



St. Joseph's Catholic School

Anti-Bullying Policy

Approved by:	Governing Body	Date: January 2019
Last reviewed on:	2014	
Next review due by:	April 2021	

Rationale

We are a Catholic Community, committed to our Mission Statement. It follows that our community must be one of love, all of whose members value one another. Each person in the school, no matter his or her status, deserves to be treated with respect and be provided with a safe environment in which to learn.

It is thus the responsibility of **all** members of the school, pupils, parents and teachers, to take swift and appropriate action when relationships in our community fail to reflect these ideals and bullying is suspected.

Aims

- 1.0 To make it clear to all that bullying is never acceptable.
- 2.0 To encourage an environment where independence is celebrated and individuals can flourish without fear.
- 3.0 To protect the right of all pupils to be safe and happy in school.

Definition

Bullying is repeated behaviour which makes other feel physically or emotionally threatened or uncomfortable. The four main types of bullying are:

Physical: Hitting, kicking, stealing or hiding belongings or money.

Verbal: Name calling (including the use of sexist and racist language), undue teasing, insulting, writing unkind notes.

Emotional: Being unfriendly, excluding, tormenting, spreading rumours, looks.

Cyber: Anything transmitted by electronic means is treated as if said face to face (see e-safety policy).

Bullying/bossiness and bullying/boisterous behaviour

Bullying

Focused on younger, smaller and timid children increasing relying on threat and force.

Wilful conscious desire to hurt, threaten and frighten.

Bullying

At play-spoiling other children's activities, showing violence and hostility.

Rough intimidating behaviour.

Bossiness

Bossing whoever is around at the time.

Usually grows out of it as they mature and learn social skills.

Boisterous

More natural uncontrolled – not vindictive – high spirits, not unfriendly.

Fall outs in Friendship

Where two or more children of generally equal status within the peer group fall out repercussions can be very intense for those involved. Often one child will

feel isolated particularly if their peer group chooses to remain friendly with the other child.

Children cannot be made to play with other children, though encouragement to do so is a useful strategy in cases such as these. Clear evidence of the exclusion by force, threat of force or other repercussions to prevent others playing with the isolated child is required for bullying to be established.

Staff must work to repair the relationship or aid the children to form new relationships. Parents also must work on the basis that, particularly in the upper years of school, a return to the situation before the falling out may never be possible.

Early signs of distress

- Withdrawn
- Deterioration in work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bedwetting

Bullying can occur in children regardless of background, culture, race or sex. We realise that there can be reasons for bullying:

- It can be dislike of the victim
- Attention seeking
- Something happening at home
- Difficulty with school work
- Having power over others
- Copying behaviour seen at home or on TV
- The bully being a victim of violence

We undertake to explore the reasons and in doing so help the bully so that the behaviour will not be repeated but at the same time letting them know that the behaviour cannot be condoned for whatever reason.

The atmosphere in school and at home must be such that pupils who are being bullied, or others who know about it, feel that they will be listened to seriously and that swift, effective action, sensitive to their concerns, will be taken. Not telling protects the bully or bullies, and gives the impression that they may continue, perhaps bullying others, too.

We recognise that bullying can take place between:

- Pupil to pupil
- Adult to pupil
- Pupil to adult

- Adult to adult

Anti-bullying strategy

Prevention is better than cure so:

- 1.0 Encourage the caring and nurturing side of children and reward non-aggressive behaviour in school.
- 2.0 Work for a caring, co-operative ethos (home corner, paired, group work).
- 3.0 Discuss friendships. Stress to other children that watching and doing nothing is supporting. Use peer group pressure and approbation and disapproval.
- 4.0 Ensure adequate supervision in playgrounds.
- 5.0 Positively encourage caring and discourage bullying. Give support to both victim and bully. A victim needs self-esteem and self-value. A bully needs: to work with others (co-operation rather than competition). Do not bully the bully – find out why they are bullying.
- 6.0 Follow up, to support victim and prevent re-occurrence.
- 7.0 Make clear to parent the unacceptability of bullying i.e. no 'hit him back' attitude.
- 8.0 Help children to see the other point of view 'How would you feel?'
Make them aware of newcomers/loners or shy children.
- 9.0 In service training/discussion/staff conference involving teaching and non-teaching staff, including SMSA's.

Specific Policy Action – parents

If you think that your child is being bullied/bullying others, we will report your concern to the class teacher, so that the school may take the appropriate action. Please re-assure your child that we will deal with the matter firmly and sensitively.

If the school staff discover that your child is being bullied/bullying others, we will contact you and discuss together how the situation can be improved.

Never give permission for bullying by saying:

- You must have done something to deserve it.
- Go and hit him/her back.
- Don't be a wimp.
- Children will be children.
- It will sort itself out.
- It is part of growing up.
- Got to take it like a man.
- Must learn to look after themselves.
- Don't tell tales.

Specific Policy Action – School Staff

- 1.0 To record clearly and factually the nature of the problems and the steps to deal with it.

- 2.0 To make it clear to the victim that revenge is not appropriate, and to the bully that his behaviour is unacceptable and caused distress.
- 3.0 To seek to resolve the problem, if possible, through counselling both parties, and to observe developments most carefully. In some cases, sanctions will have to be applied in the first instance.
- 4.0 To work towards improving the pupils' understanding of positive relationships through R.E. and Circle Time activities.
- 5.0 To inform the parents of both parties of what has happened and how it was dealt with.
- 6.0 Where counselling has not been effective, to call the parents of both parties for interview, and to tell them of the sanctions to be applied. (e.g. being put on report).
- 7.0 Where the above measures have not been successful in turning round the bullying behaviour, the advice of outside agencies would be sought by the school.
- 8.0 To make it clear to pupils and parents that the school reluctantly, might need to impose temporary or even permanent exclusion, where behaviour has not respond to the measures outlined above,

Specific Action – pupils

If you are being bullied, or you know that someone else is being bullied, you must tell a member of staff straightaway and it will be dealt with. Not telling means that you or any other victim will continue to suffer and the bully or bullies will carry on, probably with others, too. We are all responsible for making sure that everyone is safe and happy in school.

Monitoring the effectiveness of the Bullying Policy

By discussion between class teachers and pupils in circle time.
By ensuring that bullying is regularly discussed at Pupil Voice meetings.
Behaviour of both bullies and victims has changed.

Review:

This policy was reviewed in 2014, and re-adopted by the Governing Body on January 2019.