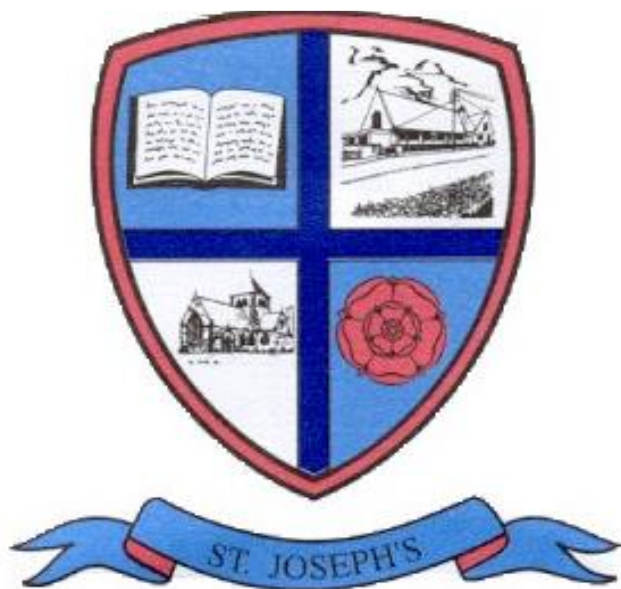


**ST JOSEPH'S CATHOLIC PRIMARY**  
**SCHOOL**



**ANTI-BULLYING POLICY**

**REVIEWED: JANUARY 2023**

**TO BE REVIEWED: JANUARY 2025**

### **Principles and Values:**

As a school we take bullying and its impact seriously. Pupils and Parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

***At St Joseph's Catholic Primary School, our Mission Statement is 'Live Life to the Full'.***

#### **We will achieve this by:**

- Discovering and encouraging the good things in every individual;
- Adults being role models;
- Fostering positive relationships;
- Being sensitive to the needs of others;
- Celebrating difference through our understanding of other faiths and cultures;
- Using every opportunity to promote Spiritual and Moral Development;
- Participating in high quality Collective Worship and enriching liturgies;
- Following positive class rules and codes of conduct;
- Reaching out to the wider community;
- Delivering enthusiastically a meaningful Philosophy for Children.

***At St Joseph's Catholic Primary School, we aim to nurture the potential of every individual.***

#### **We will achieve this by:**

- Understanding the importance of nurture for the development of wellbeing;
- Providing classrooms that offer a safe base;
- Understanding that language is a vital means of communication;
- Promoting pupil voice;
- Giving children the opportunity and encouragement to try new things;
- Understanding that all behaviour is communication;
- Recognising that each individual learns in their own different way, making allowances for preferences and that children's learning is understood developmentally;
- Creating a learning culture, classroom community, collaborative and personalised learning;
- Building self-esteem;
- Delivering quality INSET to continue professional development enhanced by Performance Management for staff;
- Valuing effort;
- Using a range of teaching styles to cater for all abilities and learning styles;
- Embracing all opportunities to experience the joy of discovery, solving problems and being creative;
- Offering a wide range of extra-curricular activities;
- Preparing our children for transitions in life.

***At St Joseph's Catholic Primary School we aim to working in partnership with  
Home, Parish and the Wider Community.***

**We will achieve this by:**

- Valuing parents as educators;
- Valuing an open dialogue between school and home by inviting parents to information; evenings and pupil progress meetings;
- Issuing written reports and results;
- Embracing new technologies to improve home/school partnership.;
- Involving ourselves in community events;
- Welcoming parents and friends of the school to celebrations, acts of collective worship and assemblies;
- Meaningful preparation for the Sacraments of Reconciliation and Eucharist;
- Supporting those less fortunate through fundraising, e.g. CAFOD, Good Shepherd.

**Aims and Objectives:**

This policy aims to produce a consistent response to bullying by ensuring that all those connected with the school are aware of our opposition to bullying and understand their responsibilities with regard to the eradication of all forms of bullying.

