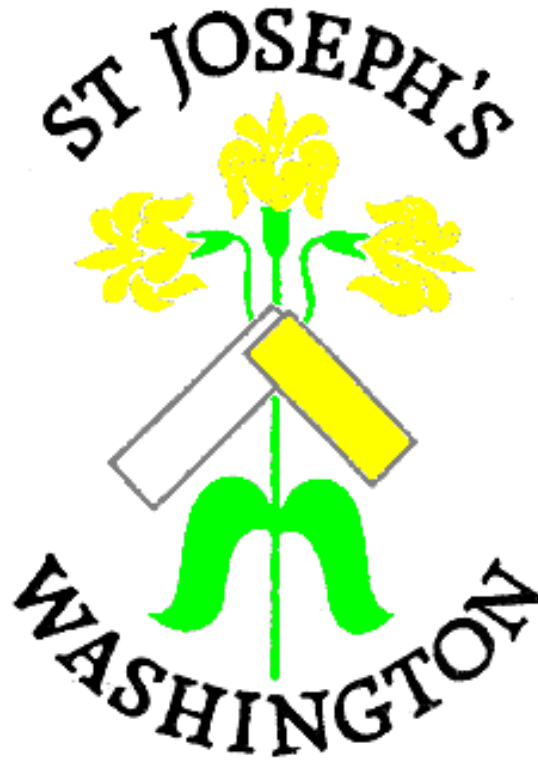


## Anti-Bullying Policy



We are children of God: we achieve, believe and care.

Ratified on: \_\_\_\_\_

Chair: Mark Jakeway

Headteacher: Mrs C Jary

To be Reviewed: Annually

# **St Joseph's is a happy and caring Catholic school where everyone aspires to reach their true potential with Christ at the heart of all we do.**

## **Introduction**

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

*"The dignity of the human person is rooted in his or her creation in the image and likeness of God." Catechism of the Catholic Church*

At St Joseph's RC Primary School we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

*"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."*

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At St Joseph's RC Primary School we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our mission statement is lived out so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken. We are a **TELLING** School.

**"St Joseph's RC Primary School aims to provide a caring and learning community in which the contribution of each is recognised and developed as an expression of our Catholic faith and identity rooted in the Gospel and the teaching of Jesus Christ".**

School Mission Statement

## **Aims and objectives**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teacher and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- We provide training for everyone.

## **What is bullying?**

Bullying can take many forms and can be experienced in many different ways. DCSF 'Safe to Learn' 2007 defines bullying as

*'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.*

The Anti-Bullying Alliance defines bullying as

*'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power'*

DFE 'Bullying at school' November 2014 states that there is no legal definition of bullying. However, it states that bullying is usually defined as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation*

*It takes many forms and can include:*

- *physical assault*
- *teasing*
- *making threats*
- *name calling*
- *cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)*

The DFE 2014 guidance states that schools should have their own definition of bullying. Bullying is defined by our school community as *the abuse of power by an individual in relation to another individual or group. It may occur frequently or infrequently, regularly or irregularly and may include physical assault, verbal abuse and/or cyberbullying.*

*Bullying of any type, including homophobic or transphobic bullying, is not tolerated in our school.*

Our children define bullying as repeating to tease or hurt someone or picking on someone lots of times.

## **Types of Bullying**

Bullying can be categorised into seven main types:

- Bullying related to race, religion or culture
- Bullying related to home circumstances
- Bullying related to appearance or health conditions
- Bullying related to special educational needs (SEN) and disabilities
- Bullying related to gifts and talents
- Bullying related to sexual orientation
- Bullying related to gender

Explanation of these forms can be found in Appendix A

## **Forms of Bullying**

Different forms of bullying can be seen within the seven identified types of bullying. Forms of bullying include:

### **Physical**

This can include physical harm such as punching or pushing, being made to give money or belongings, or forcing a child to act against their will.

### **Verbal**

Verbal bullying can include being teased in a negative way, being called 'gay' in a derogatory way, being insulted about race, religion or culture, being called names or being the subject of offensive comments.

### **Non-verbal**

This can include staring or giving unkind looks.

### **Indirect**

This can include being deliberately excluded from groups or ignored, or being the subject of tales or rumours.

### **Electronic /'cyberbullying'**

This form of bullying includes verbal or indirect bullying via text message, email, instant messenger services or social network sites or images spread via the internet or mobile phones.

## **Our Approach to Bullying**

Our approach to bullying is informed by the Catholic faith.

*"Every human being is created in God's image and likeness and therefore is valuable and worthy of respect." Christ at the Centre*

### **Key Principles**

- The school leadership will work with all in our community to prevent all forms of bullying, including prejudice based bullying, and to fully address incidents of bullying as they arise.
- All bullying in its variety of forms and types will be taken equally seriously and addressed appropriately.
- We will address bullying within the framework of Catholic beliefs and Church teaching, in a way which is age-appropriate and with regards to the child's specific needs (SEN).

## **IMPLEMENTATION**

We firmly believe that for an Anti-bullying Policy to operate successfully requires the full co-operation of children, staff, parents and governors in ensuring that this is a priority in the day to day life of the school.

