St. John's C. of E.

Blackpool's First Free School 1817

Life Skills Policy (Including Anti-Bullying)

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: January 2023 Next review due: January 2026

Introduction

At St. John's Church of England Primary School, Blackpool, Life skills includes emotional, health and well-being, promoting equality, drugs education, healthy eating, anti-bullying and spiritual, moral, cultural and social education. All of these aspects play a major part in promoting the Christian aims, values and ethos of the school as expressed in our mission statement:

"Everyone matters in God's world."

and reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:
'In everything, do to others what you would have them do to you.' Matthew 7:12

Our school policy sets out a framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with our Scheme of Work SCARF, which sets out in detail what the children will be taught.

This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LA adviser/inspectors. Electronic copies are available for all teachers and teaching support staff via Google Drive. Copies can be made available on request to supply teachers, trainee teachers, governors and parents. Policies can also be found on our website.

Aims

Life- skills are integral to enable our children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, in so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and whole school circle reviews, where the entire school community have a voice. The school council meets regularly to discuss school issues and to encourage children to present their points of view to make changes throughout the school. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society including a working knowledge of British values.

For further information, please see, Appendix 1 British values

The aims of our life skills curriculum are to know and understand what constitutes a healthy lifestyle;

- be aware of safety issues including drug education
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence/self-esteem, make informed choices regarding personal & social issues, including an awareness of peer pressure.
- develop good relationships with other members of the school and the wider community
- making healthy choices with regards to diet and exercise
- building emotional success
- an understanding of basic first aid

Subject Content

We follow a scheme of work called SCARF. SCARF provides a comprehensive spiral curriculum which respects and takes account of pupils prior learning and experiences and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in our school. This brings together lessons in emotional literacy, social skills, spiritual development, living a healthy lifestyle and metal health and well-being. There are 6 different themes: Me and my relationships, Valuing difference, Keeping myself safe, Rights and responsibilities, Being my best and Growing and Changing. Each theme is revisited, whilst increasing the challenge, broadening the scope and deepening pupils thinking, preparing pupils for both their futures and their present day-to-day lives. Teaching strategies are varied and are mindful of the different needs and abilities of our children.

For further information, please see, Appendix 2 EHWB

We believe mental health and well-being is of particular importance. Our approach also introduces the children to mindfulness. Mindfulness is a vital tool for life it helps build **emotional resilience**, focus and concentration which in turn helps optimise learning.

For further information, please see, Appendix 3 Resilience Framework

Overarching concepts in our curriculum

- Identity personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Relationships (including different types and in different settings)
- A healthy balanced lifestyle including physically, emotionally and socially focusing on relationships, work-life balance, exercise and rest, spending and saving and diet
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power, how it is used and encountered in a variety of contexts including persuasion, bullying and negotiation
- Career including enterprise, employability and economic understanding

Teaching and learning style

We use a range of teaching and learning strategies. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour linked to the school's Behaviour Policy. We offer children the opportunity to hear visiting speakers, such as health workers, police,

and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Each class is encouraged weekly to discuss/focus on areas of relationships, feelings, building confidence and improving self-esteem.

Monitoring and Evaluating

The PSHE subject lead and Head teacher are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Life skills, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Resources and budget

The subject leader is responsible for resource development and maintenance in line with priorities set in the School Development Plan and budgeting considerations. The current lists of resources and staff requests/concerns are considered each year before requisitions are made. Staff are consulted annually on the provision in school and reviews are carried out to maintain the high teaching standards that come through good quality resources.

Equal Opportunities and Inclusion

Equal opportunities at St John's school are carried out according to our agreed Equality Policy. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress in all areas of the curriculum. The statutory inclusion statement of the national curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

For further information, see Appendix 4 Equality Statement

Dealing with sensitive issues

At times sensitive issues will arise in the context of life skills education. In such cases, the class teacher will liaise with the Pastoral Team, Senior Leadership Team and/or the Head Teacher to decide on the best way forward and whether extra support is required. Links and communication with outside agencies are strong are will be used to enhance provision for children in need and vulnerable children. These include: School nurse, CAMHS, NSPCC CIDVA, Trinity, Enlighten, Awaken, CASHER team, Youth Therapy

Drug education

The definition of 'drugs' for the purpose of this policy is all illegal drugs (those controlled by the Misuse of Drugs Act 1971), all legal drugs, including alcohol and tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat, alkyl nitrates (known as poppers), GHB and all over-the-counter and prescription medicines. Medicine and legal drugs such as alcohol and tobacco are only legitimately in school when they have been authorised by the Head Teacher.

