



# St Norbert's Catholic Voluntary Academy

## Anti Bullying Policy

Date Adopted: Advent 2024

Date of Review: Advent 2026



**ST. NORBERT'S**  
CATHOLIC PRIMARY SCHOOL

### **Our Mission Statement**

**St. Norbert's strives to nurture and develop the whole child through a**  
**Love of God**  
**Love of one another**  
**Love of life itself**

## **Purpose of policy**

- To clearly set out how we raise the issue of bullying with our pupils through the curriculum
- To ensure all stakeholders are clear on the definition of bullying.
- To state how incidents are dealt with
- To clarify the roles and expectations of pupils, parents, governors, teachers and non teaching staff
- To maintain the ethos of respect and underpinning of the rights of every child.

***Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.***

***Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures***

St Norbert's Academy is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents. The Anti-Bullying Policy and our practice form an intrinsic part of this provision. This policy was developed with direct input from staff, governors, pupils (via School Council, Mini Vinnies. Pupil questionnaires) and parents (through annual questionnaires).

## **Aims**

### **To develop a Shared Belief**

To create school ethos which encourages children to recognise, disclose and discuss incidences of bullying behaviour.

### **To develop Understanding**

To raise awareness of bullying as a form of totally unacceptable behaviour with school management, governors, teachers, pupils, parents/guardians and lunchtime supervisors.

### **To ensure Identification**

To have clear procedures for recording and reporting incidents of bullying behaviour.

### **To ensure appropriate Management**

To have clear procedures for investigating and dealing with bullying behaviour.

### **To ensure adequate Support**

To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour through use of personal support plans and involvement in mentoring programmes, following our Emotional Wellbeing Pathway. (See Emotional Wellbeing Policy)

### **Definition of Bullying**

The following three dimensions collectively help us to define bullying behaviour\*

#### **1. Bullying is intentionally hurtful**

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim through face-to-face interaction and through means of technology based communication. It also includes actions that violate another person's freedom and rights.

#### **2. Bullying is a repeated experience**

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that project beyond that initial incident.

#### **3. Bullying also involves an inequality of power.**

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bully behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

\*Please note: The school is required to provide statistics of bullying incidents on an annual basis using the DfE definition which states:

[Bullying in UK Schools - House of Commons Library \(parliament.uk\)](http://parliament.uk)

"There is no legal definition of bullying, but the Department for Education (DfE) defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally. Bullying is often aimed at certain groups, for example because of their race, religion, gender or sexual orientation. The rapid proliferation of new technologies has provided a new medium for bullying, in the form of cyberbullying through social media, gaming, and text messages."

### **Cyber-Bullying/On-line**

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text

messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

### **Reporting Procedure and Investigation**

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying, shall immediately make a report to the Head teacher/DSL Leader and Computing Subject Leader. The incidents will be recorded in the E Safety Folder and uploaded to CPOMS.

The Head Teacher or Computing Subject Leader shall investigate all reports. In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school technologies away from school grounds, this may be reported to local law enforcement.

### **Discipline and Consequences**

Some acts of cyber-bullying may be isolated incidents requiring the Head Teacher to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school, or county or by law enforcement officials.

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities such as E-Safety education during Computing lessons and through other curriculum areas. Anti-bullying week and Internet Safety Day activities in addition to weekly Safeguarding updates in school newsletter.

### **To develop a Shared Belief**

We aim to produce a safe and secure environment where all can learn without anxiety.

This is developed by building a school ethos in which all members are treated equally and with respect. The School Mission Statement underpins our approach to tackling any bullying issues.

Activities which help to build the school ethos include:

- Whole school and Key Stage assemblies and Assembly/Worship underpinned by Gospel Virtues, British Values and Protected Characteristics
- Class discussions and setting of class charter and expectations
- Chaplaincy/School Council/Mini Vinnies
- RE Curriculum
- Staff promotion of a climate of trust with praise and rewards used to build self-esteem
- Focused small group work
- PHSCE supported sessions
- School's annual involvement in Anti Bullying Week.
- Using the language of Respecting Rights in our daily practice.
- Use of relevant UNICEF articles that support the rights of the child on displays and areas around school.
- School's Annual Involvement in Internet Safety Day and
- Availability of a Parent Pocket Guide for Anti Bullying and E-Safety
- Services of Reconciliation as part of our Faith.
- The implementation of the Chaplaincy Team in school.
- A OLOL Home/School agreement.