### **Responding to bullying**

When responding to incidents of bullying we aim:

- to make the child who has been bullied feel safe
- to encourage better behaviour from the child who has displayed bullying behaviours

We will:

- Listen carefully to all children involved.
- Immediately offer support and help
- Record the incident and report it to the head teacher
- Take sanctions in line with the school *Behaviour and Discipline Policy*, involving parents and carers appropriately
- Include all accusations of bullying in the head teacher's termly report to governors
- Monitor the situation closely
- Review the situation and the impact of sanctions

## **Prevention of Bullying**

### **Staff training**

Staff training and development are linked with the needs of the school and the individual training needs of the staff. These will come about following consideration of previous inspections, action plans and identified staff needs following the annual audit conducted by the co-ordinator.

Staff are expected to take preventative measures. This includes being aware of where and when bullying might take place. This awareness is informed by discussions with children and from questionnaires completed by children. The staff training includes equality training to raise awareness among staff of potential prejudicial behaviour and how not to reinforce stereotypes.

### **Curriculum**

As a Catholic school Religious Education is the core subject of our curriculum. There are opportunities within RE to make links with Rights Respecting Schools and Mini Vinnies to reinforce the principles of human rights, Catholic social teaching and the uniqueness of the individual, made in God's image and likeness. Our curriculum as a whole is planned and delivered to enable children to develop empathy, to understand the effect bullying has on people and to take responsibility for trying to prevent bullying. Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, celebration assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Children have a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. This is explicitly planned within the PSHE and Kidsafe programmes delivered in school and through the annual celebration of Anti-bullying week. Staff are also expected and encouraged to take advantage of unplanned opportunities to celebrate diversity and to reinforce the principles of anti-bullying.

### **Pastoral structure**

Children are elected to the school council each year. The elected school council regularly meets with the PSHE Co-Ordinator and discussions include playground buddies, school rules and behaviour. At the beginning of each academic year children and teachers work together to set their own classroom rules. Bully Busters will be appointed from each class to work with our Anti-Bullying Co-ordinator, our School Counsellor and our Parent Anti-Bullying Ambassadors to ensure prevention of bullying remains high profile throughout the school.

### **Collective Worship**

In collective worship themes and values play a part in challenging prejudice and promoting justice for all. The timetable of collective worship includes specific opportunities throughout the year (eg Statements to Live By, Anti-bullying week, which support work in anti-bullying). The children are encouraged to live the gospel values by following Christ's example.

## Policy to Practice

We see the implementation of our Anti-Bullying Policy as being a partnership between the children, staff, parents and Governors. An extension of this partnership will include other agencies and organisations in supporting our practise.

### **Children**

We will do this by:

- Encouraging children to talk openly about their experiences in lesson time and particularly as part of our PSHE Programme
- Using the Worry Box to inform staff confidentially if they can't speak openly.
- Ensuring all children know we are a telling school and are aware of the consequences of being bullied and being a bully.
- Providing a direct line of communication if necessary, to a child with genuine fears. This will be directly to the Headteacher and/or the Deputy Headteacher.
- Using our School Buddies and Playground Buddies as a way of promoting friendship and **'looking after one another'**.
- Involving the School Council in implementing any policy with regard to anti-bullying.
- Ensuring that any child who alleges they are being bullied is made safe.
- Investigating all concerns.
- Respecting confidentiality.

### **Staff**

We will do this by:

- Delegating responsibility for the implementation of this policy to the Headteacher and Deputy Headteacher.
- Producing brief written guidelines for all staff in effectively carrying out their role within school (**APPENDIX B**).
- Ensuring that all staff are aware of the importance in developing and maintaining positive relationships with children.
- Providing a safe, listening environment in which adults are able to listen to concerns regarding bullying behaviour.
- Raising awareness through school assembly and visitors to school to tackle bullying issues.
- Positively encouraging co-operative behaviour and reward non-aggressive behaviour.
- Identifying and providing appropriate training in relation to bullying behaviour.
- Recording any concerns and action taken to prevent or deal with bullying behaviour – using CPOMS
- Monitoring the frequency and nature of bullying within our school.
- Reviewing our policy and procedures on a regular basis.

### **Parents**

We will do this by:

- Making new parents aware of the school's Anti-Bullying Policy via the School Prospectus and Induction Meetings.
- Providing brief written guidelines for parents who believe their child may be experiencing bullying behaviour (**APPENDIX C**).
- Ensuring confidentiality.
- Involving parents and other organisations if necessary at an early stage.
- Listening to parental concerns and taking appropriate action.

- Reporting back to parents on progress of investigations

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded on CPOMS and the head teacher will be alerted.
- If a pattern of behaviour can be seen, the head teacher will interview all concerned and will record the outcome.
- Parents of both parties will be contacted and kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, police will be consulted.