For further information, please see Appendix 5 and 6

Healthy Eating

Whilst making healthy choices and understanding the consequences of a healthy diet is an integral part of our curriculum it also features heavily in whole school life. At St John's we acknowledge the important link between a healthy diet and the ability to learn effectively. We inspire to improve the health of the whole school community and work closely with outside agencies, parents and the catering team to achieve this. We will ensure that pupils

are well nourished at school and that every pupil has access to safe, tasty and nutritious food. All children and adults will have access to water throughout the day. We are involved with the National Fruit for school scheme and provide a healthy breakfast daily for those children who need it. We are a healthy school and as such encourage parents to provide healthy packed lunches and throughout the year we hold workshops to further educate both parent and child. As part of our enriched curriculum, through both science and design and technology, the children are offered opportunities to cook and prepare healthy meals.

Anti-Bullying

At St John's, we aim to promote Christian standards of moral behaviour. There is a potential for good in everyone and each child should be allowed the opportunity to take responsibility for their own actions and be encouraged towards self-discipline. We acknowledge that bullying may happen and strive to create a safe, caring environment for all. Everyone should feel comfortable in expressing their concerns to a member of staff and confident that their fears will be taken seriously with prompt and effective action in accordance with our anti-bullying policy. We are a *supportive* school. This means that *anyone* who has concerns about bullying is expected to share their concerns with a member of staff so that help and support can be offered. As a whole school community, we strive to prevent any behaviour deemed as bullying to include both physically and cyber. 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 have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. Staff will protect and support children and all allegation will be taken seriously, recorded appropriately and followed-up rigorously. At St Johns we believe prevention is better than cure and strive to teach our children to make good choices regarding their behavior.

For further information, please see:

Appendix 7 Anti-Bullying information

Appendix 8 How to help a child who is being bullied?

Appendix 9 How to deal with a bullying incident.

Appendix 10 Racist/Hate Crime reporting sheet

Spiritual, Moral, Social and Cultural Education

At St John's, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that allows pupils - opportunities to explore and develop their own values, beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural tradition and an appreciation of the diversity and richness of different cultures. Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially in Life skills, R.E. and collective worship, but the integrity and spirituality of pupils from other faith backgrounds will be respected and explored.

The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people

as unique and valuable individuals and showing respect for pupils and their families. The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. At St John's we aim for the whole curriculum to reflect and illustration our values and we draw from as wide a range of cultural contexts as possible.

For further information, please see Appendix 11 SMSC Education

Appendix 1

British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.
St John's CE Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. St John's CE Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways St John's CE Primary School seeks to instil British Values.

Democracy 

The children at St. John's see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that children meet when discussing respect and fairness. The establishment of a new School Council each year models the democratic process. Each term all pupils participate in 'Circle Reviews' and have the opportunity to contribute to decisions relating to whole school initiatives. Observations from Learning Walks for behaviour and behaviour for learning evidence children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect. We actively seek the children's views on school issues through pupil questionnaires which are evaluated and acted on.

The rule of law 

The children at St. John's are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who visit to talk to them informally and support individuals as need arises.

Class rules, school rules/learning behaviours, school values, and PSHE/Citizenship lessons on the role of law and parliament, school council meetings, collective worship, RE planning and work books, learning walks for behaviour and behaviour for learning. Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these. During induction all parents are expected to sign a home-school agreement which highlights essential school rules and expectations. The school has very close links with the local police and community group and actively supports upholding the law in the community.

Individual liberty 

Our Values based discussions and acts of worship begin with discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views. Children are strongly encouraged to develop independence in learning and to think for themselves. Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.

Mutual respect and tolerance of different faiths and beliefs 

Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum. Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment. In records of PSHE Session/ Collective Worship, RE curriculum, RE planning and workbooks, Learning Walks for behaviour and behaviour for learning, School Values, children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. They also visit other faith buildings and communities to further develop their understanding.

