St Joseph`s Catholic Primary School
Anti-Bullying Policy

Mission Statement

At St Joseph's we welcome all
as members of our school family.
We learn and care for each other as brothers and sisters;
enriched by the teachings of Jesus.

We encourage creativity;
valuing our unique talents and skills as gifts from God.
Working alongside pupils and parents*/carers,
we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's
and
St John the Baptist and beyond,
we reach out to all.
We respect each other, our different cultures and faiths;
celebrating our richness and diversity.

Through worship and prayer we show our love; striving to
achieve our very best.

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Context

Our School Values

At St Joseph's we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Children who make an allegation of bullying will be supported by the school.

Purpose of the anti-bullying policy:

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents* and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences including sanctions for those who bully
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them.

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Definitions

Bullying

In our school we use the following definition of bullying:

*Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet). It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups. It might be motivated by actual differences, perceived differences or as a result of association with someone else.*

Adapted from; Preventing and Tackling Bullying

Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

We define online bullying as:

the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

We recognise online bullying as an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. We recognise that online bullying can have a particularly negative impact because it can invade home and personal space. There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

We recognise that adults can use bullying behaviour and that adults can be bullied by pupils. This policy covers all bullying involving pupils. If an adult feels they are being bullied by another adult member of the community, they are referred to our Grievance Policy.

Prejudice Based Incident

Brighton & Hove's Equality and Anti-Bullying Strategy group defines **a prejudice based incident** in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. This can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against equality group

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whether intentional or not can be damaging and must therefore be responded to as a prejudice based incident.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents*, 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.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.

Forms of bullying

Bullying can take many forms:
- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Online-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

We participate in the LA's "Safe and Well School Survey" and in this survey pupils report that verbal bullying is the most common form of bullying.

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can relate to;

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of online bullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

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Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children is in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils. Some of these methods are listed in section 3.1.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that online bullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We will sometimes seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues staff aim not wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk or lesbian, gay, bisexual or transgender pupils might fear that reporting of bullying might cause staff to ask questions or make assumptions

about their sexual orientation or gender identity. Wherever possible and appropriate we will involve those who are experiencing bullying in finding the solutions.

Staff must also be aware of those pupils who may for a range of reasons be more likely to use bullying behaviour towards others and should intervene early to prevent this.

The Safe and Well School Survey shows an overlap between the groups of pupils and students who report being bullied and those who report bullying. Therefore, working with all those involved in bullying incidents is crucial.

Prevention of bullying

We use a range of strategies to prevent bullying behaviour:

- The school values of belonging, diversity and respect are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions and mentoring are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- Our Learning Mentor are used to enable pupils to resolve friendship problems and low level bullying behaviour with adult guidance and support.
- We regularly survey pupils through the Safe and Well School Survey and use this to inform developments
- Local organisations such as Safety Net and Albion in the Community are used to support our anti-bullying work by for example talking about the impact of prejudiced based bullying.
- The values of the school and Golden Rules are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Staff training

All staff new to the school receive a copy of this policy. There is annual training for all school staff on one aspect of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour including online-bullying and are trained to identify, record and challenge prejudiced based bullying and incidents. We recognise that staff training is often needed to develop a full understanding of how bullying can affect specific groups of pupils. When needed, we seek advice from the LA on training available locally and nationally.

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Strategies for responding to bullying behaviour – a whole school approach

Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

At St. Joseph's school children are encouraged to report any incident which they consider to be bullying, to a member of staff. They are also encouraged to talk to their parents about anything that they are concerned about. Staff and governors of St Joseph's agree to a policy of "Zero-tolerance" of bullying. Any report of bullying by a child is taken seriously and the agreed procedure evoked.

All incidents will be recorded- see Appendix A in line with LA guidelines, the number and type of bullying incidents will be reported to the LA termly. The governors will be informed of these incidents through the Head Teacher report each term. The recording of bullying and incidents is to support all children and young people to feel safe in school. It is important to record incidents, including those without a target or victim as this can inform both curriculum and whole school developments (for example increasing use of homophobic language) or it could identify an issue with an individual being regularly targeted or a repeat perpetrator.

There is a Whistling Blowing Policy that protects staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

All school staff will:

1. Listen to the child's report of the incident.
2. Take notes of names of perpetrators, incident and possible witnesses.
3. Pass this information as soon as practicable to our Learning Mentor (Mrs Arnold), Senior Mid-day Supervisor (SMS) (Mrs Cox) or Head teacher (Miss Morrison).
4. On receipt of this information we will investigate the incident, talking to all children involved, to establish the contexts and frequency of reported incidents.

Parents and carers **must** inform us if they have any concerns regarding bullying; they should talk with the class teacher in the first instance. The teacher will monitor the situation and inform relevant staff through the school reporting system (CPOMs).

Parents* are asked to
1. Listen to the child's report of the incident.
2. Take notes of names of perpetrators, incident and possible witnesses.
3. Contact school as soon as possible, by phone, e-mail or in person and
   pass the information to either the class teacher or head teacher.

