

# St Joseph's Catholic Primary School, Malmesbury

## Anti-Bullying Policy



***“Walking in the footsteps of Jesus, loving and serving together”***

### Introduction

“It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and, therefore, it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective”.

D. Tattum, 1990.

All children have a right to receive their education free from humiliation, oppression and abuse. It is the responsibility of adults to ensure that school provides a caring and protective environment for them. It is recognised that all schools are likely to have a problem with bullying at some time. In present times this may happen through misuse of the internet and other technologies. As a Christian community that subscribes wholeheartedly to the gospel values of compassion, tolerance and forgiveness we operate a zero tolerance approach to any incidents of bullying or perceived bullying. The governing body and staff of St Joseph's are committed to eradicating bullying from our community. This policy acts in accordance with The Education Act (2002), the Education and Inspections Act (2006), the Equality Act (2010).

This policy aims to produce a consistent response by the school to any bullying incidents that may take place.

### Procedure

#### ***Recognising the Signs of Bullying***

Bullying is deliberately harmful behaviour over a period of time. Staff will watch out for the signs and symptoms of the following forms of bullying:

- physical
- verbal
- indirect, e.g. spreading rumours, social exclusion. The internet and other technologies may be used to engage in this type of bullying.

Bullying does not just occur between children. We recognise that bullying can also be perpetrated by children on adults, by adults on children and by adults on other adults.



## Types of bullying are:

Physical - persistent hitting, pushing, kicking, pinching, other violence and taking things.

Verbal - name calling, sarcasm, racist remarks, persistent teasing, threatening, homophobic remarks.

Indirect - spreading rumours, excluding someone from social groups.

Cyber - all areas of internet, such as email and internet chat room misuse. Mobile threats through text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

## **Peer on Peer abuse**

All children have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the school’s pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.
- established / publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other



children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

### **Sexual Harassment/Violence**

Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- All incidents of sexual harassment or violence will be investigated.
- Will be reported to the safeguarding team.
- Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
- Parents will be informed.
- Additional lessons using Jigsaw and NSPCC resources relevant to the incident e.g. Use of the pants rule
- Pastoral support for the parties involved

### **Bullying (including Cyber-bullying)**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Racist and Religious Bullying
- Sexual, Sexist and Transphobic Bullying
- Homophobic Bullying
- Disablist Bullying

At St Joseph's Catholic Primary School we:

- do not tolerate bullying
- will never ignore Bullying



- record all instances of bullying on CPOMS
- will inform parents and carers of bullying via telephone or in face to face contact
- address every instance of bullying, in line with the Anti-Bullying Policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- will support children and young people to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.

### **Discriminatory language/incidents**

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately on CPOMS, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other
- Further guidance is available in the school's Equalities Policy which is available on request from the school and on the school website.
- Drawing up a Risk Assessment and Positive Behaviour Plan detailing action to be taken when identified behaviour occurs. This is shared with the child or young person, parent and other staff
- Drawing on additional resources from beyond the school, eg CAHMS, EP support.

Parental and family support, Special Educational Needs support

At St Joseph's Catholic Primary School, we have adopted the NSPCC acronym of **STOP** as a child friendly definition of 'bullying' to enable easy identification.



The school recognises that any pupil can be bullied but certain factors that can make bullying more likely are:



- a lack of close friends in the school
- shyness
- a disability or some other obvious difference.

Staff will suspect bullying is occurring if a pupil:

- becomes withdrawn and anxious
- shows a deterioration in his or her work
- starts to attend school erratically
- has spurious illnesses
- persistently arrives late at school
- prefers to stay with adults
- depression and moodiness
- low self esteem
- shyness and isolation
- poor academic achievement
- absenteeism/truancy
- aggression
- unexplained changes in behaviour
- frequently damaged or 'lost' property

For the child/ren displaying bullying behaviour:

- reliance on intimidation in order to influence others
- isolation and lack of real friends
- tendency to use aggressive behaviour easily

### ***Preventing Bullying***

At St Joseph's we will take every opportunity to demonstrate to pupils, through the curriculum and by example, that we are totally opposed to bullying. Circle times, PSHCE lessons and assemblies are used to discuss the matter with the children.

Staff will not ignore bullying or suspected bullying. All school staff will, wherever possible, intervene to prevent bullying incidents from taking place.

The school will encourage pupils to report any incidents of bullying to a teacher or other adult at school or the School Council.