Pupils who feel they have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Having the opportunity to work with the school counsellor (IMPACT)
- Class 'Bully Busters' through peer support
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and the need to change.
- Having the opportunity to work with the school counsellor (IMPACT)
- Working with parents or guardians to help change the attitude and behaviour of the child.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Loss of playtime.
- Exclusion from certain areas of school premises.
- Internal fixed-term exclusion.
- Major fixed-term exclusion.
- Permanent exclusion.

## **Monitoring, evaluation and review**

### **Reporting to the Local Authority**

All incidents of racist bullying are reported to the local authority.

### **The Role of the Governing Body**

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This is done through the head teacher's termly report. The governors 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 school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



## **APPENDIX A**

### **Bullying related to race, religion or culture**

Racist, faith-based or cultural bullying is bullying based on a person's background, colour, religion or heritage. This form of bullying has a negative impact on a child's sense of identity, self-worth and self-esteem. It also can be negative about the child's family, and about their ethnic or faith community as a whole.

### **Bullying related to home circumstances**

The home circumstances of children can make them vulnerable to bullying. This may include obvious signs of affluence or lack of it, being a looked after child, being a young carer or having a family member with a disability or special need.

### **Bullying related to appearance or health conditions**

Children with health or visible medical conditions, or perceived physical characteristics, such as size and weight may be vulnerable to bullying.

### **Bullying related to special educational needs (SEN) and disabilities**

Children with SEN and disabilities are vulnerable to bullying. Their differences can be used by bullies to isolate them from friendship groups.

### **Bullying related to gifts and talents**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements and abilities can set them apart from their peers. This may lead to resentment and jealousy among their peers which may make them targets for bullying behaviour.

### **Bullying related to sexual orientation**

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying includes all forms of bullying but in particular it can include homophobic language. This is terms of verbal abuse used towards lesbian, gay, bisexual or transsexual people or those who are perceived LGBT. It can be used as an insult or to refer to something or someone as inferior eg derogatory use of the word '**gay**'.

### **Bullying related to gender**

Sexist, sexual and transphobic bullying affects both genders. Sexist bullying is based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. Both sexes may be victims and each may be a victim of their own sex. Children who feel that they belong to another gender or do not conform with the stereotypically defined roles often ascribed to particular genders, can also become a target of bullying.

## APPENDIX B - GUIDELINES FOR STAFF ON ANTI-BULLYING

The following actions are appropriate for use with children who are bullied and those who are involved in bullying.

**Ensure that bullying incidents are dealt with promptly.**

Ensure the immediate safety and well-being of the children.

- Protect and support all parties while the issues are being resolved.
- Take the necessary steps to stop the bullying. This could include:
  - Listen to the children and showing sympathy and concern.
  - Discuss the incident and subsequent consequences.
  - Consider a range of strategies to ensure bullying does not occur again.
- Record incidents (**CPOMS**) and action being taken and notify the Headteacher and/or Deputy Headteacher.
- If necessary – inform parents and discuss the situation with them calmly. The decision to talk with parents is at your discretion. As a broad measure you may consider a single incident may not be worth reporting at this stage. On the other hand this incident may follow a pattern and intervention may be needed at this point.
- If you feel at any time that the situation could get out of hand, or you need the support of either the Headteacher or Deputy Headteacher, do not hesitate in seeking support.
- Once the Record of Incidents and Action (**CPOMS**) has been handed over to the Headteacher or Deputy Headteacher it becomes their responsibility.
- Maintain contact and work with parents.
- Always respond calmly and consistently.

**Listen, Take Action, Record, Follow Up**

## APPENDIX C - GUIDELINES FOR PARENTS OF CHILDREN BEING BULLIED

**Your child has the right to be safe  
Your child has the right to expect other people, including yourselves, to help keep  
him or her safe.**

If you suspect that your child is being bullied:

- Talk to your child about what is happening.
  - Above all else be calm.
  - Show sensitivity.
  - Show concern.
  - Reassure your child that he or she is not to blame.
  - Keep a record of what your child tells you. Include details such as names, dates, time and nature of incident. You may wish to record this privately.
  - Do not pressurise your child – give them space and time.
- Once you are certain of the concerns, if at all possible, act with your child's agreement.
- Contact someone in school. This would normally mean contacting your child's teacher. Your child's teacher will deal with the concern and inform the Headteacher and/or Deputy Headteacher.
- If you believe the incident warrants bypassing your child's teacher – do not hesitate in contacting the person responsible for implementing the Anti-Bullying Policy. At St Joseph's School, the named persons are **Mrs Black (Headteacher) or Mr Morris (Deputy Headteacher)**
- Maintain contact and work with the school.

### Some Do's and Don'ts

- **Do** listen to your child.
- **Do** take your child's concerns seriously.
- **Do** encourage your child to tell you what has been happening and to report any trouble that has been encountered.
- **Do** help your child to try and find a safe solution.
- **Do** talk to the school.
- **Do** look for signs of distress shown by your child.
- **Don't** ignore your child if they say they are worried about certain people.
- **Don't** tell your child to 'put up with it'. Bullying is not acceptable and action needs to be taken.
- **Don't** tell your child to fight back.
- **Don't** rush off and deal with the situation yourself.