



St Paschal Baylon
Catholic Primary School



Following In The Footsteps Of Christ

Anti Bullying Policy





What Is Our Aim?

This policy was revised and updated by a group of volunteers from the Baylon Buddy team

We are a Catholic school where Christ is at the centre. We are committed to being a Rights Respecting School and will strive to know and understand the articles in the Convention on the Rights of the Child (CRC) to ensure that individuals access *their* rights, whilst also respecting the rights of *others*. Our aim is to ensure that every child in our school feels safe and enjoys coming to school. To achieve this we will distribute our Anti- Bullying Policy to all parents and children, and all members of the school staff; we will display copies of our policy around the school, and we will hold regular Rights Respecting Schools sessions in order to reinforce our anti-bullying message. We will participate in national initiatives, such as Anti Bullying Week (November); local initiatives, (such as Liverpool City Council's audit for Years 5 and 6) and we will review (and if required, revise) this policy regularly.

A **key** aim is to ensure that every child accesses the following rights from the **Convention on the Rights of the Child (CRC)**:

- ✓ Everyone under the age of 18 has all the rights in the Convention (Article 1)
- ✓ The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from (Article 2).
- ✓ Every child has the right to have a say in all matters affecting them, and to have their views taken seriously (Article 12).
- ✓ Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights (Article 14).
- ✓ Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights (Article 15).
- ✓ If a child is a refugee or is seeking refuge, they must have the same rights as any other child (Article 22).
- ✓ A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community (Article 23).
- ✓ Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment (Article 29).
- ✓ Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live (Article 30).
- ✓ Every child has the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).



How Do We See Our School?

We are a telling school. This means that even if the targeted person is too afraid to tell a Buddy or a teacher, the pupils witnessing (or hearing about it) know that it is their **duty** to do so and that they will not be accused of 'telling tales'. It will act as a deterrent to bullying behaviour because the bully knows that they will not get away with it.

The school will not tolerate any physical contact regarding hitting; pushing or grabbing (whether play fighting or hitting out in general) and incidences will receive an automatic 'red' on the traffic light system in accordance with the Positive Relationships and Wellbeing (Behaviour) Policy.

For our policy to be effective, it needs children to be aware that they **must not hit back** – this means that staff do not have to spend valuable teaching time finding out who hit first. If a child does retaliate in a physically aggressive way, they will also receive a 'Red' on the Traffic Lights.



How we define bullying...

We know that there are different types of bullying, all of which are extremely hurtful to the victims and none of which are acceptable or tolerated in our school. We know that bullying is a targeted act and will happen repeatedly and consistently. These types of bullying are:

- **Physical Bullying:** A physical action intended to hurt or intimidate another person e.g. punching, kicking, tripping, touching the person or their possessions in unwanted or inappropriate ways.
- **Verbal Bullying:** Using cruel or abusive language (written or spoken) to hurt another person e.g. repeated name-calling, making threats or making disrespectful comments about their appearance, gender, race, culture or sexual orientation. This also includes the use of **racist, sexist or homophobic** language.
- **Emotional (psychological) Bullying:** Actions and behaviour intended to negatively affect another person's mental health and/or wellbeing e.g. deliberately isolating or excluding them, humiliating them or manipulating them.
- **Cyberbullying:** Using electronic and online communication such as social networking sites, gaming sites and chat rooms or messaging apps to send hurtful messages or make offensive comments about another person.
- **Sexual Bullying (harassment):** Targeting someone with sexual actions or comments, including uninvited inappropriate touching, sharing of intimate photos of someone without permission.

When we discussed bullying, we came up with the following list as examples of what the different types of bullying could look like:

- 'Skitting' someone repeatedly because you think that they are very involved in school life.
- Teasing someone because of their looks, race, religion, disability, gender, sexual orientation, how they speak, or because they are shy.
- Intentionally causing a fight or argument with someone who appears weaker, or who doesn't have as many friends as you.
- A group giving looks and muttering behind their hands to intentionally cause hurt towards a specific person (or group).
- 'Ganging up' on an individual.
- Asking others to say something mean to someone else on their behalf.
- Saying mean or upsetting things on social media, in texts and, and when on-line gaming.
- Playing rough in order to hurt a certain (targeted) person on purpose.
- Uploading images of others onto social media which could cause hurt or embarrassment; uploading images of others without their knowledge or without their permission.
- Making others feel scared or sad coming to school because of repetitive, upsetting (physical or emotional) behaviour.

