



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL

'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING POLICY

Mission Statement

At St. Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the Gospel. Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever-changing world of today and tomorrow.

Vision Statement

At St Joseph's we wish to encourage an environment where collaboration is celebrated and individuals can flourish without fear.

In our School Development Plan we put pupils at the centre of all activities and our high expectations are shared as everyone strives to make St. Joseph's the best school it can be. Our values are explicitly taught and modelled and all opportunities to promote spiritual, moral, social and cultural development are embraced, resulting in behaviour which is good in lessons and outside the classroom.

Every individual has the right to be happy and feel safe in school; including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support should they feel unsafe and be protected if they are feeling vulnerable.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Joseph's Catholic Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this

commitment. Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm'.

This policy is closely linked to our:

- Behaviour policy
- Safeguarding and Child Protection policy
- Code of conduct
- Online safety/ ICT and Acceptable Use policy
- Equalities Policy
- Special Educational Needs Policy
- RE Policy
- Attendance Policy
- Schools Vision, Aims and Values.

Statement of intent

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

There is an agreed definition of bullying.

Everyone in the school community feels responsible for combating bullying and realises that bullying is always unacceptable.

Victims feel protected and supported.

Those engaged in bullying can be supported to change their attitudes as well as their actual behaviour.

Principles

We value pupils developing respect for others resulting from active listening, trust and honesty.

The four guiding principles of the Early Years Foundation Stage underpin our anti-bullying policy from the moment a pupil enters our school, and throughout their time at St Joseph's Catholic Primary School. They are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

- **children develop and learn in different ways and at different rates.** Ensuring education and care of all children in our early years provision, including children with special educational needs and disabilities

Definition of Bullying

At St Joseph's Catholic Primary School, we discuss what bullying is as well as incidents we would not describe as bullying with all pupils through assemblies and PSHE lessons.

Bullying can take many forms including:

- Name calling
- Taunting
- Mocking
- Making offensive comments or using inappropriate language such as homophobic language
- Physical assault
- Taking or damaging belongings
- Cyberbullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti
- Gossiping and spreading hurtful or untruthful rumours
- Excluding people from groups.
- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

There is a deliberate intention to hurt or humiliate.

There is a power imbalance that makes it hard for the victim to defend themselves.

It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils other descriptions of bullying. This possibility should be considered particularly in cases of hate crime related bullying and cyberbullying including sexual, racist, sexist and homophobic bullying.

Other types of bullying

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. This form of bullying can include but is not exhaustive to: the use of mobile phones, computers and the internet.

'It can be written in a message, or it can be a photo or video'. (DCSF Safe to Learn Guidance). Cyber bullying is a form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make a person feel unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and traveler children
- Children with SEN or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to free school meals
- Children for whom English is an additional language
- Children who are perceived to be gay, lesbian or bisexual.

Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one of argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Everyone is responsible for the prevention of bullying and the promotion of non-bullying behaviour.

Behaviour Policy

Our *Behaviour Policy* includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the headteacher, Deputy headteacher, Assistant headteacher or SENCO.

Stage 1: Establish the facts

Apart from the written statements that may already exist, all involved will be interviewed individually. This will build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parent and pupil witnesses if necessary and appropriate.

Stage 2: Restorative Approach

If the allegation of bullying is upheld (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

Stage 3: Further Cause for Concern

If the situation does not improve, the headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries, which will be shared with all children involved. Any further incidents should lead to intervention (e.g. through outside agencies) and further monitoring and support for the victim and the bully (where appropriate). The bully needs to be encouraged to see things from the victim's point of view and to carry out corrective action to improve relationships. Further actions may also include; making a contract not to engage in this behaviour or setting particular targets. If the victim is in agreement, a meeting with the teacher, victim and bully should take place where the bully apologises to the victim and a way forward is agreed. Punitive sanctions may be given as deemed necessary.

Full records are kept detailing actions taken and by whom on CPOMS for any stage of bullying allegation.

Headteacher/SENCO reports to Governors (link Governor: Lucille Brown) on a termly basis through the Safeguarding report.

Signs of bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including;

Physical (e.g. unexplained bruises, scratches, cuts, missing belongings, damaged clothes, school work, loss of appetite, stomach aches, headaches, bed wetting)

Emotional (e.g. losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swing, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression)

Behavioural (e.g. sudden changes in behaviour and mood, concentration difficulties, 'losing' more items than usual).

POLICY REVIEW TERM: BIENNIAL

Policy reviewed: November 2022

Next review: November 2024