



**St. Francis Church of England  
Primary School and Nursery**

# **Anti-Bullying Policy**

<b>Approved by:</b>	STF LGB	<b>Date:</b> December 2024
<b>Last reviewed on:</b>	March 2021	
<b>Next review due by:</b>	December 2026	

# Fioretti Trust

'You shall not take vengeance or bear a grudge against the sons of your own people, but you shall love your neighbour as yourself: I am the Lord.' [Leviticus 19:18](#)

## Aims and purpose of the policy

- ✓ To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour; creating a respectful culture.
- ✓ To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable; celebrating difference in all.
- ✓ To ensure the school always challenges discriminatory language.
- ✓ To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- ✓ To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- ✓ To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

[Related policies – e.g. Behaviour Policy/Equality Policy.]

## Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.



If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)  
Verbal (e.g. name calling, ridicule, comments)  
Cyber (e.g. messaging, social media, email)  
Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)  
Visual/written (e.g. graffiti, gestures, wearing racist insignia)  
Damage to personal property  
Threat with a weapon  
Theft or extortion  
Persistent Bullying

Bullying can be based on any of the following things:

Race (racist bullying)  
Sexual orientation (homophobic or biphobic)  
Special educational needs (SEN) or disability  
Culture or class  
Gender identity (transphobic)  
Gender (sexist bullying)  
Appearance or health conditions  
Religion or belief  
Related to home or other personal circumstances  
Related to another vulnerable group of people

### Bullying as a group behaviour

This research helps us understand the roles involved in the process of bullying. It draws on Salmivalli's *participant role scale* work. In it she identifies a number of roles that children play in a bullying scenario.

1. There is always a group in bullying situations
2. This means that there are some children more (and less) committed to the bullying
3. Responses should not necessarily focus on the 'ringleader' but on a) breaking down the power of the group by acting on 'assistant' and 'reinforcer' roles as well as building support through harnessing the positive power of the 'defender' and 'outsider' roles
4. Prevention can also be enhanced with this knowledge because it means that pro-social/social opportunity strategies can be seen in a relevant context
5. A **key point** is that this describes a situation rather than a permanent state. The roles can change.
6. The school's approach is to encourage children to be confident in the defender role, intervening if safe, and if it is not safe to intervene then they would tell an adult.
7. Rather than using the word 'bully' we use the word 'ring leader.' The 'target' of the bullying will always be offered support. The ring leader would always be offered support to change their behaviours.



## Reporting bullying

In the first instance, children are encouraged to talk to a member of staff that works with them daily such as their teacher or teaching assistant, however, children are made aware that they can talk to any member of staff at any time should they have a worry or concern. There is a worry box available in the entrance corridor, should a child wish to write a concern down, which will be accessed and dealt with by a member of the SLT. If a child is concerned for another child, they are also encouraged to talk to a member of staff or write a message and put it in the worry box.

Parents can make the school aware of any worries or concerns by contacting the staff either on the playground, by phone or email using the email address: [parents.stf@fioretti.co.uk](mailto:parents.stf@fioretti.co.uk)

## Roles and responsibilities

### **Our staff will:**

- Model the St. Francis High Five Values (Compassion, Honesty, Integrity, Respect and Perseverance).
- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully; and the importance of telling a teacher about bullying when it happens.
- Be vigilant and alert to signs of distress and other possible indications of bullying.

- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Challenge any bullying (including HBT bullying and language).
- Report suspected cases of bullying to the Headteacher/DSL.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action, which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

#### Senior staff:

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

#### We expect our pupils to:

- Model the St. Francis High Five Values (Compassion, Honesty, Integrity, Respect and Perseverance).
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so. Encourage them to report any incidents and offer them support.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

#### Procedures for pupils:

First of all – **don't worry** - this can be sorted out. Think about what is happening to you, stay calm. Are you sure you are being bullied? It could be something else that is making you unhappy such as:

- Falling out with friends
- An argument
- A game (that has gone wrong)
- People not letting you join in with a game or activity

These things are important, and they make you sad, but this is not always bullying. If someone is being very unkind, or hurting you – and you don't know why, and you can't stop it – then this is what to do.

It is important that you talk to someone. This could be:

- A teacher
- An older pupil
- Your friend
- A member of the leadership team
- Someone at home

- Someone you trust
- A lunchtime supervisor

Don't be afraid to tell someone, bullies rely on you keeping quiet.

