

ST. JOSEPH'S



CATHOLIC PRIMARY
SCHOOL

St. Joseph's Catholic Primary School
"Learning and Growing Together in the Light of God's Love"

Anti-Bullying Policy

Effective Date: November '16

Next Review Due: November '17

Description of the School and Mission:

St Joseph's is a voluntary aided Catholic primary school which, as part of the Catholic community, aims to provide an excellent primary education where children are prepared for a life animated by Christian values. St. Joseph's is a one form entry, co-educational primary school catering for children of mixed ability aged from four to eleven.

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 realize 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 Formation:

This policy complies with The Children Act 2004 and the Education Act 2002. It was developed using the DCSF guidance "Safe to Learn: Embedding Anti-Bullying Work in Schools (2007)" & "Bullying - a Charter for Action"; the SCC "Guidelines for Developing Anti-Bullying Policy and Practice" and materials from the Anti-Bullying Alliance and Kidscape.

Dissemination of the policy:

A copy of the policy is given to all new members of staff on their induction. An electronic copy is available on the school system and a hard copy is housed in the policy file in the staffroom. The policy is available on the school website and paper copies are available to parents on request.

Procedure for Monitoring and Evaluation:

The implementation of this policy is monitored by the Learning and Well-Being Committee of the Governing Body and the Senior Leadership Team. It is reviewed during National Anti-Bullying Week.

Chair of Governor's Signature:

Date:

At St. Joseph's we promote self-worth and mutual respect among all members of the school community as unique individuals created in the image and likeness of God.

We are committed to providing a caring, friendly, safe and inclusive environment for pupils, staff and parents/carers, so that all can learn and grow in a positive and secure atmosphere where they are free from intimidation.

Principles:

The following principles inform our anti-bullying approach:

- Bullying behaviour of any kind is unacceptable at our school.
- We celebrate the uniqueness of individuals. Differences of race, religion, culture, gender, sexual orientation, ability/disability, home circumstances or appearance are no justification for bullying and will not be tolerated.
- We promote a climate of trust and openness which encourages the reporting of incidences of bullying. We teach that it is "OK to tell". This means that *anyone* who knows that bullying is happening is expected to tell.
- If bullying does occur, incidents will be dealt with promptly and effectively.
- All adults in the school community are expected to present positive role models to children and challenge intimidating, offensive behaviour/language
- All members of the school community, children, parents, staff and governors are expected to work together to create an environment where bullying is unacceptable.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- Anti-bullying approaches will be consistent with the values of a Catholic community and preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Bullying behaviour is a problem for both the perpetrator and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development for both parties.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. In keeping with our shared faith, it is our aim that in the resolution of incidents pupils should be reconciled.
- We aim to be pro-active in taking measures to prevent bullying from happening.

What Is Bullying?

It is important that staff, pupils and parents have a shared understanding of what bullying is.

Bullying is defined as ***'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'***.

[Government Definition from 'Safe to Learn' 2007]

There are three key aspects to bullying:

1. Bullying is **intentionally hurtful**.

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or psychological distress to the victim and actions that violate another person's freedom and rights.

2. Bullying is a **repeated experience**

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that projects beyond the initial incident.

3. Bullying also **involves an inequality of power.**

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bully behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

Types of Bullying

Bullying can take the following forms:

- Physical pushing, kicking, hitting, or any use of violence, taking or damaging belongings.
- Verbal name-calling, repeated teasing or mimicking, threats, offensive remarks
- Indirect being unfriendly, excluding, spreading rumours, leaving notes, playing nasty jokes
- Cyber the misuse of email, text messages or internet chat rooms to humiliate or distress. Misuse of associated technology i.e. camera & video facilities

Signs and Symptoms

Children who are being bullied may show changes in behaviour, such as becoming nervous, feigning illness, clinging to adults. There may also be changes in work patterns and concentration. **Appendix A** provides a useful list of signs of bullying.

Dealing with Incidents of Bullying

All incidents of bullying must be reported immediately and all such reports will be taken seriously. The perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and the school will need to take the time necessary to respond to and resolve incidents in a measured and appropriate way, while ensuring the safety of the child who feels bullied.

Single incidents of bullying behaviour must be reported to, and will be dealt with by the class teacher. (The head teacher will be kept informed of any incidents dealt with by the class teacher so that she holds the overview across the school.) Follow up and ongoing monitoring will be conducted by the class teacher whilst keeping the head teacher informed at all times, even if it is felt that the matter has been resolved. If the behaviour dealt with by class teachers continues it will be referred to the head teacher.

Incidents of bullying reported, observed or dealt with at play and lunch times will be referred to the class teacher.

All **repeated** bullying behaviour should be reported to the head teacher. Significant incidents will be recorded and all parents whose children are directly involved will be notified of significant incidents.

All bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.

The school avoids labelling pupils as either victims or bullies. It is important that pupils who have been the targets of bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others. Similarly children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical "bully". Many children may use bullying behaviours from time to time. It is important to convey throughout this process that it is the actions, not the children involved, which are bad. It is important therefore to discuss the behaviours of the children rather than attribute blame to their natures.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all.

Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Procedures for Reporting, Responding and Monitoring

1. Children should be encouraged to report bullying incidents to staff. "It is OK to tell."
2. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. *See Appendix B for a suggested approach.*
3. Incidences of bullying will be recorded by staff
4. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem
5. The perpetrator will be asked to genuinely apologise and seek forgiveness. Sanctions will be imposed according to the school's behaviour policy.
6. The pupils will be encouraged to be reconciled and start afresh.
7. The perpetrator will be supported to change their behaviour
8. In serious cases, or if the bullying persists, exclusion will be considered. In the case of exclusion the school will consult and follow the procedures outlined in the Local Authority's Exclusion Guidance.
9. The victim will be supported to develop their self esteem and assertive strategies if required.
10. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Strategies for Prevention and Reduction of Bullying

At St. Joseph's we use a number of strategies to help raise awareness and prevent bullying. For example:

- Promotion of Gospel Values which inform all we do in school
- Clear school rules are in place and class rules are negotiated at the beginning of each academic year.
- Celebrating diversity and challenging stereotypes.
- Promote collaborative group work in class to encourage co-operation, team work and trust building.
- Curriculum opportunities are used to undertake anti-bullying work, particularly in EPR & RE e.g. reading stories about bullying, producing artwork and posters, drama and role play.
- E-safety lessons
- Using materials from the SEAL programme to develop social and emotional skills in areas such as empathy and the management of feelings which are highly relevant to reducing bullying. In particular, the "Say no to Bullying" unit.
- Regular class based Circle Times which encourage children to explore and express their feelings and thoughts about issues and develop peer support.
- Discussing anti-bullying policy and practice in assemblies to raise awareness.
- Participation in events and initiatives e.g. the Annual National Anti-Bullying Week in November, Internet Safety Week, Healthy Schools Award, Signing up to the Bullying Charter for Action.
- Liaising with Outside Agencies for advice and support e.g. Behaviour Support Team, Educational Psychology Service, CAMHS
- Targeted small group work or individual learning with vulnerable children or those who display bullying behaviour e.g. "Circle of Friends" which focuses on the links between feeling and behaviour and encourages emotional literacy, empathy and problem solving.
- Engaging pupils in the development of Anti-Bullying policy and practice e.g. School Council, House captains, Playground Squad. See Appendix C
- Issuing pupil questionnaires.
- In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour.
- Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Roles and Responsibilities

Children's Action

- Children will follow the school rules
- Children will make sure that they include everyone in their games.
- They will not tease or join in teasing someone else.
- They will do what is right not what someone else tells them.
- They will tell a member of staff if they are being bullied or they witness someone else being bullied.

Staff Action

- Teachers will be vigilant in watching for signs of bullying.
- All staff will encourage children that it is OK to tell.
- All staff will listen to and investigate all reports of bullying

- Class teachers will talk about bullying and enlist the help of the children to prevent bullying.
- Teachers will plan for activities in their classrooms which help prevent bullying such as circle time, SEAL, EPR, RE and other activities devoted to raising self esteem and co-operation and valuing the uniqueness of the individual.

Leadership Action

- Ensure that the anti-bullying policy is in place and made available to parents on request. Monitor the effectiveness of the policy and procedures.
- To ensure that children know how to report bullying
- To monitor that the subject of bullying is discussed regularly in class, during assemblies and via curriculum content where appropriate.
- To provide induction and training as required for all staff to raise awareness of bullying.
- To deploy staff appropriately and ensure adequate supervision
- To identify potentially vulnerable students
- To undertake regular surveys so that students' voices are heard.

Parents' Action

- Parents will tell the school immediately if they suspect bullying.
- They will encourage their child to consider others, take turns and play fairly.
- They will support the school in initiatives to help their child whether their child is a victim of or perpetrator of bullying.
- They will not attach blame or label children as victims or bullies.
- Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.
- Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of individual children and the school and damage the atmosphere in the school community. The booklet "How We Can Keep Children Safe Together: A Parent's Guide to Tackling Bullying", produced in consultation with schools in the Dorking Schools' Partnership by Mole Valley District Council and Surrey County Council is commended to parents. Appendix D

Resources and Further Advice and Links are available as follows:

www.anti-bullyingalliance.org

www.dfes.gov.uk/bullying

www.childline.org.uk

www.bullying.co.uk

www.kidscape.org.uk

www.beatbullying.org

www.stoptextbully.com

<http://www.thinkuknow.co.uk/>

APPENDIX A

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs.

The child:

- is frightened of walking to or from school
- doesn't want to go on the school minibus
- asks 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 to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- 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
- 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
- is nervous & jumpy when a cyber message is received

NB: This list is not exclusive and children who are not being bullied may exhibit these signs and behaviours.

APPENDIX B

RESTORATIVE JUSTICE

The principle is that the pupil(s) causing harm are held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others (e.g. family, friends, staff)
- Recognising the need to take action to begin to repair the harm caused; and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

APPENDIX C

Attach School Council Anti –Bullying Leaflet

APPENDIX D

Attach: “How We Can Keep Children Safe Together: A Parent’s Guide to Tackling Bullying”