Appendix 2

Emotional Health & Well-Being

At St John's we believe that by promoting the emotional health and well-being of pupils and staff will bring valuable benefits to the whole school community. Our aim is to enable all pupils and staff to be happy and motivated, to enhance teaching and learning, raise standards, promote social inclusion, improve behaviour and attendance and involve pupils more fully in the way their school operates.

Through good quality EHWB education the pupils at St John's will:

- Become effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflicts effectively and fairly
- Be able to solve problems with others and alone
- Manage strong feelings e.g. frustration, anger, anxiety
- Recover from set-backs and persevere in the face of difficulty
- Work and play co-operatively
- Compete fairly and lose with dignity and respect for other competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences between people and to respect the rights of others to have beliefs and values different from their own.
- Develop peer support for learning
- Have a say in the running of their school through the School Council, Worship Wardens and prefects.
- Develop stable relationships with adults through a pastoral system of support e.g. Learning Mentors, SSAs

Staff EHWB has an impact on pupil EHWB and the health of the school environment as a whole. Therefore, the aims for promoting staff EHWB at St Johns are:

- To provide opportunities for focusing on and developing those factors which have been identified as contributing most strongly to teacher's job satisfaction and to ensure that each of them provides a positive experience- Working with children, Relationships with colleagues, Intellectual challenge, Autonomy and independence, Opportunities to be creative and innovative
- To involve all staff in decision-making processes where possible.
- To take preventative measures to address employee stress
- To consult staff on their training and support their needs through a regular review process
- To provide PPA time for teaching staff
- To create an open and respectful environment in which staff can explore any concerns and difficulties, problem solve collaboratively and seek help and support
- To provide opportunities for staff to celebrate success and achievements
- To provide a mentor system to support new staff to the school
- To ensure the staff room and working areas provide a positive environment for staff
- To make arrangements for appropriate occupational health advice and support
- To provide experiential training days: relaxation, stress management, assertiveness, anger management, health and fitness
- To provide access to supervisory support or counselling for staff working with the most vulnerable or challenging pupils.

Appendix 4

Equality Statement

At St Johns' CE Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to assessment which recognises attainment and achievement and promotes progression

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Provide an inclusive communication environment in which staff must ensure that communication is accessible to everyone so that pupils can benefit from opportunities for incidental learning in addition to an appropriate style of curriculum delivery
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity and includes an inclusion programme
- All subject leaders, where appropriate, to promote and celebrate the contribution of different cultures to subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Appendix 5

Drugs Education

Aims of drug education at St. John's School

- enable children to make decisions resulting in positive healthy choices
- raise children's self-esteem so that they are able to make sensible and informed decisions
- equip children with correct knowledge of what to do if they come across drugs, or are aware of other people misusing drugs
- give children facts and information about drugs, recognising that some drugs can be useful and save lives;
- know how to keep and use medicines safely;
- understand the law relating to drugs and develop an awareness of drugs in society;
- help children become aware of their own and other people's attitudes towards drugs.

Management of Drug Related Incidents

Unauthorised drugs in school are unacceptable. It is an offence to knowingly allow anyone to use illegal substances. The school is a non-smoking establishment. Any tobacco or alcohol can only be brought onto the premises with the Head teacher's permission. Our Supporting Pupils with Medical Conditions Policy details guidance and procedures for any authorised drugs and medications brought into school. St John's Church of England Primary School's first concern in managing drugs is to safeguard health. We aim to manage drug related incidents firmly, promptly and fairly, assessing the needs of the individual, whilst ensuring the health and well-being of all members of the community are considered.