**To achieve our aim, we will:**

- Help all children develop positive strategies and assertion skills;
- Make it clear that all types of bullying are unacceptable;
- Use peer groups to actively discourage bullying behaviour;
- Use an 'OK to tell' and 'no-blame' approach taught through PSHEE;
- Take every reported incident of bullying seriously and investigate - this includes instances of bullying on the way to and from school;
- Address bullying as a behavioural problem which should and can be changed;
- Support children and adults who are being bullied and ensure they are listened to;
- Involve parents at an early stage where deemed appropriate;
- Record incidents of bullying in a consistent way that allows monitoring of behaviour;
- Request help from outside agencies where appropriate;
- Ensure all staff are informed of who to report instances of bullying to;
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour;
- Enable everyone to feel safe while at school and encourage pupils to respond to incidents of bullying;
- Involve the police where necessary.

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 child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to their Local Authority children's social care. Even where safeguarding is not considered to be

an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **What is 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 text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of SEN, disability, race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.”

Taken in part from *‘Preventing and tackling bullying -Advice for Head Teachers, Staff and Governing Bodies.’ DfE 2017*

### **Bullying falls into two categories:**

1. Emotionally harmful behaviour, such as taunting, spreading hurtful rumours, cyber-bullying and excluding people from groups and;
2. Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

### **Whether in school, within the home or in the community the behaviour constitutes bullying if:**

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group;
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

### **Preventative Measures:**

Our school takes a positive stand where bullying is concerned and actively seeks to prevent bullying in the first instance. It employs a range of measures to actively prevent bullying behaviour (including Cyber-bullying). This is done by:

- **Sharing the child-friendly ‘Anti-Bullying Policy: Feeling safe and happy at school’ with all children (*Appendix A*)**
- Providing a safe and secure environment with a strong school ethos;
- A teacher and several members of our Support Team supervising morning; lunchtime and afternoon playtimes;

- The Year 6 'Care Team' support pupils at playtime as needed and report to the headteacher on a weekly basis to discuss any general issues, concerns or observations they may have;
- We have a Buddy Bench in the playground (*purchased by the School Council*) to encourage children to look out for others;
- Nurture/Worry monsters in all classrooms used to enable children share concerns;
- A 'calm colouring' held weekly by a Mrs Porter for children to discuss any concerns that they may have;
- Strong emphasis within PHSEE and SMSC Curriculum.
- The use of drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour;
- Operating an open door and 'OK to Tell' policy;
- Buddy support between Foundation Stage children and Year Six - giving very young children a person to communicate problems to where they feel comfortable;
- Where applicable, signposting victims to outside agencies who offer counselling and support - CAHMS, IDSS;
- A strong whole school ethos which promotes no tolerance to bullying including one meeting at the start of the school year with our School Eco Council to promote this policy;
- Children are annually surveyed for their views and concerns and these are summarised and published on our website (no names will be used);
- Appropriate continuing professional development (CPD) for adults;
- The use of 'Golden Time' to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere;
- Opportunities throughout the school year, such as 'Anti-bullying Week' in November, and at certain times of the school day for raising awareness of the negative consequences of bullying;
- Targeted small group or individual learning used for those who display bullying;
- Assemblies to raise awareness of the school's anti-bullying policy and help to develop pupils' emotional literacy;
- Using events which can prompt further understanding of bullying, such as the Lancashire 'Coram Life Education', theatre groups, exhibitions and current news stories;

The ethos and working philosophy of St Joseph's means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff regularly discuss friendship and bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff reinforce expectations of behaviour as a regular theme in line with our school's Catholic Ethos and Values.

Staff follow the Equality Policy; supporting every child in our school.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

**Children are involved in the prevention of bullying as and when appropriate, these may include:**

- Y6 Care Team to help stop bullying and promote kindness.
- Writing a set of school or class rules;
- Writing a personal pledge or promise against bullying;
- Writing stories or poems or drawing pictures about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays about what to do through scenarios of bullying;
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly;
- Tell a friend;
- Tell your School Council rep, Buddy or member of the Care Team;
- Tell a teacher or adult whom you feel you can trust;
- Go to the Buddy Bench;
- Add your worry/concern to the class Worry monster;
- Go to the Worry Surgery;
- Tell a parent or adult at home whom you feel you can trust;
- Discuss it as part of your PSHEE time;
- Ring Childline and follow the advice given.

