



## **Anti-Bullying Policy**

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Last reviewed: Further consultation required agreed on 24 April 2017

Agreed by Governors: 19 November 2018

Next review: 2021

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

### **Vision Statement**

As a Catholic school, St Joseph's provides an education, which is based on Gospel values, which recognises the uniqueness of every child.

At St Joseph's Catholic Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that the incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a 'TELLING' school and this means that anyone who knows that bullying is happening is expected to tell the staff and we ensure ample opportunities for this to happen.

### **Aims and objectives**

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- We will raise awareness of bullying so that all staff, governors, pupils, parents and carers will have an understanding of what bullying is.
- All adults and children will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents or carers will be assured that they will be supported when bullying is reported.
- There will be a whole school approach and proactive teaching strategies to reduce the opportunities for bullying to occur through PHSE and our e-safety curriculum.
- A positive, caring ethos will be created within the school where everyone can work, play and express themselves, free from fear of being bullied.

### **Consultation**

This policy was drawn up after consultation with pupils, parents, governors and staff.

- Pupils have been involved through discussions during anti-bullying week, circle times, buddy

groups and the school council.

- Staff, parents and governors have been involved through questionnaire, drop in session and consultation of the draft policy

### **What is bullying?**

‘Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally’ (DCSF definition within Safe to Learn; Embedding Anti-bullying work in schools’ guidance)

For children we define bullying as:

**Bullying is when someone hurts you on purpose, not just once but several times on separate occasions. It might be that you are always ‘left out’. The person bullying you might do it on their own or they may have others with them. They might hurt you physically; they might hurt you with words or they might hurt your feelings. You might feel scared and you might feel like you need an adult to help you make it stop. REMEMBER it is always OK to tell!!**

There are many different definitions of bullying; these definitions would include the following characteristics:

- It is repetitive
- It involves an imbalance of power
- It may be verbal – name calling, sarcasm, spreading rumours, teasing, threats, making fun of someone
- It may be emotional – being unfriendly, excluding, tormenting
- It may be physical – kicking, hitting, pinching, biting, punching or any other forms of violence
- Racist – racial taunts, gestures, making fun of culture or religion
- Homophobic – focusing on the issue of sexuality
- Cyber – the use of ICT intended to upset others, including use of social websites, mobile phones, text messaging, photographs, video and emailing
- Related to disability, SEN or health – unfavourable or negative comments, gestures or action related their disability, health or SEN need.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends; sometimes children make mistakes; name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems like this arise it is not classed as bullying. It is an important part of children’s developments to learn how to deal with friendship breakdowns, the odd name calling or childish prank. These examples would be recorded and dealt with through our behaviour policy.

### **Where does bullying happen?**

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and now may also enter the home through increased access to the internet.

### **Signs and symptoms:**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in the child’s attitude to learning possibly lacking concentration. Sometimes we may see angry outbursts at home or school.

Members of staff and all members of the school community should be alert to the signs of bullying.

### **Key messages for children, staff and the wider community at St Joseph's:**

Through a whole school approach, we reinforce the following principles which underpin our approach to dealing with bullying:

For pupils who experience bullying that they:

- Are heard
- Know how to report bullying and get help
- Are confident in the school's ability to deal with the bullying
- Helped to rebuild confidence and resilience
- Know how they can get support from others
- Know that steps are taken to help them feel safe again
- Are supported by staff who will monitor their progress closely in the future

For pupils who engage in bullying behaviour, that they:

- Are expected to be sorry for their actions
- Know that the sanctions hold them to account for their behaviour and help them to face up to the harm that they have caused
- Learn to behave in ways which do not cause harm in the future, because they have developed their emotional skills and knowledge
- Learn how they can take steps to repair the harm they have caused
- Will be closely monitored in the future

For the whole school community:

- Occurrences are recorded and audited and anti-bullying work is monitored
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a positive climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying through our PSHE curriculum
- Peer support systems are in place to prevent and respond to bullying – buddy groups

For parents, that they:

- Are clear that the school does not tolerate bullying
- Know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure – see **Appendix 1** for flow chart of who to contact.
- Have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- Are clear about ways in which they can complement the school on the anti- bullying policy or procedures.
- **Parents are not to approach the victim or perpetrator to try to resolve the bullying incidents, they should work with the school to address the issues**

### **Procedures for reporting and responding to allegations of bullying:**

At St Joseph's all staff, pupils, parents and governors are aware of the procedure for dealing with instances of bullying. The stages of the procedure are summarised below as:

1. Dealing with the incident by helping the victim and the bully
2. Intervention of a member of the Senior Leadership Team
3. Recording the incident