Questionnaires are used to discover children's perceptions on bullying.

The school will ensure that all staff, pupils and parents, are aware of the school's anti-bullying policy.

Staff will praise and encourage pupils when they show kindness, forgiveness and consideration to others.



A split lunch hour, playground rota for games, trained TAs and MDSAs and a zoned playground all help to create a feeling of security for vulnerable children.

Some research has suggested that children are more likely to bully their peers if they are bored. We have introduced equipment at lunchtimes and a rota for games.

### **Roles and Responsibilities**

**All adults** within School will be expected to set a good example by ensuring that their relationships with other adults and with children are based on respect, care and trust.

**All staff**, teaching and support, will be expected to record all incidents or allegations of bullying in the appropriate Incident Folder and report them to the Head. They should respond to reporting children or parents calmly and reassuringly telling them that their concerns will be taken seriously. If necessary, immediate action should be taken to ensure a victim's safety.

**All staff** will be expected to support and participate appropriately in the whole-school anti-bullying strategy.

**All children** will be expected to reflect on the nature of bullying and its effects. They will be encouraged to report bullying of themselves or others to an adult (or by using the 'Supporting Others Box' situated by the Office). They will also be encouraged to take an appropriate part in support given to victims, and in strategies to change the behaviour of children displaying bullying behaviour.

**The Headteacher** will follow-up all allegations and incidents of bullying using the anti-bullying procedures (see flow chart: Appendix A). The Headteacher will report to the governors Safeguarding Committee on a termly basis any bullying related incidents. The Headteacher or PSA Parent Support Advisor, will also check the 'Supporting Others Box' on a weekly basis and follow up the concern appropriately.

**Parents** will be expected to support the school's anti-bullying policy. They will be encouraged to talk to their children about bullying and its effects. They will be encouraged to allow children to talk about problems and concerns freely. They will be expected to report all allegations or incidents of bullying to the school.

### **Dealing with Bullying Incidents**

Any incidents of bullying will be taken seriously and be dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable. In dealing with bullying, school staff will:

- not ignore it
- not make premature assumptions
- listen to all accounts of the incidents
- record what has happened
- adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves



- make regular follow-up checks to ensure that bullying has not resumed.

### ***If a Pupil is Bullied***

Staff who receive a report of a bullying incident from a pupil will:

- listen to the pupil's account of the incident
- reassure the pupil that reporting the bullying incident was the right thing to do
- make it clear to the pupil that he or she is not to blame for what has happened
- make a note of what the pupil says
- explain that the pupil should report any further incidents to a teacher or other member of staff immediately.

Staff will ask the pupil:

- what has happened
- how often it has happened
- who was involved
- where it happened
- who saw what happened
- what he or she has done about it already.

## Advice to Pupils

The school will advise pupils who are caught up in bullying incidents to:

- stay calm and look as confident as possible
- be firm and clear, look the bully in the eye and tell them to stop
- get away from the situation as quickly as possible
- immediately tell an adult what has happened.

## Helping the Bullies to Change

Staff will spend time to help pupils who have bullied others to change their behaviour. If a pupil is bullying others, staff will:

- talk to the pupil and explain that bullying is wrong and makes others unhappy
- discuss with the pupil how to join in with others without bullying
- talk to the pupil about how things are going at school, his or her progress and friends
- give the pupil lots of praise and encouragement when he or she is being kind and considerate to others.

## Recording Incidents

All incidents of bullying and discussions with the pupils involved will be recorded, along with the school's response.



## Co-operating with Parents and Carers

The school will work with parents in dealing with bullying including that which happens through misuse of technology such as the internet. Bullying in school is everyone's problem.

All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

The school will ensure that parents are aware of the school's anti-bullying policy.

Parents, carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.

The school will encourage parents who suspect that a child is bullying or being bullied to immediately contact the school and make an appointment to see the child's teacher or Headteacher.

Parents and carers will be informed of incidents and involved in discussions. The school will discuss with parents how they can work together to stop the bullying.

### Arrangements for monitoring, evaluation and review

<b>Responsible committee for monitoring &amp; evaluation:</b>	Mission and Vision Committee
<b>Policy reviewed by:</b>	Mission and Vision Committee
<b>Policy review &amp; approval date:</b>	September 2021
<b>Next review date:</b>	September 2022



## Appendix 1

### Flow Chart for Dealing with Bullying