### **Responding to Bullying Behaviour:**

If it is confirmed that bullying behaviour is evident, 'Bullying Reporting and Recording Procedures' are followed:

### **Reporting and Recording Procedures:**

- In the event of a bullying incident, the member of staff who witnesses the incident or is responsible for the pupils at the time of the incident completes a '**Bullying Incident Form**'. (Appendix B)

- The completed 'Bullying Incident Form' is handed to the head teacher. The Headteacher will then follow procedure asset out in the Behaviour policy;
- An entry is made by the class teacher in the 'Pupil Profile' to indicate an incident form has been completed;
- If support staff witness bullying behaviour during a lesson, they will either investigate it themselves, relative to their supervisory role, or refer it to the class teacher depending on the circumstances;
- All lunchtime and playtime incidents are referred to the duty teacher. The duty teacher completes a '**Bullying Incident Form**' and reports the incident to the class teacher who notes, in the 'Pupil Profile', that an incident form has been completed;
- The parents of all children involved are called into school and informed of the incident by the head teacher, accompanied by the class teacher. The meeting is logged by the head teacher on the '**Bullying Incident Form**';
- If children are involved in further bullying incidents, a further '**Bullying Incident Form**' is completed and the children's parents contacted to discuss support strategies;
- Staff concerned about adult bullying incidents should refer to the policy for '**Workplace and Work-Related Bullying and Harassment.**'

Filling in Bullying Concern Forms (*see Appendix A*) should be done as soon as possible to the alleged allegation and where appropriate, with the person alleging the bullying behaviour. It should be concise and to the point. When filling in a form do not show shock or disbelief. No leading questions should be used to inform what is written; simply listen and write down what is said. Reassure the pupil/adult that they were right to inform. Let them know it will be investigated. Secrets cannot be kept.

#### **Range of actions that may be applied:**

In conjunction and in accordance with our Behaviour policy a range of sanctions will be applied appropriately to each individual case.

#### **Dealing with complaints about bullying incidents:**

As mentioned previously, our school promotes a positive approach to combat bullying and will endeavour to deal quickly and effectively with all reports of bullying. However, in a small amount of instances some people may feel that it has not been dealt with effectively or appropriately. In this instance people will be signposted to the Head Teacher or Governing body.

#### **We will know that this policy is having a positive impact by:**

- Maintaining consistently positive responses on Child and Parental questionnaires
- Monitoring for trends amongst groups with our school setting.
- Review and renewing policy annually.

This information will be given to The Governing Body yearly after discussion with staff, children, parents and other adults in school.

## **Implementation of The Policy**

**The Role of Governors-** The governing body supports the head teacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying and reviews the effectiveness of the policy. The governors require the head teacher 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.

There is a nominated Governor with responsibility for Safeguarding.

Parents are informed of the Anti-bullying Policy through its publication on our school website.

**The Role of the Headteacher-** It is the responsibility of the head teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) as well as regular visitors to the school are aware of the school policy and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. During Whole School Worship, our zero-tolerance policy is regularly reinforced through the message of the Gospel. The importance of penance, forgiveness and reconciliation are also explored.

The head teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The head teacher addresses school site issues where bullying may take place.

The head teacher keeps a log of all incidents. A record of incidents that occur outside school hours, and are brought to the attention of the school, are also logged.

**This policy should be read in conjunction with the following policies:**

- ❖ Child Protection Policy
- ❖ Behaviour Policy
- ❖ Single Equalities policy
- ❖ Attendance Policy
- ❖ PSHEE Policy



- ❖ SRE Policy
- ❖ Drugs Policy
- ❖ SEN Policy
- ❖ SMSC Policy
- ❖ ICT policy
- ❖ Responsible use of the Internet Policy

**Signs and Symptoms for Parents and Staff to be aware of :**

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

- Is frightened of walking to or from school;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do make less effort with school work than previously;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or " go missing";
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home hungry (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;
- Becoming short tempered;
- Change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