Definition of a drug incident

A drug related incident is likely to involve suspicions, observations, disclosures or discoveries of situations involving unauthorised drugs. It could fit into the following categories:

- Drugs or associated paraphernalia are found on the school premises
- A pupil is found in possession of drugs or associated paraphernalia
- A pupil is found to be a recognised source of supply of drugs on school premises
- A pupil is thought to be under the influence of drugs
- A staff member has information that the illegitimate sale or supply of drugs is taking place in the local area
- A pupil discloses that they are misusing drugs or a family member/friend is misusing drugs
- A parent/carer or staff member is thought to be under the influence of drugs on school premises

Procedure for dealing with a drug related incident

In every case of an incident involving drugs, St John's Church of England Primary School will place the utmost priority on safety, meeting any medical emergencies with first aid and summoning appropriate help before addressing further issues. If there is any doubt, medical assistance will be sought immediately. The school health and safety policy outlines procedures for how to manage medical emergencies and administer first aid, including drug overdose and influence of drugs. All teaching and support staff will be made aware of the following procedures to follow upon discovering a drug-related incident:

- Assess the situation – ensure immediate safety of the child

- Remove the substance involved, store securely and arrange for their safe disposal
- Remove children who are not involved from the vicinity
- Inform the head teacher and/or drug co-ordinator
- The head teacher will be responsible for informing parents, involving any other outside agencies and police if applicable, and deciding future action
- A full record should be made of the incident. See the form at appendix 3
- The school will conduct an investigation to judge the nature and seriousness of each incident

Recording a drug related incident

It is vital to record all situations carefully whether they are emergencies or not. This is necessary to assess the quality and effectiveness of the school's management of incidents, to monitor the progress of any pupils involved in an incident and to help establish any need for reviewing and reconstituting policy. A record of any statements provided by those involved or by witnesses will be taken as the police may require these if the incident becomes a criminal investigation.

Response to a drug-related incident

We have a range of options for responding to the identified needs of those involved in a drug incident. These include:

- Early intervention
- Referral
- Counselling
- Behaviour Contract
- Inter-agency programme
- Fixed-period exclusion
- Pastoral Support Programme
- A managed move
- Permanent exclusion

We believe that any response should always aim to provide pupils with the opportunity to learn from their mistakes and to develop as individuals. We believe any sanctions should always be justifiable and consistent with published school rules, codes and expectations.

Confidentiality

The essential nature of confidentiality is not altered by the fact that a case involves drugs. Teachers **cannot and should not** promise total confidentiality. The boundaries of confidentiality should be made clear to all pupils.

If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional and moral duties in relation to:

- Child protection
- Cooperating with a police investigation
- Referral to external services

Local child protection procedures may need to be invoked if a pupil's safety is under threat. It should be only in exceptional circumstances that sensitive information is passed on against pupil's wishes, and then the pupil should be told first and be given an

explanation as to why. These exceptions are defined by a moral or professional duty to act:

- Where there is a child protection issue
- Where a life is in danger

The school will consult immediately with the Local Education Authority regarding media involvement concerning a drug related incident. All guidelines given will be followed fully by the Head teacher, staff and Governors.

Appendix 6

Recording form for a drug-related situation.

Name of pupil:	**Report form completed by:**
Form/Class:	**Senior staff involved:**
Date of Incident:	**Time of incident:** **am / pm**

Brief description of symptoms / situation:

(continue on blank sheet if necessary)

Sample found? Yes / No **Destroyed at time:** am / pm **Witness name:** Securely retained (prior to police collection): **Yes / No**	**Drug involved (if known):** Alcohol □. Amphetamines □. Cannabis □. Cocaine □. Ecstasy □. Heroin □. LSD □. Medicines □. Solvents □. Other □ (please specify):

First aid given? Yes / No ***If Yes,*** Given by:	**Ambulance Called?** Yes / No.	If Yes, called by: at time: am / pm
	Police Contacted? Yes / No.	If Yes, called by: at time: am / pm

Parent/Carer informed by:

Date: Time:

Other action taken: *(e.g. screening for referral to U.19 Substance Misuse Service; other agency involved; pupils/staff informed; sanction imposed; police consulted about drug, pastoral support plan, referral to school nurse or school counsellor)*

School action:

Referral action:

(continue on blank sheet if necessary)

Appendix 7

What is bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying including cyber, is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victim/s.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focusing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school/begs to go by car
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under performance in school work
- comes home with clothes torn or books damaged

- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable/uses aggressive language including swearing
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

Prevention – Stopping bullying happening

It is the responsibility of all within the school to maintain the ethos and discipline codes which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline. Our Anti-Bullying ambassadors will strive to be a point of contact for children in need. We are committed to:

- Focusing on what is going well,
- Giving plenty of praise (but avoid overdoing this – it needs to keep its value),
- Making clear that it is the behaviour we do not want – not the child,
- Drawing attention to good behaviour,
- Giving clear and regular reminders of what is expected,
- Teaching good behaviour / manners through own conduct,
- Setting an example ourselves, in dress, manner, courtesy and care.