4. Reconciling those involved
5. Monitoring patterns of behaviour

**Dealing with any incident which indicates an allegation of bullying:**

- Remove the child from the scene of incident and away from the alleged 'bullying behaviour'
- Listen and record details of the incident in the log, giving views of both parties
- Bring the incident to the attention of a Senior Leader.
- If a parent raises a concern – record the facts and then follow on from the second bullet point

**Senior Leadership intervention will:**

- Respond to the incident as quickly as possible
- Establish whether the incident forms part of a pattern of bullying and if so, proceed as follows:

**1. Help the victim:**

- Ensure that the victim has easy access to a senior member of staff to report any new incidents.
- Arrange a meeting between the bully and the victim. Ensure that the victim has a friend there for support.
- In some cases and where appropriate, establish a home contact book, in order that the school and parents can work together to monitor the safety and happiness of the victim. Alongside this we may introduce our Family Support Worker to help with the process.
- Where the need is identified there will also be times where the children work with our ELSA TA.

**2. Respond to the bully:**

- Label the act as bullying and not the child as a bully.
- Discuss how the victim feels and try to source reason for the behaviour.
- State clearly that the behaviour is unacceptable.
- Establish repercussions and sanctions.
- Arrange a meeting between the person who has demonstrated bullying behaviour and the victim and ensure a friend or advocate is present.

**3. Record the incident:**

The adult dealing with the children is responsible for completing the Allegation of Bullying Record using SIMS behaviour log. Any record related to an incident of alleged bullying is handed to the Headteacher or the senior member of staff dealing with the incident.

**Appendix 2 – record of bullying forms. The records are stored in the Headteacher's office.**

**4. Reconciling the children**

We all make mistakes and wrongdoings are forgiven. Often the child is not fully aware of the upset they are causing, despite the severity of the incident. Our policy and procedures are designed to assist the bully as much as the victim, with the longer term views to arresting the negative behaviours, in order to prevent repetition.

A member of the Senior Leadership Team and possible our Family Support Worker will hold a meeting between the victim and the bully with their respective friends present as a support. Discuss how each party now feels and possible resolutions to the problem. The bully will be expected to apologise to the victim and the victim will be encouraged to accept the apology, when they are ready to accept it.

## **Sanctions:**

Sanctions are used to:

- Impress on the child demonstrating bullying behaviour that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and act as a deterrent to them.

We recognise that for the victims of bullying and their concerned parents that the 'punishment' of the child who demonstrates bullying behaviour is important. However, often by the time the incident of bullying has been brought to a conclusion, the child has already demonstrated much remorse and is left in no doubt about how wrong their actions have been.

It will be for the Headteacher and Assistant Headteachers to decide whether further punishment is necessary. Some punishments may include:

- Reporting daily to the Head or Assistant Head.
- Contact book with the parents – the removal of trust.
- Removal of choice – loss of freedom at lunch and break times; accompanying the adult on duty.
- Removal of privileges – no football, no representing the school in outside events.
- If the bullying continues then the Positive Behaviour Policy will be used at Stage 4 and 5.

The victim will be clear that the child demonstrating bullying behaviour has been disciplined and will understand the nature of any further actions.

Parents of children who are instigating bullying will be contacted and the incident(s) will be discussed, with the view to preventing any future negative behaviour. The communication between the parents of the child engaging in bullying will be confidential and will not be shared.

The child demonstrating bullying behaviour will be led to understand that their behaviour has damaged our school community; that our relationships are modelled on gospel values of mutual respect and equality and that they have not acted in a positive way.

The child demonstrating bullying behaviour will be clear that they have lost our trust in their ability to make right choices and that they will be closely monitored until they have demonstrated better behaviour and respect of our community.

## **5. Monitoring Pattern of behaviour**

We maintain two types of records:

- Allegation of bullying record
- Incident of bullying logs (appendix 2)

## **Monitoring and evaluation of the policy:**

To ensure that the policy is effective, it will be regularly monitored and evaluated. This will be reported to Governors via the Headteacher's report. Surveys will be carried out with children to identify any issues.

## **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at St Joseph's Catholic Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

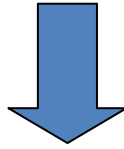
These can include:

- Restoration Approaches
- Family Support Worker
- ELSA
- Involvement in SEAL including Anti-Bullying Unit
- Involvement in Healthy Schools
- Anti-Bullying Week annually in November
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyber-bullying and internet safety
- Student voice
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes
- Including children in writing and reviewing this policy
- Circle time
- Children being read stories about bullying
- Producing a child speak version of this policy
- Setting up a circle of friends support group
- Adult buddy groups
- Creation of anti-bullying notice board
- Anti-bullying posters around the school

