



**St Augustine of Canterbury  
Catholic Primary School**

# Anti-Bullying Policy

DATE: February 2023

Version History	Date	Reason for Amendment
2.0	11.03.2021	Format Revision
2.1	03-02-2023	update

*“Created by God to love and learn”*

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## Document Information

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Author	Head Teacher <i>M Hillman</i>	Review Frequency	Every 2 years  Subject to local education authority and/or national policy/legislative change
Date of Ratification	March 2023	Related Policies	
Review Group	FGB	Ratified at Full Governing Body March 2023	
Review Date	March 2025	Chair of Governors Signature  <i>Stephen Wells</i>	

## ANTI-BULLYING POLICY

### Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

*"Created by God to love and learn"*

### **1. Introduction**

To achieve our Mission, children need to feel safe at our school in order to succeed. Therefore, this policy is an intrinsic element in helping us to achieve this. St. Augustine of Canterbury Catholic Primary School regards the welfare and Safeguarding of its pupils as one of its top priorities.

In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation involving any Protected Characteristic are challenged to ensure equality. Protected Characteristics include (in no particular order) race, religion, culture, age, pregnancy, maternity, gender, sexual orientation, gender re-assignment, special educational needs or disability, appearance or health conditions, home circumstances/background. This policy, along with the Race Policy, SEN & Disability Policy, Equal Opportunities Policy and Discipline and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

The school has a commitment to the Every Child Matters agenda where pupils safety, health, economic well-being, enjoyment, excellence and participation in the community is promoted as an effective anti-bullying culture.

The school has a clear Discipline & Behaviour and Severe Behaviour Policies, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Discipline & Behaviour Policies should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Bullying is 'persistent and often premeditated action taken by one or more children, with the deliberate intention of either physically or emotionally hurting another child.' This can include cyber bullying.

## 2. Aims and objectives

Bullying is never acceptable, we therefore do all that we can to prevent it through the development of a school ethos in which actively encourages good behaviour and positive relationships.

As a Christian church school, we aim to produce a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the commandment to 'love your neighbour as you love yourself.'

We are committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.

This policy aims to produce a consistent attitude and response towards bullying from all members of the school community.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying.

We promote a culture where all adults and children are valued and treated with respect.

### **ANTI BULLYING STRATEGY**

#### The role of Governors

The Governing Body supports the Head Teacher in the employment of anti-bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Head Teacher to keep accurate records of any incidents of bullying, particularly those that are related to protected characteristics , together with the action taken.

The Head Teacher retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the Governors, reviews this policy on a bi-annual basis.

Where a parent is unhappy with the action taken by the Head Teacher in response to a bullying incident, they have the right to make a formal complaint to the Governing Body. The Governing Body should respond to any formal complaint

within ten days and must notify the Head Teacher of the need to conduct an investigation into the case and to report back to a representative of the Governing Body.

### The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that **all staff** are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher has the primary responsibility for ensuring that children know that bullying is not acceptable, and that it will not be tolerated in school. This is undertaken in a variety of ways, including through whole school assemblies, RE / PSHE lessons and when dealing with specific incidences of inappropriate behaviour.

The Head Teacher has specific responsibility for developing a school climate of mutual support and praise, thus 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.

Informal communications between staff and with parents are undertaken immediately a potential bullying issue arises. Where appropriate this is shared with other members of staff at weekly staff meetings and ways of addressing individual problems are discussed.

### The role of all Staff members

We have a collective responsibility for discouraging and responding to any incidences of bullying.

If members of staff witness an act of bullying, they support the children involved following discipline and behaviour procedures and involving the Parent Link Worker or a Senior Member of staff to provide support or appropriate sanctions.

All staff must follow the agreed Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence. These are subsequently shared with the parents of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our Behaviour and SEND policies.

Teachers support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

### The role of Parents

Parents have a responsibility in supporting the school's Anti-bullying Policy and to actively encourage their child to be a positive member of the school community.

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.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

### Monitoring and review:

The effectiveness of our anti-bullying strategies is monitored by the Head Teacher on an ongoing basis and written reports are submitted to the Governing Body identifying behaviour issues on a regular basis. This is minuted by the Governing Body and forms part of the evidence base for the effective implementation, monitoring and review.

### **Equality Impact Assessment - Groups that may be affected:**

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		<b>x</b>
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		<b>x</b>
<b>Gender reassignment</b> (transsexual)		<b>x</b>
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		<b>x</b>
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		<b>x</b>
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		<b>x</b>
<b>Gender</b> (male, female)		<b>x</b>

<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		<b>x</b>
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