On receipt of this information we will investigate the incident, talking to all children involved, to establish the contexts and frequency of reported incidents.

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Recording bullying

All incidents of bullying must be recorded. The member of staff who was told about the incident should report it to Miss Morrison (head teacher). All incidents are recorded according to type. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudiced based incidents using the same system.

Risk assessment screening

In line with Brighton & Hove guidance we ask the targets of bullying the following risk assessment screening questions:
- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice -based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the person answers yes to any of the four questions then our school will offer them or their parents or carers the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. This will ensure in partnership with the school that the victim / target is fully supported through the process of resolving bullying under Brighton and Hove Victim and Witness Service Standards.

The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk. A duty officer is available Mon to Fri 0900-1700 to provide advice and guidance regarding any prejudiced based/hate incident concern. The Police can be contacted in an emergency on 999 or at other times on 101.

Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away

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- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Speak to Mrs Arnold, our Learning Mentor.
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone we cannot help you.

Parents*

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact a member of staff if you are worried or concerned
- Monitor social networks/computer use/mobile phone
- Reinforce the value of good behaviour
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School Staff

- Take seriously any report of bullying and ask the risk assessment screening questions described above.
- Record it and report it to Miss Morrison (head teacher)
- Miss Morrison will then investigate the bullying case and will record on CPoms. She will:
  - Speak with the person targeted for bullying and involving them in what they would like to happen next
  - Speak to the person carrying out the bullying behaviour and find out their perspectives
  - Find witnesses to explain what they saw
  - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying
- We will challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The pupil saying they are being bullied will be asked to record and report any incidents which cause them concern.

Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Head teacher to the governing body
- The Head teacher will also report on the Safe and Well School Survey
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any

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unresolved concerns raised by pupils or parents and carers about bullying in the school community.

Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. We use our learning mentors to provide this educational input. When appropriate and with the agreement of all parties to encourage those involved to take responsibility for and more amends for their actions.

Sanctions

Sanctions by themselves are unlikely to change bullying behaviour but sanctions in line with the school's Behaviour Policy will be used where appropriate and to send a clear message about the seriousness of the behaviour.

Sanctions for Inappropriate behaviour

1. Incidents will be logged on cpoms. If the behaviour is persistent or there is a regular pattern, parents will be asked to come into school to discuss their child's behaviour and future courses of action. Where incidents are deemed to involve bullying the parents of perpetrators will be contacted within one day of the incident, and the appropriate form will used to keep a record.
2. Perpetrators will be kept in at play times and/or lunchtimes. Should a child re-offend by deliberately bullying, the child will be kept off the playground until the situation is resolved.
3. Children who perpetrate frequent acts of bullying may be in need of support from external agencies e.g. behaviour support team; educational psychologist, school counsellor or support at home from Social Services or in extreme cases the Police Force. Following discussion with parents the appropriate referral to external agencies could be made.
4. Children who frequently report acts of bullying against themselves may be in need of support from external agencies. Following discussion with parents the appropriate referral to external agencies could be made.

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

*Section 576 of the Education Act 1996 defines 'parent' as:

- All natural parents, whether they are married or not
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).

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Appendix A: Bullying and Prejudice Based Incident Report Form (To be attached to CPOMS)

Report form completed by: _____   **Date of Report**: _____

Type of report: Bullying ☐   Prejudice-based incident ☐

Initial report made by: Target ☐   Perpetrator ☐   *or*

Third Party: Staff ☐   Child / young person ☐   Parent / carer ☐   Other ☐

BULLYING / INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident		✔
Appearance	Hair colour, body shape, clothing etc.	
Disability / Special Needs / Medical condition	Real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)	
Ethnicity / Race	Ethnic origin, skin colour, nationality, culture, language, real or perceived (racism)	
Gender Identity	Transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member. Language / stereotyped perceptions of gender (sissy, butch, she/he, gender bender) (transphobia)	
Religion / Belief	Beliefs, faith, lack of faith real or perceived (Islamophobia and anti-Semitism for example)	
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc.	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.	
Other	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✔
Cyberbullying	Internet, mobile phones, blackberry messenger, social media	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
Physical Abuse (against pupil / student)		
Possession / distribution of offensive materials	Disseminating inappropriate materials	
Sexual abuse / harassment (against staff)	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching	
Sexual abuse / harassment (against pupil)		
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Verbal Abuse (against pupil)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE? – tick **all** that apply				✔
Bus		Corridor		Street
Canteen		Park		Taxi
Classroom		Playground		Toilets
Cloakroom/locker		Other (please describe)		

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Details of Reported Bullying / Incident (To be attached to CPOMS)

Name and Age/Year Group of Target/s*:   _____
*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: _____

Risk Assessment screening questions • Is the victim safe? (if not, consider immediate response) • Is the victim vulnerable or especially upset? • Has the victim experienced this prejudice-based incident or prejudice-based bullying before? • Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family? If the answer is yes to any of these questions offer a referral to the Community Safety Casework Team or the Police

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

Follow-up

Report form completed by: _____

Date recorded on CPOMS _____

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