#### **Useful contacts, websites, documents**

- Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.beatbullying.org](http://www.beatbullying.org)
- Childline – 0800 1111/[www.childline.org.uk](http://www.childline.org.uk) – childline offers a free 24 hour helpline for children in distress or in danger
- Safe to learn, Embedding anti-bullying work in schools – DFE
- [www.cyberbullying.org](http://www.cyberbullying.org) – plenty of useful advice on combatting cyber bullying, including how to take screenshots of online bullying evidence
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) provides the information for children and young people, parents and teachers on staying safe online.
- [www.nspcc.org.uk](http://www.nspcc.org.uk) – the NSPCC site includes information on bullying as part of the Full Stop campaign

Concerned if your child is being bullied

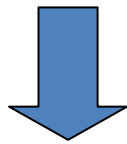


Speak to your child's class teacher

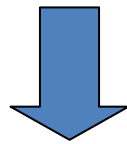
If this does not resolve the bullying issues then please speak to a Senior Teacher



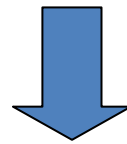
Mr Simmonds



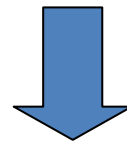
Mrs Moyse



Mrs Setter



Mrs Barker



Mr Davey

**St Joseph’s Catholic Primary School Bullying Incident Report Form**

Reported by:	Role:								
<p><b>Date(s) of incident(s):</b> .....</p> <p><b>Time(s) of incident(s):</b> .....</p> <p><b>Location(s) of incident(s):</b> .....</p>									
<p><b>Details of people involved</b></p> <p>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child’s role – ringleader, outsider, reinforcer, assistant, defender, victim – and level of involvement.</p> <p>1= very involved 2= involved 3= slightly involved 4= only indirectly involved</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>									
<p><b>Bullying incident related to:</b> tick all that apply</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Race <input type="checkbox"/></td> <td style="width: 50%;">Appearance or health condition <input type="checkbox"/></td> </tr> <tr> <td>SEN or disabilities <input type="checkbox"/></td> <td>Sexual orientation <input type="checkbox"/></td> </tr> <tr> <td>Gender <input type="checkbox"/></td> <td>Religion or culture <input type="checkbox"/></td> </tr> <tr> <td>Age <input type="checkbox"/></td> <td>Other (define) <input type="checkbox"/></td> </tr> </table>		Race <input type="checkbox"/>	Appearance or health condition <input type="checkbox"/>	SEN or disabilities <input type="checkbox"/>	Sexual orientation <input type="checkbox"/>	Gender <input type="checkbox"/>	Religion or culture <input type="checkbox"/>	Age <input type="checkbox"/>	Other (define) <input type="checkbox"/>
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Age <input type="checkbox"/>	Other (define) <input type="checkbox"/>								
<p><b>Forms of bullying used:</b> tick all that apply</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Physical aggression <input type="checkbox"/></td> <td style="width: 50%;">Damaging or taking personal possessions <input type="checkbox"/></td> </tr> </table>		Physical aggression <input type="checkbox"/>	Damaging or taking personal possessions <input type="checkbox"/>						
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Deliberately excluding	<input type="checkbox"/>	Verbal threats	<input type="checkbox"/>
Name calling and teasing	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber bullying	<input type="checkbox"/>	Extortion	<input type="checkbox"/>
		Other (define)	<input type="checkbox"/>

**Frequency and duration of bullying behaviour:**

Once or twice	<input type="checkbox"/>	Persisting over two months	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>	Persisting for more than a year	<input type="checkbox"/>

**Other notes on incident:** including relevant previous behaviour

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**Checklist:** Tick as appropriate

Does incident involve same person?	<input type="checkbox"/>	Has a follow up date been set?	<input type="checkbox"/>
Have parents/carers been notified?	<input type="checkbox"/>	Has action been agreed with victim?	<input type="checkbox"/>
Had individual discussions with all?	<input type="checkbox"/>	Has action been agreed with perpetrator?	<input type="checkbox"/>
Had group discussion with all involved?	<input type="checkbox"/>	Are notes and comments attached?	<input type="checkbox"/>

**Other actions:**

Medical treatment required?	<input type="checkbox"/>	Referral to other agencies?	<input type="checkbox"/>
Police involvement?	<input type="checkbox"/>	Specific report from staff attached?	<input type="checkbox"/>
Report to governors?	<input type="checkbox"/>	Other?	<input type="checkbox"/>

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

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**Follow up review dates and interventions:**

**Completed by:**

.....

**Role:** ..... **Date:** .....

**Checked by:**

.....

**Role:** ..... **Date:** .....

**Outcome of follow up and further actions taken?**

Has the bullying stopped?      Yes       No

**Describe any other outcomes, who was involved and when they occurred:**