Similarly, we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels bullied by another: parent, staff or governor, this should be immediately reported to the Head Teacher.

Strategies at St John's for preventing bullying include:

- All staff will make pupils aware of the problems that can be caused by bullying. This is to be achieved through whole class or group discussion or individual 1 to 1 session.
- The theme of bullying is integrated into circle time through the PHSE Curriculum and SCARF scheme of work.
- A regular themed week takes place each year to highlight the effects of bullying (Anti-Bully Week).
- Class rules are established at the beginning of the school year which promote positive behaviour and agree class expectations. These rules are regularly referred throughout the year.
- Cyber-bullying is discouraged through our Internet policy, which states that children should not access Chat Rooms or the Internet in school. Children are not allowed to be in possession of mobile phones during the school day. Please see also the E-Safety policy that we have in school.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.

Other provision includes:

- School assemblies
- Roles of responsibility e.g. school and class councils, classroom monitors, setting up the hall for assembly, cloakroom monitors
- Participation in local (LEA) and national (DfES) projects
- Residential experiences giving pupils the opportunity to develop and maintain relationships under different circumstances and to discover new qualities and characteristics.
- Support from learning mentors.
- Well-being warriors.

Appendix 8

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

• Try not to let the bully know that he/she is making you feel upset.
• Try to ignore them.
• Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
• Stay in a group, bullies usually pick on individuals.
• Get away as quickly as you can.
• Tell someone you can trust – it can be a teacher, a teaching assistant, a midday assistant, a parent, a friend, a brother, a sister or a relative.
• If you are scared, ask a friend to go with you when you tell someone.
• When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
• Keep a diary of what's been happening and refer to it when you tell someone
• Keep on speaking out until someone listens and helps you.
• Never be afraid to do something about it and quick.
• Don't suffer in silence.
• Don't blame yourself for what is happening.
• Call a helpline.

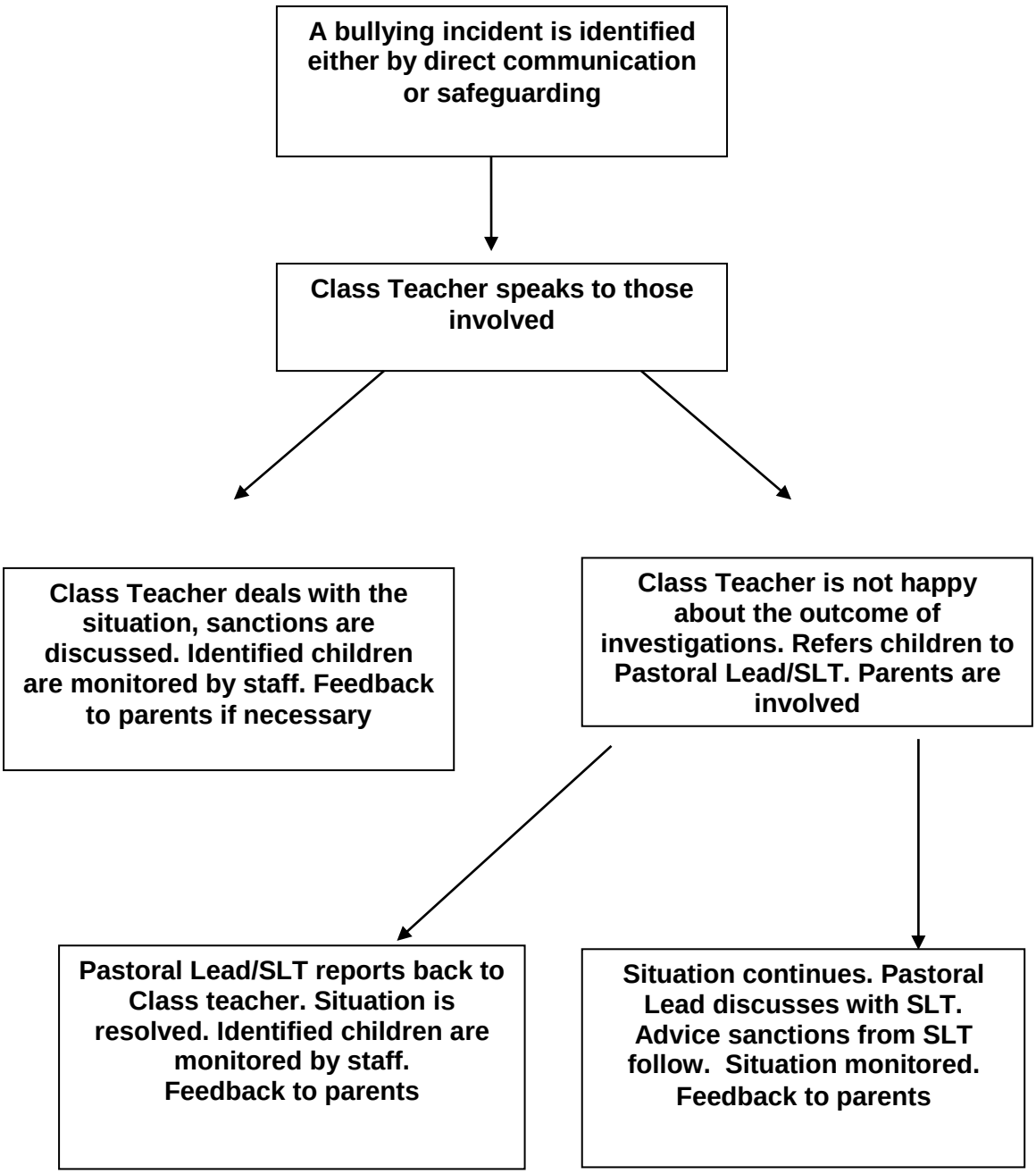
What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