We think is *not* bullying, *but it is mean and unpleasant...*



- Letting some children join in a game, but not others.
- Pretending to share 'secrets' with some children in the friendship group, but not others.
- Telling one friend something another has said, just to cause trouble.
- Telling somebody else a 'secret' that someone has trusted you with. (*Remember—sometimes, 'secrets' need to be told to an adult in the school if it is causing the person to be hurt or unhappy.*)
- Saying a mean thing about someone to somebody else.
- Name calling – as a one-off.
- Deliberately playing 'rough', resulting in someone in the game getting hurt.
- Not letting a person join in a game because you do not want to share your friends.
- Being someone's friend, only to take advantage of their generosity.
- Not passing to someone in a game because they do not appear to be 'good' at it.
- Telling one person not to talk to another because you have had a disagreement/ fallout with them.
- Telling someone you don't like them.
- Taking over a game.
- Supposed 'leaders' in friendship groups telling children which day they will play with them.
- Laughing at someone who makes a mistake, or who answers a question wrong.

What we think is *not* bullying...



- Falling out with your friends for a short while because of an argument.
- Causing hurt to someone by accident (for example, by running into them because you did not see them, or
- Hitting them unintentionally with a ball).
- Telling a teacher, or adult in the school, about someone who has done something you feel is wrong.
- When you politely say that someone cannot play because there is genuinely the maximum amount of children playing for that particular game.
- Not letting someone join in as they constantly ruin the game because they can't play fairly.

What Are Your Choices If You Feel You Are Being Bullied?



Approach a Baylon Buddy
They will:



- Talk to you.
 - Talk to the people who are upsetting you.
 - See a teacher on your behalf.
 - Monitor the situation, discretely, from a distance.
- (You choose what you want them to do).*

Approach any member of staff.
They will



- Talk to you.
- Talk to the people who are upsetting you.
- Discuss concerns with the parents of the child/ren upsetting you.
- Choose a Baylon Buddy who will monitor the situation, discretely, from a distance.
(You choose what you want them to do)

Fill in a card and post it
in the *Worry Box*.



- This will be dealt with confidentially.
- You choose who you would like to talk to (*teacher/ member of staff, Mrs Knowles, Baylon Buddy*).
- The person you choose will deal with your situation using your choice of action from the boxes above.

When bullying behaviour has been identified...

- After monitoring, and where bullying behaviour has been proven, the parents of the child will be invited into discussion with the school, to work in partnership in order to address the behaviour and resolve the conflict.
- The school will discuss a range of possible strategies, such as conflict resolution, current strategies from anti-bullying associations and advice from the Department for Education (DfE), in order to address the unwanted behaviour. The child will be allocated a Baylon Buddy (Years 1 –5) and/ or a key adult (Years 1 – 6).
- At this stage, the child will be issued with 'red' on the school traffic light behaviour system. If, after strategies have been implemented and the bullying behaviour continues, the child will be issued with further 'red' sanctions, resulting in a report card being issued, in accordance with the school's *Positive Relationships and Wellbeing (Behaviour) Policy*.
- In the event of the behaviour continuing, the aforementioned policy will be referred to for further action.
- In the event of racist, homophobic or sexist language being used or in the event of sexual harassment being proven, steps will be taken to ensure that the person who used this language understands the

seriousness of what has been said and will be left in no doubt as to why this type of language and behaviour is not acceptable in our school or in society. Parents will also be informed if their child has used this form of language or behaved in this way and the incident will be recorded on the schools reporting system: CPOMS. Education is always used as a response to ensure children understand how to treat others respect and form healthy, respectful relationships.

- In cases of 'one off' incidents, which are deemed harmful to the health and wellbeing of other children, the class teacher will give age-appropriate sanctions. The sanctions will depend on the nature of the incident and can include withdrawal from play, yard or special sanction activities.

E-Safety and misuse of technologies.

Staff and children at St. Paschal Baylon School believe that the effective use of information and communication technologies can bring great benefits. Recognising the e-Safety issues and planning accordingly will help to ensure appropriate, effective and safer use of digital technologies in our school. We follow plans from Project Evolve as part of our computing curriculum which explicitly teaches aspects of online safety throughout the year.

We also follow guidance from Liverpool City Council, the Safer Internet Centre and The UK Council for Child Internet Safety. Children are aware that behaviour that causes hurt or upset when using technologies is not acceptable.

We want every child to enjoy learning and playing.

If your child is not enjoying coming to school, please inform their class teacher who will takes steps to resolve the situation.

