St. Joseph's Catholic Primary School
Anti-Bullying Policy
November 2021

School Mission Statement:

"Learning and Growing Together in the Light of God's Love"

At St Joseph's Catholic Primary School…

We cherish the uniqueness of all individuals.

We aim to create a learning climate which promotes the development of the whole child and engenders a love for learning and excellence, so that within the framework of a broad and balanced curriculum, all may realise their potential.

We proclaim the Gospel values in the ways in which we love ourselves and others.

Worship, prayer and our relationship with God are at the heart of school life.

We embrace our role in the wider community and seek to bear witness to our Catholic Faith in all that we do.

Policy Category:	Statutory	**Review Cycle:**	Annual
Next Review Date:	November 2022		

Policy Formation:

The policy was formulated in November 2011 and is reviewed on an annual basis, usually during National Anti-Bullying Week. It reflects current DfE guidance.
Safeguarding: The Governors of St Joseph's School are committed to safeguarding children and take their responsibility for this very seriously. In conjunction with this policy the reader is encouraged to read the Safeguarding Policy".

Chair of Governor's Signature:	**Date:**

This policy is delivered within the context of the School's Mission Statement.

GUIDING PRINCIPLES
• At St Joseph's we consider that it is the basic entitlement of all children to receive their education free from humiliation, oppression or abuse
• It is our responsibility to ensure that education takes places in an atmosphere, which is caring and protective where individuals are free to develop, as they should
• We strive to foster respectful and caring relationships between all persons in the school and to encourage positive behaviour
• Our children feel supported because they know the adults in the community take time to listen to them and respond to their needs
• Our children develop qualities of trust, confidentiality and respect in an environment where they feel safe to ask for help
• Our children recognise that respect of others, their beliefs and values is fundamental to the happiness of the community.

INTRODUCTION TO THIS POLICY - A NATIONAL CONTEXT
The government has made tackling bullying in schools a key priority as part of the "Staying Safe" Every Child Matters framework. There is also evidence on a national level that a substantial amount of bullying is fuelled by prejudice –racial, religious, homophobic – and against children with special needs or disabilities, or who are perceived as different in some way.
We know that bullying is a major concern for parents and children and young people, and that the misuse of new technology has provided new and particularly intrusive ways for bullies to reach their victims, continuing abuse into home and private space.
We all have a responsibility to prevent and tackle bullying of all kinds in order to protect the wellbeing of the most vulnerable, and to promote stronger communities in which diversity is valued and the weak protected.
Victims may experience reduced self-esteem, withdrawn behaviour, poor academic achievement, depression, long-term difficulties forming relationships (The Elton Report 1998)
Bullies can continue the behaviour into adulthood, having a higher risk of criminal behaviour; fathers who were bullies at school are likely to have sons who are bullying at school (Farrington, Olweus)
Adults at school can bully by means of sarcasm, put downs, making comparisons and name calling to control a class or maintain control.

What is bullying? (source DFE 2017)
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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

AIMS

Through this policy, St Joseph's intends to create a safe environment for all children, in which they can thrive and develop to the best of their potential. Some of the evident benefits of adopting a clear policy are:
 • Individual wellbeing
 • Increased educational attainment
 • Good attendance and a reduced disaffection with school
 • Positive behaviour
 • A safe, secure and happy environment
 • A consistent approach for all members of the school and wider community
 • Active citizenship by increasing participation of pupils, staff, and parent /carers.

ROLES AND RESPONSIBILITIES
Legal Powers

The law empowers:
• Members of school staff to impose disciplinary penalties for inappropriate behaviour
• Headteachers, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying)
 • School staff to use physical force in certain circumstances

The Governing Body responsibilities are to:
 • Produce a written statement in the school prospectus to determine measures to promote good behaviour
• Regularly consult the headteacher, other appropriate members of staff, parents and all other pupils
• Promote the well-being of all pupils in its policies and procedures
• Exercise their functions with a view to safeguarding and promoting the welfare of pupils
• Have a race equality policy; and assesses and monitors its impact
• Have a disability equality scheme and makes reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled
• Have established procedures for dealing with complaints about bullying,

The Headteacher's responsibility is to:
• Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, and in particular, prevent all forms of bullying among pupils.
• Publicise the measures in the behaviour policy and draws them to the attention of pupils, parents and staff at least once a year
• Ensure for the pastoral care of the pupils
• Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises or elsewhere

Other staff:
• Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them
• All staff must apply the school rewards and sanctions lawfully.

DEFINITIONS OF BULLYING
Parents and teachers recognise that from time to time children will become involved in unpleasantness against them. It is important that children learn to cope with such experiences, which are part of growing up and the building of self-confidence.
There may be a tendency nowadays to label any act of aggression as bullying. It is important for adults, including parents, to discern between short-term problems involving their child as a victim and longer term issues which may be defined as bullying.
Staff may be bullied by pupils.