• Don't smile or laugh at the situation.
• Don't rush over and take the bully on yourself.
• Don't be made to join in.
• If safe to do so, encourage the bully to stop bullying.
• If you can, let the bully know you do not like his or her behaviour.
• Shout for help.
• Let the victim(s) know that you are going to get help.
• Tell a member of staff as soon as you can.
• Try and befriend the person being bullied.
• Encourage the person to talk to someone and get help.
• Ask someone you trust about what to do.
• Call a helpline for some advice.

Appendix 9

Flowchart for dealing with bullying incidents -How to deal with a bullying incident



RACIST/ BULLYING/ HATE CRIME REPORT FORM

School …… Date & Time of Incident ……

Perpetrator		**Victim**		**Nature of Racist Incident**	
Pupil/Pupils		Pupil/Pupils		Verbal Abuse	
Outside Person(s) inc Parents		Outside Person(s) inc Parents		Violence	
Teaching Staff		Teaching Staff		Provocative Behaviour	
Support Staff		Support Staff		Graffiti	
Unknown		Victimless Incident		Possession/Distribution of Racial Material	
Where known:		*Where known:*		Other	
Ethnic Origin		Ethnic Origin		**Nature of Bullying Crime Incident**	
Sex		Sex		Verbal	
Age/Year/Group		Age/Year/Group		Physical	
Brief Description of Incident: …… …… ……				Racial	
				Homophobic	
				Text Message/ MSN	
				Nature of Hate Crime Incident	
				Race	
Brief Description of Action taken: …… …… …… **A MORE DETAILED REPORT WILL BE HELD IN THE SCHOOL FILES.**				Religion & belief	
				Disability	
				Sexual orientation	
				Transgender	
Signed: ..... Date …… .Print Name and Role …….. Please send completed forms to: Ged McNally, Education Inclusion Officer, Bickerstaffe House Number One Bickerstaffe Square Blackpool FY1 3AH Exclusionsfromschool@blackpool.gov.uk				**Place of Incident**	
				Classroom	
				Corridors	
				Social area	
				Out of school	

Appendix 11

What does Spiritual, Moral and Cultural Education look like?

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Begin to understand the Christian imperative for social justice and a concern for all.

Cultural Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Recognise Christianity as a world-wide faith.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.