### Don't keep it to yourself

#### DO

- ✓ If you can, ask them to stop
- ✓ Ignore them and walk away
- ✓ Tell someone what is happening
- ✓ Most importantly – talk to someone you trust and tell them about what is happening

#### DON'T

- Keep it to yourself – people can't help you if they don't know about it
- Retaliate – don't get angry/upset or hit out at them
- Do what they say
- Take it personally – it is not your fault and you are not alone

#### We expect Parents and Carers to:

- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration).
- Model the St. Francis High Five Values (Compassion, Honesty, Integrity, Respect and Perseverance).
- Supporting their children when reporting any bullying (to any member of staff) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.

#### Procedures for Parents:

If a parent suspects that their child is being bullied, then the following procedure should be followed:

- Listen to your child. Consider whether this is '*several times on purpose*' or whether it is a single incident.
- Talk to your child and find out the facts. Keep a diary of 'incidents'. This will help the

school or setting ascertain the events.

- Encourage your child to tell the child who is upsetting them that what they are doing is not making them feel good and if they don't stop they will tell an adult.
- Encourage your child to inform their class teacher or inform the class teacher directly who will discuss the issue with you and record the key information.
- Approach a member of staff within school, ideally the class teacher.
- **Don't try and sort it out yourself by approaching the other child or parent or carer.**
- Make an appointment, allowing enough time to talk.
- When talking to the school try not to be aggressive or lose your temper. A good working relationship between parent or carers and school is essential and will help to resolve the situation more quickly.
- Allow time for the class teacher/school to investigate allegations and deal with your concerns, and initiate support activities for the children.
- Make a note of the action school intends to take.
- There may be things you can do at home to help. Please ask.
- Stay in touch
- Sometimes the outcome of 'incidents' is uncomfortable for parent or carers or carers and children to deal with, particularly if the episode is found to be genuine. If you learn that your child has been unkind to others, try to stay calm. The school will work with you and your child to make things better.

## The Role of Governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and requests an investigation into the case, and to report back to a representative of the governing body.

## Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on the incident log.

2. Designated school staff will monitor incident reporting forms and information recorded on the incident log, analysing the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
4. Support will be offered to the target of the bullying from the learning mentor, class teacher, and a peer mentor may be assigned where appropriate.
5. Staff will proactively respond to the ring-leader who may require support from the learning mentor, class teacher or peer mentor.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

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In dealing with bullying, staff at St. Francis follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- **Encourage the children to be involved in the solution.**
- Provide support and work with the group involved.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records and reflect on the effectiveness of our policy and responses.

The procedures should be followed by the Head Teacher or a member of the Senior Leadership Team.

1. Reassure the child/parent that they have done the right thing by telling someone. Discuss the nature of the bullying with the 'target' at length, recording all the facts including names, dates and times after the conversation. This will require patience and understanding. The incident should be reported on CPOMs.
2. Ensure the child knows that the best thing is not to retaliate.
3. Identify the children responsible and any witnesses.
4. Interview witnesses.
5. Discuss the incident(s) with the alleged ring-leader and their supporters. Share the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
6. If the child owns up, make it understood that bullying is not acceptable at St Francis, and explain the effect it has on the education of the victim and the rest of the children

in the class/school. Discuss the High Five values with the pupil, and how to model these values. Apply sanctions relevant to the type of bullying.

7. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
8. In the case of cyber bullying help the person to keep evidence such as screen capture or not deleting emails or texts, and help the child to understand how to prevent a repeat (i.e. changing contact details, leaving a chatroom etc.)
9. Share the information with the Headteacher and consider subsequent action and support. NB For incidents of cyber bullying this may include content being removed or disciplinary powers being used to confiscate ICT equipment eg mobile phones. In cases of illegal content, the police will be informed.
10. Hold separate discussions with parents of target and ring-leader.
11. Provide a Pastoral Support Programme for the target with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
12. Provide a Pastoral Support Programme for the ring-leader and their supporters. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/children to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

### Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

### Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on a bullying record form and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using the central record system.

## Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and are recorded and monitored in school. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

Our school vision, which is at the heart of everything we do, ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

We teach and regularly make reference to our Rules (Ready, Respectful, Safe) and High Five Values to ensure that all pupils understand our expectations of their behaviour and we regularly reinforce how children can report bullying.

We follow a positive behaviour policy, incorporating clear systems for use of rewards and sanctions.

The PSHE programme of study, Jigsaw, includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum including theme weeks such as "Friendship week" and "Diversity week," pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

Class collective worship and circle times provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

Stereotypes are challenged by staff and pupils across the school.

Reading/play partners, Eco, Worship and School councils give children the opportunity to have a voice and express their ideas for solving any problems or issues arising in school. Children are continuously involved in helping to develop anti-bullying strategies in school through feedback gained in class and through pupil conferencing and questionnaires.

Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

### Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

### Monitoring the policy

The Headteacher/DSL is responsible for monitoring the policy on a day-to-day basis. The Headteacher/DSL is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

### Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months.

Appendix 1