<b><i>Pupils demonstrate this belief by: (Pupils words contributed by school council)</i></b>	<b><i>Parents demonstrate this belief by:</i></b>	<b><i>Staff demonstrate this belief by:</i></b>
<ul style="list-style-type: none"> <li>• <i>We know our friends and how they are feeling and care about them</i></li> <li>• <i>We learn about this in RE/PHSCE/Worships</i></li> <li>• <i>We can talk about things</i></li> <li>• <i>We help each other</i></li> <li>• <i>We understand that all children have rights and it is wrong to take them away.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Upholding Home School Agreement</i></li> <li>• <i>Supporting school assemblies, worship and celebrations</i></li> <li>• <i>Sharing with school information about the well-being of their child</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Planning for providing the activities listed</i></li> <li>• <i>Reviewing provision in light of responses and incidents</i></li> <li>• <i>Knowing school policies and practice in relation to providing a safe and secure environment</i></li> <li>• <i>Underpinning the language of rights, respect and responsibility.</i></li> <li>• <i>Modelling and underpinning the language of the</i></li> </ul>

		<i>Gospel Virtues and Values through Gospel Value of the term and month.</i>
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### **To develop Understanding**

We aim to make all those connected with the school aware of our opposition to bullying.

We also make it clear that every adult and child has responsibilities with regard to the elimination of bullying.

Activities which help to develop understanding and awareness include:

'Statements to live by'

Educational theatre by professional drama groups

Class 'Circle Time' activities, discussions

RE and RSE Curriculum activities

Use of computer software on bullying

Collective Worship

Books and films on bullying

Participation in National Anti-Bullying Week

Philosophy for Children (P4C) and Global Citizenship sessions.

PHSCE supported sessions

Using the language of Respecting Rights in our daily practice.

School's Annual Involvement in Internet Safety Day

Parent Pocket Guide for Anti Bullying and E-Safety

Safeguarding/E-Safety School Website Page

Gospel Virtues and Values

<p><b><i>Pupils show understanding by:</i></b></p> <ul style="list-style-type: none"> <li><i>• Knowing what we mean by the term 'bullying'</i></li> <li><i>• Contributing to discussion and policy development</i></li> </ul>	<p><b><i>Parents show understanding by:</i></b></p> <ul style="list-style-type: none"> <li><i>• Trusting that the school respond in line with the policy</i></li> <li><i>• Supporting homework activities especially for RE and in anti-bullying week</i></li> <li><i>• Talking through allegations with their child and liaising with the teachers</i></li> </ul>	<p><b><i>Staff show understanding by:</i></b></p> <ul style="list-style-type: none"> <li><i>• Leading pupil discussions appropriately</i></li> <li><i>• Delivering suitable activities</i></li> <li><i>• Knowing and applying school policies</i></li> </ul>
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### **To ensure Identification**

We aim to have any incidents of bullying identified and reported through whole school, consistent procedures. These include:

- Staff training in strategies for dealing with bullying and protective behaviours for both face to face and technology based communications (E-Safety)
- children being encouraged to tell an adult if they feel they have experienced bullying
- class discussions of what is and what is not bullying
- staff monitoring of children's behaviour and peer relationships in class and in the playground through consistent recording of incidents
- training on identification of bullying behaviour to be given at one staff meeting each year
- Buddy systems and playground mentors.
- Use of School Council representatives and mentors for peer support
- Behaviour charts in every class with behaviour and stage descriptors.

<b><i>Pupils able to identify as:</i></b>	<b><i>Parents able to identify by:</i></b>	<b><i>Staff able to identify by:</i></b>
<ul style="list-style-type: none"><li>• <i>Words and whispering that makes you feel left out</i></li><li>• <i>Hurting like hitting and pushing but it has to be repetitive!</i></li><li>• <i>It can be when you spread rumors and say unkind things that aren't true</i></li><li>• <i>Sometimes it's just when people look at you and make you feel worried</i></li><li>• <i>People saying unkind things to you online</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Changing behaviour at home such as becoming withdrawn or aggressive</i></li><li>• <i>Acting differently towards a sibling</i></li><li>• <i>Not wanting to go to school</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Changing relationships</i></li><li>• <i>Changes in behaviour</i></li><li>• <i>Reported incidents</i></li><li>• <i>Monitoring of the incidents logs</i></li></ul>

### **To ensure appropriate Management (ie procedures)**

We aim to produce a consistent response to any bullying incidents that may occur.

Procedures are sequential and graduated:

1. All reported or observed incidents of bullying to be investigated by asking all children concerned the questions - what, where, when, who and why in a calm manner. Details will be recorded in Arbor by Class Teachers or Teaching Assistants. Lunch time Supervisors will investigate lunchtime incidents and

report to teaching staff. Incidents will then be reported to the parents of both parties by their class teacher.

2. Minor behaviour incidents can initially be dealt with using pastoral intervention inline with the behaviour policy. This may involve talking individually to each child involved and then as a group. The aim is to explain why the behaviour was unacceptable, and help each to see the situation from the victim's point of view, promoting change in the future. Details will be recorded on Arbor which can be completed by any member of staff and should be fed back to the class teacher and the Head Teacher.