**Further Sources of Information DfE resources:**

- DfE Behaviour and Discipline in Schools Guidance

[www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

- Make Them Go Away (SEND DVD)
- Let's Fight it Together (Cyber bullying DVD)

### **Legislative links:**

- Schools' Duty to Promote Good Behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle Poor Behaviour Outside School (Education and Inspections Act 2006 Section 89(5))
- The Equality Act 2010

### **Help organisations:**

*The AntiBullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau.*  
The AntiBullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

### **Beatbullying:**

A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying

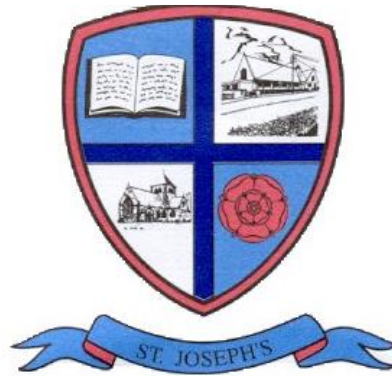
### **Kidscape:**

Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

### **Cyberbullying:**

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online <http://www.bullying.co.uk/>



## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**

**'Living Life to the Full'**

### **CHILD-FRIENDLY ANTI-BULLYING POLICY: FEELING SAFE AND HAPPY AT SCHOOL**

#### **Feeling safe and happy at school**

At St Joseph's Catholic Primary School, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.
- Telling you names of grown-ups that you can speak to.



## What is bullying?



A bully is someone who **hurts** another person **more than once**, by using behaviour which is meant to **scare**, **hurt** or **upset** that person.

At our school, we use the word '**STOP**' to identify bullying:

**S**everal  
**T**imes  
**O**n  
**P**urpose

It is important to remember that **single problems** and **falling out with friends** are **not bullying**.

Bullying is behaviour which is **repeated** on purpose and is meant to **upset** someone.



## Types of bullying

Bullying can be different things, and isn't just hitting or kicking another person.

**Emotional bullying** is hurting someone's feelings, leaving them out or bossing them about.



**Physical bullying** is punching, kicking, spitting, hitting or pushing someone.

**Verbal bullying** is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

**Racist** means bullying someone because of their skin colour, race or what they believe in.

**Homophobic** means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.

**Sexist** means bullying someone because of their sex (whether they are a boy or a girl).

**Online bullying** involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person asking another person to say nasty things.





## What should I do if I am being bullied?

If you are being bullied, the first thing you should do is tell the bully to **stop**.

You can also:

- Make eye contact and tell the bully to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher.

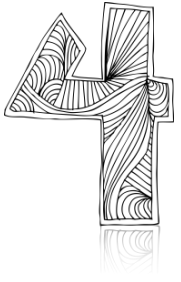
You should try not to:

- **Do** what the bully says.
- Let what the bully says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being bullied, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being bullied. If you talk to a grown-up, we can **make the bullying stop**.





## What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you **help** that person.

You should **never walk away** and **ignore** the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.

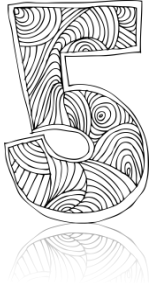


If you can, and it is **safe**, tell the bully to **stop**, but never get angry or hit them.

**Tell a grown-up**, such as a teacher, as soon as you've seen someone being bullied.

Grown-ups can **stop the bullying** and make that person feel **happy** again.

You should **never feel scared** to tell someone about bullying.



### Who can I talk to?

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied.

Speaking to someone like your **mum, dad, carer** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

The list below shows the **grown-ups** at our **school** that you can speak to:

- My Class Teacher
- Teaching Assistants
- Mrs Baxendale



### How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- Making sure we keep to the **rules** in this guide.
- **Helping others** when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **circle time** and **anti-bullying week**.

Signed by:

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

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_



Incident Log Sheet

<b>Name of person reporting incident</b>		
<b>Date of Incident</b>		
<b>Details of Incident</b>		
<b>Action Taken</b>		
<b>Follow up action</b>		
<b>Groups of people informed</b> Staff Governors Parents Police		