Bullying is defined as:
• Deliberately hurtful behaviour repeated over an extended period of time.
• Repetitive attacks (verbal, physical or emotional) which cause distress not only at the time of the events but also by threat of future attacks.

• The victim is not able to cope with the incidents and is in need of help to resolve the problem.

For children we define bullying as:
"Bullying is when someone hurts you on purpose, not just once but several times on separate occasions. The person bullying you might do it on their own or they may have others with them. They might hurt you physically; they might hurt you with words or they might hurt your feelings. It might be that you are always 'left out'. You might feel scared and you might feel like you need an adult to help you to make it stop. Remember it is always OK to tell."

Cyberbullying is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

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

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

BEHAVIOURS
Bullying can include the following behaviours:
Physical: hitting, kicking, pushing, taking or damaging belongings.
Verbal: name calling, taunting, mocking, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.
Indirect: spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or the internet, producing offensive graffiti.

INDICATORS OF BULLYING
It should be noted that many of the following will be experienced by children at some point in their time at school. They are not necessarily, on their own, indicators of bullying.
Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling/bedwetting.
Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
Behavioural: asking to be taken to school, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy. Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done".

Pupils may also be reluctant to report because they feel it is something within them which is at fault. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied.

DIFFERENT ROLES IN BULLYING
We recognise that bullying is often not an isolated event, but peers are often present in bullying episodes. In this context, we consider the roles of all those involved including "followers" and "bystanders".

VULNERABLE GROUPS
At St. Joseph's we are aware that the following groups may be vulnerable:

Looked After Children High numbers of children in care, on a national level, report being either victims or perpetrators of bullying.

Traveller Groups Travellers nationally often encounter widespread discrimination in the community.

Children with Disability
Mencap carried out a survey involving 500 children aged 8-19 across England, Wales and Northern Ireland. They found that:
• 82% children with a learning disability are bullied
• 58% of children with a learning disability had been physically hurt by bullies
• 56% said they cried because they were bullied
• 36% of those children surveyed said that the bullying didn't stop when they told someone
• 27% of children surveyed said they were bullied for three years or more.

Children with SEN Children with special educational needs, on a national level, are two or three times more at risk of being bullied.

Young people who are perceived to be gay, lesbian or bisexual The Stonewall report "The experience of young gay people in Britain's schools" found that homophobic bullying is almost endemic in Britain's schools.
• 75% of young gay people attending faith schools have experienced homophobic bullying
• 98% of young gay people hear the phrase "that's so gay" or "you're so gay" in school, and over 80% hear such comments often or frequently
• 97% of pupils hear other insulting homophobic remarks
• In schools, that have said homophobic bullying is wrong, gay young people are 60% less likely to have been bullied

Young people from ethnic minorities Children and young people nationally from this group report bullying as a result of their ethnicity.

Key messages for children, staff and the wider community at St Joseph's
Through a whole school approach, we reinforce the following principles which underpin our approach to dealing with bullying:

For pupils who experience bullying that they:

• are heard

• know how to report bullying and get help

• are confident in the school's ability to deal with the bullying

• helped to rebuild confidence and resilience

• know how they can get support from others

• know that steps are taken to help them feel safe again

• are supported by staff who will monitor their progress closely in future.

For pupils who engage in bullying behaviour, that they:

• are expected to be sorry for their actions

• know that sanctions hold them to account for their behaviour and help them to face up to the harm they have caused

• learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge

• learn how they can take steps to repair the harm they have caused.

• will be closely monitored in the future

For the whole school community:

• Occurrences are recorded and audited and anti-bullying work is monitored

• All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

• The school promotes a climate where bullying and violence are not tolerated and cannot flourish

• Curriculum opportunities are used to address bullying through our Education in Relationships programme

• Peer support systems are in place to prevent and respond to bullying.

For parents, that they:

• are clear that the school does not tolerate bullying

• know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure

• have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child

• are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Procedures for reporting and responding to allegations of bullying

At St. Joseph's all staff, pupils, parents and governors are aware of the procedure for dealing with instances of bullying and other misbehaviour.

The stages of the procedure are summarised as:

      1. Dealing with the incident by helping the victim and the bully

      2. Intervention of Senior Leadership Team

      3. Recording the incident

      4. Reconciling those involved

5. Monitoring patterns of behaviour.
All allegations of bullying should be brought to the attention of the Head or the Deputy.

1. Dealing with any incident which indicates an allegation of bullying
• Remove the child from scene of incident and away from the alleged 'bully'.
• Listen and record details of incident in the behaviour log, giving views of both or all parties
• Bring the incident to the attention of one of the senior team.