3. All staff will use the school's behaviour policy procedures (1st warning, 2nd warning, and then put on the behaviour chart). Actions need to be recorded and the Head Teacher need to be informed. Class Teachers will speak to parents informally of any such incident that reaches the final stage to alert parents that difficulties have arisen and to gain their support in dealing with the behaviour (Stage 1).

4. If there is a repeat of the bullying behaviour a meeting will be held with the parents and the Head Teacher.

5. If there is a further incident or when any serious incident occurs (ie time-out is not a severe enough sanction) the child/ children are to be seen immediately by the Head Teacher. Following investigation a decision will be made **either** to follow a behavioural plan within school or to exclude the pupil/ pupils from school for a fixed period of time. Parents will be invited into school to discuss the situation.

5. In more extreme cases, for example where personal support plans and parental discussions have proved ineffective, the Head Teacher may contact external support agencies for further advice.

#### **To ensure adequate support**

We aim to follow a pastoral approach to behaviour management wherever possible by supporting both parties of victim and bully, providing models to change behaviour patterns. This may involve any of the following strategies:

- Individual sessions with each person involved followed by a series of group sessions. The aim is to identify the underlying problems and share responsibility for identifying solutions (We recognise that the bullies actions may be a cry for help)
- Time with the Wellbeing TA and or Senior Mental Health Lead and Youth MH First Aider as an individual or pair whether pupil is a victim or bully
- Group sessions on assertiveness training for responding to intimidating situations



- Helping the victim to forgive the bully using a resolution based approach
- Working with the bully to identify reasons for their behaviour which may include : being hurt themselves, jealousy or any other emotions that may provoke poor behaviour.

Often a 'best fit' support programme will be used that may contain elements from more than one of the above.

<p><b><i>Pupils can give examples support such as:</i></b></p> <ul style="list-style-type: none"> <li>• <i>You might have some talking time with Mrs X</i></li> <li>• <i>Sometimes we have a special circle time</i></li> </ul>	<p><b><i>Parents know there is support because:</i></b></p> <ul style="list-style-type: none"> <li>• <i>The policy is available to view on the website</i></li> <li>• <i>School contacts them if this is offered to their child</i></li> </ul>	<p><b><i>Staff build in support by:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Recognising and planning to meet needs</i></li> <li>• <i>Liaising with TAs to provide Wellbeing Support</i></li> <li>• <i>Making timetable adjustments to meet needs</i></li> </ul>
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### **Roles and Responsibilities**

The Local Governing Board (LGB)

- The LGB supports the Headteacher in all attempts to eliminate bullying from the school.
- The LGB ensures that incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The LGB monitors the number and nature of bullying incidents and reviews the effectiveness of the school policy annually.
- The LGB require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The LGB responds **within ten days** to any request from a parent to investigate incidents of bullying.
- In all cases, the LGB notifies the Headteacher and asks him/her to conduct an investigation into the case and report back to a representative of the LGB.

### **The Headteacher**

- It is the responsibility of the Headteacher to implement the school anti-bullying policy 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 must ensure school keeps an accurate records of all incidents of bullying.
- The Headteacher reports to the LGB about the effectiveness of the anti-bullying policy on request.

#### **The Class Teachers, Teaching Assistants and Midday Supervisors**

- Must ensure they know the school's Anti-Bullying Policy and their duty in terms of support and practice
- Support the school ethos that enables pupils to feel confident their troubles will be listened to and actions taken as appropriate
- Complete Arbor Log ensuring each column is completed fully and accurately.
- Report incidents to the Headteacher alongside evidence in the Incident book.

#### **Pupils**

- Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum.
- All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community.
- Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.
- Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time' or with peer mentors. The seriousness of making false reports will be understood.
- Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives.
- From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

#### **Parents/Carers**

- Parents who are concerned that their child might be bullied, or who suspect that their child may be bullying others should discuss the issue with their child and 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.
- Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored neutrally and in a non-judgmental way.
- Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread

stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

### **Parish**

- Members of the Parish will reinforce the school ethos
- Work with school to safeguard pupils
- Share with staff any information or concerns they have about pupils bullying/being bullied
- Parish Priest provides pastoral support as required and is flexible being able to come to school as and when need arises.

### **Related Policies**

This policy should be read in conjunction with the following:

- Exclusions Policy
- Behaviour Policy
- OLOL Home School Agreement
- Emotional Wellbeing Policy
- SEND Policy
- Equality Policy
- Safeguarding and Child Protection
- Computing Policy
- Online Safety Policy

### **Policy implementation, monitoring and evaluation**

It is the responsibility of the Headteacher to implement this policy. Any shortcomings of the policy will be noted and recommendations for revisions put forward to governors. The policy will be monitored twice a year in staff meetings, the recommendations, if any, going to governors. Any immediate shortcomings to be addressed at the time. The Headteacher and named governor will evaluate the policy and provide a brief report to the full governors.

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

Signed \_\_\_\_\_  
(for and on behalf of the Local Governing Board)

Date \_\_\_\_\_