

**Our Lady of the Rosary  
Anti Bullying Policy**

**O**ur Journey  
**L**ove God  
**O**thers First  
**R**espect All

*Persevere to Succeed*

<b>Title</b>	<b>Anti Bullying Policy</b>
<b>Policy Approval:</b>	December 2024
<b>Policy Renew :</b>	December 2026

## **1. Aims of our policy**

At Our Lady of the Rosary we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We are committed to a policy of inclusion, to equality and justice. We believe that bullying behaviour is totally unacceptable. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

### **If the policy is to work:-**

- Everyone must know what the policy is
- The policy must be applied consistently
- Everyone must believe in the policy

## **2. Definition of bullying:**

At Our lady of the Rosary we see bullying as:-

- When a child is repeatedly singled out to be 'picked on' either physically, verbally or psychologically
- Where the actions are deliberate and sustained
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A 'one off' disagreement

We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment

where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.

### **3. Types of Bullying**

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.
- **Verbal** – by being teased in a nasty way; insulted about their background, e.g. race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.
- **Electronic / 'cyberbullying'** - Cyber bullying is when a person, or a group of people, uses the internet, mobile phones or other digital technologies to threaten, tease or abuse someone. This is not tolerated at this school. There are lots of ways cyber bullies can target someone, e.g. via text message; instant messenger services; social network sites; email; images or videos posted on the internet or spread via mobile phones.

### **4. Symptoms of bullying**

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed, and this can continue into their adult lives.

### **5. Preventing Bullying**

At Our Lady of the Rosary we believe an Anti-Bullying Policy is about being pro-active as well as reactive and we seek to actively prevent bullying.

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If the

preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Actively developing an ethos in school where we deplore bullying and are 'proud' that bullying is not tolerated in our school. Respect for everybody and everything is paramount.
- Active Behaviour Policy that is implemented consistently throughout school and a reward system for positive behaviour (see Behaviour Policy)
- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum and through Anti Bullying Week in November each year
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Positive action to prevent bullying within PHSE, Citizenship and opportunities within other curriculum areas.
- Pupil consultation – through questionnaires and School and Class Council
- Positive role models reflected through staff behaviour
- Developing and supporting home, school and community partnerships

## **6. Procedures for Reporting and Responding to Bullying**

It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

- All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.
- Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon.
- In the first instance, where a Golden Rule is broken, the member of staff must follow our school Behaviour Policy.
- Where an incident of reported bullying occurs, this must be reported to the class teacher.
- The class teacher will then investigate and take action according to our school policy. If bullying is identified or if potential bullying is suspected the class teacher will inform the Headteacher and then implement

## **7. Responding to Bullying Incidents**

**Stage 1** When bullying has been reported or observed then the following 7 steps will be taken: 1

**1. Interview with the victim.** When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings and ask the victim to explain, in their own words, about what has been happening.

**2. Interview the pupils involved.** The teacher arranges to meet with the pupils who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. Initially the teacher will speak to the pupils involved separately and then convene a meeting that will include bystanders or colluders who joined in but did not initiate bullying.

**3. Explain the problem.** The teacher tells them about the way the victim is feeling.

**4. Share responsibility.** The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

**5. Ask the group for ideas.** Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

**6. Leave it to them.** The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

**7. Meet them again.** About a week later the teacher discusses with each pupil, including the victim, how things have been going. They arrange to meet with them again to see how things are going on.

The above procedure is **Stage 1**. The class teacher is to record Stage 1 on CPOMS and alert the HT. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are implemented.

### **Stage 2**

The class teacher informs the Headteacher who convenes meetings with the classteacher and parent/carers of both the victim and the perpetrator. A plan of action will be agreed, implemented and monitored by both the class teacher and Headteacher. All actions are to be recorded on CPOMS.

### **Stage 3**

The class teacher and the Headteacher convenes a further meeting with the parent/carers of both the victim and the perpetrator. The Headteacher informs about seriousness of consequences if behaviour is not immediately addressed. Situation monitored and reviewed within agreed timescale.

### **Stage 4**

Contact other agencies e.g. Behaviour Support Team, Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible). Pastoral Support Plan (PSP) in place, possibly leading to a fixed term exclusion.

## **8. Roles and Responsibilities**

**a. The Role of Governors** The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors annually on the number of instances of bullying and the effectiveness of school anti-bullying strategies.

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 Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **b. The Role of the Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher draws the attention of children to this fact at suitable moments. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **c. The Role of Staff**

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Classroom staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

Where a potential bullying incident is reported, staff will follow the above procedures and record / date all actions (on CPOMS) taken to eliminate the bullying behaviour.

### **d. The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-

bullying policy and to actively encourage their child to be a positive member of the school.

#### **e. The role of Pupils**

Without the support of pupils, we will not be able to prevent bullying. That is why our pupils will be consulted in the development of Our Lady of the Rosary as a safe and secure environment for them to achieve and learn. We expect that pupils:

- Will support the Headteacher and staff in the implementation of the policy.
- Will not bully anyone else or encourage and support bullying by others.
- Will tell an adult if they are being bullied.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” is not acceptable. Silence supports the bullying and makes the “bystander” in part responsible for what happens to the victim of bullying.

#### **9. Monitoring and Review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports annually to governors about the effectiveness of the policy.