catholic Primary School provides an education, which is based on Gospel values, which recognises the uniqueness of every child.



At  
Holy



Cross Catholic Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any

cases of bullying should be a priority to ensure the safety and well-being of our pupils.

Bullying of any kind is unacceptable and will not be tolerated in our school. Bullying makes children afraid and fear has no place at Holy Cross. We take all incidents of bullying seriously.

When bullying does occur, everyone should be able to tell and know that the incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a 'TELLING' school and this means that anyone who knows that bullying is happening is expected to tell a member of staff.

Bullying hurts and no one (children, staff, parents or governors) deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils/adults who are bullying others need to learn different ways of behaving.

### WHAT IS BULLYING?

Bullying is physical or verbally aggressive behaviour that occurs

'Several Times On Purpose'

(STOP)

Bullying is

1. repeated over time
2. involves deliberate, hurtful behaviour
3. involves an unfair balance of power



### Strategies for Children

Several  
Times  
On  
Purpose



Start  
Telling  
Other  
People

### Bullying may involve:

- hitting, kicking, spitting or any other form of violence
- name-calling, perhaps related to disability, gender or religion.
- racist comments or jokes
- threatening remarks or graffiti
- taking, hiding or damaging possessions
- ignoring, isolating, spreading rumours about someone.
- intimidation by phone, text, social media



### It is not:

- teasing or banter between friends without the intention to cause hurt
- falling out/fight between friends after a quarrel or disagreement
- behaviour that all parties have consented to eg a game 'gone wrong'

## Why does bullying happen?

Bullies may

- think their actions are fun or harmless
- not have learned that their behaviour is wrong
- be unhappy at school or elsewhere
- have been encouraged to bully by friends
- have themselves been bullied in the past
- show prejudice based on race, gender, religion or disability

## Holy Cross addresses bullying through:

- implementing an anti-bullying policy available on our website
- supporting children who may have been bullied and ensuring they feel safe
- listening to concerns of parents/carers
- responding to all instances of reported bullying
- working to change bullying behaviour



## What can you do as a parent/carers?

If you suspect your child is being bullied or is bullying others, you should:

- discuss the matter with your child
- reassure your child that it is right to talk about the issue
- make a note of what your child says - dates/times etc
- encourage your child to 'Start telling Other People' at school
- arrange an appointment to see your child's teacher after school
- ask to see our bullying policy (available on our website)
- work with the school to develop a plan of support

### STOP

Start Telling Other People

Child tells another person about the incident.

Child gives an account in their own words.  
Adult completes 'Alleged Bullying Incident'

Form' and records on CPOMS

IS THIS CHILD PROTECTION/SAFEGUARDING ?  
and witnesses. If bullying is confirmed, 'Confirmed Bullying Incident Form' is completed and logged on CPOMS

IS THIS BULLYING BEHAVIOUR?  
YES  
SLT inform parents of children involved. Police/Social Care informed if appropriate.

Follow Safeguarding Procedures

Adult reassures the pupil and explains why it is not a bullying issue.

NO

Adult reassures pupil that matter will be dealt with and informs SLT. Adult explains to pupil what will happen next.

SLT talk to victim(s), perpetrator(s)

Perpetrator(s) in line with Behaviour Policy. has been logged and that SLT are aware.

Support is offered to victim. (see Policy)

Sanctions for

Adult explains that incident 'Reflect and Resolve'

Parents informed of outcomes.

Be vigilant and monitor.