


St Louis Catholic Academy, Newmarket
Part of Our Lady of Walsingham Catholic Multi Academy Trust

Christ at the Centre: Children at the Heart
Loving to Learn: Learning to Love



Anti-Bullying Policy

Approved by the Committee/Governing Body	7 th May 2025
Signature of Chair of Governors	<i>Bethan Byrne and Marc Walker</i>
Signature of CEO OLOW	
Review date	March 2028

Christ at the Centre: Children at the Heart
Loving to Learn: Learning to Love

Purpose

To ensure that all children and their parents and carers, staff and Governors understand how St Louis responds to bullying.

St Louis Catholic Academy endeavours to give all children the best educational opportunities within a Catholic Christian community that values the individual recognises the worth of each person and welcomes everyone. We aim to combine excellence in teaching with enjoyment in learning through the provision of an inclusive, balanced and broadly based curriculum that promotes spiritual, moral, cultural, mental and physical development, and prepares children for the opportunities and responsibilities of secondary education and later life.

Equalities Statement/Principles

St Louis Catholic Academy acknowledges the Equality Act (2010) and the Public Sector Equality Duty (2011). We understand our duty to every member of the school community to ensure they feel safe, secure, valued and of equal worth. At St Louis Catholic Academy, equality is a key principle for treating all with respect and dignity and exercising our duty in relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. This policy should be read in conjunction with our Child protection policy and Safeguarding. It is one of a suite of policies and procedures which encompasses the safeguarding responsibility of the school. These are available on the school website.

Our aims are:

- To ensure every child has the right to receive their education free from humiliation, aggression and abuse. The school's anti-bullying policy aims to be rigorous and explicit. In short - any type of bullying will not be tolerated.
- To enable the school to provide a happy, caring environment that nurtures and supports the developmental needs of individual children within the school community.
- Promoting an environment where everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability
- To encourage our children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions

Objectives of this policy

- Ensure that everyone within the school community has an understanding of what bullying is and how incidences will be dealt with
- Support the victim and the perpetrator/s to modify their behaviour

Definition of bullying behaviour:

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour. Bullying behaviour is defined as – “repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online” (Anti-bullying Alliance).

The children of St Louis use this definition of bullying:

S – several **T** – times **O** – on **P**- purpose

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can take many forms:

- Physical bullying: examples include: hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property
- Verbal bullying: examples include: name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.
- Indirect bullying: examples include: rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.
- Cyber bullying: examples include: sending nasty phone calls, text messages or emails/chat rooms. Linked to schools Online Safety Policy
- Prejudice based bullying: this takes place when a child is deemed to belong to a certain group, and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities. (Linked to Equalities Policy).

Implementation of Policy:**Prevention:**

The school will take appropriate steps to raise awareness of bullying in all year groups. This will be done via:

- PSHE lessons to discuss the impact of bullying
- Anti-bullying week activities / events annually
- Use of purpose-made curriculum designed to address in-school issues, either for the whole class or small groups
- Collective worship and Masses encourage friendship, responsibility towards each other and to the wider world, minority groups, other races and cultures
- Explicit links are frequently made to the British Values, which promote community cohesion and tolerance

- School council discussions / prevention activities
- Introduction of 'worry boxes' to classrooms as a tool through which pupils can express concerns to teachers
- Staff implementation of behaviour policy to encourage positive behaviour
- Regular reminders for pupils of how to refer or report any incidents of bullying
- A commitment to constantly reinforce telling a trusted adult

Responding to Bullying Concerns:

If bullying is suspected or reported, the following procedures will take place

1. In the first instance a restorative approach by the class teacher will be the first course of action. This will be dealt with in the context of the incident. This will act as a prompt to remind our children that bullying is unacceptable in our school but children involved can be supported to find their own solution to their personal disagreement and also discuss with them the impact of their actions.

2. Following on from this, if further incidents occur these need be logged on MyConcern and the school behaviour lead (DSL) should be informed. The children involved in this incident will then be placed on watch, this means that staff within the school will be aware of the allegations made and will report any positive and negative interactions to the school behaviour lead (DSL). This will be discreet so the children are unaware they are being watched. Any negative interactions should be reported on MyConcern, alongside informing the school behaviour lead (DSL).

3. Following the investigation, if there is not substantial evidence of bullying the person raising the concern will be notified of the findings of the investigation. Where there is evidence that bullying may be taking place, the parents of the perpetrator/s will be informed as well as the person reporting the incident to involve them in any plan of action. We will then support both the victim and perpetrator/s.

4. The first step will be to gain a clear understanding of exactly what has been happening. If it is agreed that bullying has taken place, the aim of the intervention will be to stop the abuse. The most effective way this can happen is to ensure that the perpetrator/s changes their behaviour. They are the cause of the damage and the first step must always be to stop their unsafe actions.