2. Senior Leadership Intervention will:
• Respond to the incident as quickly as possible
• Establish whether the incident forms part of a pattern of bullying and if so, proceed as follows:
a) Help the Victim:
➢ Ensure victim has access to a member of staff to confide in, immediately following the event and subsequently
➢ Ensure the victim has rapid access to a senior member of staff to report any new incidents
➢ Arrange a meeting between bully and victim at some appropriate point. Ensure victim has a friend present for support
➢ In some cases and where appropriate, establish a home contact book, in order that parents and school can work together to monitor the safety and happiness of the victim

b) Respond to the Bully
➢ Label the act as bullying not the child as a bully
➢ Discuss how the victim feels and try to source reasons for the behaviour
➢ State clearly that the behaviour is unacceptable
➢ Establish repercussions and sanctions
➢ Arrange a meeting between bully and victim and ensure a friend is present.

3. Record the Incident
The adult dealing with the children is responsible for completing an Allegation of Bullying Record. Any record related to an incident of alleged bullying is handed to the Head teacher or the Senior member of staff dealing with the incident.
The records are stored in the Head's office and form part of future planning and for reporting to Governors and external bodies as appropriate.

4. Reconciling the Children
We all make mistakes and wrongdoings are forgiven. Often a child is not fully aware of the upset they are causing, despite the severity of the incident. Our policy and procedures are designed to assist the bully as much as the victim, with a longer term view to arresting the negative behaviours, in order to prevent repetition later in life.
A member of the Senior Leadership Team will hold a meeting between the victim and bully with their respective friends present as a support. Discuss how each party now feels and possible resolutions to the problem. The bully will be expected to apologise to the victim and the victim will be encouraged to accept the apology, when they are ready to accept it.

Sanctions

Sanctions are used to:

• impress on the bully that what he/she has done is unacceptable

• deter him/her from repeating that behaviour

• signal to other pupils that the behaviour is unacceptable and act as a deterrent to them.

We recognise that for the victims of bullying and their concerned parents that the 'punishment' of the bully is important. However, often, by the time an incident of bullying has been brought to conclusion, the bully has already demonstrated much remorse and is left in no doubt about how wrong their actions have been.

It will be for the Head or Deputy to decide how further 'punishment' is necessary. Some of these may include:

• Reporting daily to the Head or Deputy

• Contact book with the parents, a 'Removal of Trust'

• 'Removal of Choice': e.g. loss of freedom at lunch and break times; accompanying the adult on duty

• 'Removal of privilege/pleasure', e.g. no football; not representing the school in teams and at events

• Community Duty: making a contribution back to the community the bully has damaged- e.g. helping with chores at playtime or lunch time.

The victim will be clear that the bully has been disciplined and will understand the nature of any further actions.

Parents of children who are instigating bullying will be contacted and the incident discussed, with a view to preventing any future negative behaviours. The communication between the parents of the child engaging in bullying will be confidential and will not be shared with any other party, parent or otherwise.

The bully will be led to understand that their behaviour has damaged our school community; that our relationships are modelled on gospel values of mutual respect and equality and that they have not acted in a positive way.

The bully will be clear that they have lost our trust in their ability to make the right choices and that they will be closely monitored until they have demonstrated better behaviour and respect for members of our community.

There will always be a conclusion to the incident; appropriately identified by the Head or Deputy. This allows the community to return to normal and for the victim and the bully to draw a line under the events.

5. Monitoring Patterns of Behaviour

We maintain records of significant behaviour incidents and of alleged and actual incidents of bullying. These may be recorded by hand or electronically using the school CPOMs system. This allows us to spot patterns in behaviour and to support victims more readily. Both are monitored by the Head Teacher and data is reported to the Governors on a termly basis.

Involvement of Stakeholders
Parents are reminded of the anti-bullying policy on an annual basis, usually during National Anti-Bullying Week.
Children are surveyed about bullying to ascertain any specific issues or patterns. The outcomes of this survey are used to plan for any future developments.
The school uses materials from National Anti-Bullying Week to provide a focus for discussion e.g. assemblies, scenarios.
Regular "circle times" allow a forum to talk about any concerns. Classes also have "worry boxes".
School Council have produced their own Anti-Bullying Charter.

NATIONAL WEBSITES
www.dfe.gov.uk
www.kidscape.org.uk
www.beatbullying.org
provides a toolkit for young people, and information and strategies to help
www.childline.org.uk
Childline offers a free 24 hour helpline for children in distress or danger on 0800 1111
www.cyberbullying.org
plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence www.thinkuknow.co.uk provides information for children and young people, parents, teachers and trainers on staying safe online
www.nspcc.org.uk
The NSPCC site includes information on bullying as part of the Full Stop campaign.