5. The school behaviour lead (DSL) will continue to monitor information recorded on MyConcern (the children involved will still be on watch, even if the perpetrator is not on the same playground), analysing and evaluating the results. A brief report will be recorded and if deemed necessary, also shared with the governing body. Mrs Martin will then assess whether any other services (such as Police or the Local Authority) need to be involved.

6. If there are no changes in the perpetrator/s behaviour the following steps may be taken:

- official warnings to cease offending
- loss of morning and/or lunchtime play
- exclusion from certain areas of school premises
- minor fixed-term exclusion (up to 5 days)
- major fixed-term exclusion (6-15 days)
- permanent exclusion

Safeguarding procedures must be followed when Child Protection concerns arise.

Supporting the victim:

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

We will support the victim by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support to restore self-esteem and confidence
- Being paired with/looked after by other pupils at playtimes

The school recognises that although anyone can be bullied for almost any reason or differences, some children may be more vulnerable to bullying than others. The Equality Act 2010 identifies the 9 protected characteristics which can be identified when dealing with bullying related incidents.

Supporting the perpetrator/s:

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully.

We will support the perpetrator/s by:

- Encouraging them to recognise that their behaviour is upsetting or damaging the victim by encouraging them to view things from the victim's point of view, and also that the other people in the school do not like the behaviour.
- He/she will be removed from the playground environment where the bullying has occurred and will be clearly informed about why they are being removed.
- The child doing the bullying may be asked to write a letter home explaining why he/she has been removed, as a useful way of checking if they understand the reasons clearly.

Witnesses/observers:

Support for witnesses or observers of bullying is essential both immediately following the incident and during an agreed period of review. Peer support, staff support and parental support may all be essential to ensure that these children do not suffer any long term effects.

Children who have witnessed or observed bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff they feel happy to talk to
- Reassuring the pupil
- Offering continuous support to restore self-esteem and confidence

Parents/Guardians:

Parents will be made fully aware of the school's Anti-Bullying Policy and the Behaviour Policy. It will be stressed that if the bullying continues then appropriate disciplinary sanctions will be used.

Taking Account of Individual Children's Needs:

All sanctions must be reasonable and proportionate to the circumstances of the case.

The school will take account of individual children's needs and circumstances, in particular SEND, disability and circumstances of other vulnerable children when applying the Anti Bullying Policy. Where appropriate the school will ensure that there are clear and visual explanations to ensure that all children understand the inappropriateness of their actions.

The school will ensure that all those in contact with the child know what has been agreed and that every vulnerable child in the school has someone who knows them well, has good links with the home and can act as a reference point for staff when they are unsure about how to apply the Anti Bullying Policy

Recording, Monitoring and Evaluating Incidents:

Any bullying and prejudice related incidents will be uploaded to MyConcern to record significant incidents and any subsequent actions. These will be shared with the Governors and MAT as appropriate.

Parents/carers are involved as soon as evidence of bullying is present for both the victim and the perpetrator.

Parents/carers are involved as partners and encouraged to pursue a consistent approach at home to ensure their children are not exposed to behaviours and language which could be used for any form of bullying.

The school will monitor and assess the impact of our Anti-Bullying Policy on all stakeholders.

Cyber bullying

At St Louis School, we take this bullying as seriously as any other type of bullying and, therefore, will deal with each situation individually.

At St Louis Catholic Academy, pupils are taught how to:

- understand how to use technologies safely and know about the risks and consequences of misusing them.
- know what to do if they or someone they know are being cyber bullied.
- report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it. (For further advice see Appendix A)

This policy should be read in conjunction with OLOW Trust Acceptable Use Policy.

Appendix A

For pupils:

If you're being bullied by phone or the Internet

- Remember, bullying is never your fault. It can be stopped and it can be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online - if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org.uk and <https://www.ceop.police.uk/safety-centre/> have some useful tips.

Emails:

- Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, e.g. abuse@hotmail.com

Web bullying:

- If the bullying is on a website tell a teacher or parent, just as you would if the bullying were face-to-face — even if you don't actually know the bully's identity.
- Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your parent or teacher will help you do this.

Three steps to stay out of harms way:

- Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
- If someone insults you online or by phone, stay calm — and ignore them.
- 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour — make sure you don't distress other people or cause them to be bullied by someone else.

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: <https://suffolkfamilycarers.org/young-carers>

DfE: “Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: “No health without mental health”:

<https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>

PSHE Association: www.pshe-association.org.uk

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

EACH: www.eachaction.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Barnardos: www.barnardos.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice> 0to-25

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srrc.org