

# St. Joseph's Catholic Primary School

## Anti-Bullying Policy

*Here at St Joseph's Catholic Primary School, we learn and grow through the love of Jesus.  
Our community is a safe, caring and happy place where everyone is supported and valued.  
We encourage and challenge everyone to achieve their full potential,  
spiritually, academically, morally and socially.  
We inspire others with a love of learning and aim for excellence in everything we do.  
Through our own faith, we treat one another the way we would like to be treated.  
We help every child to be gentle and fair: to always do their best.*

*'Learning through the Love of Jesus Christ'*

### Introduction

Here at St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations of all the children. The achievement, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of pupils' varied needs.

St Joseph's is committed to providing a safe and secure environment for its pupils and staff. The governors and staff are committed to promoting British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and lifestyles.

### Aim

At St Joseph's School we believe in praising and rewarding good behaviour and this policy should be read in conjunction with the school's Behaviour Policy, together with our Safeguarding and Child Protection Policy. We recognise that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress.

### Definitions

Bullying can be defined as a series of actions where a person, or group of people, uses **repeated** physical, psychological or verbal attack against an individual or a group of individuals solely in order to give a feeling of power, status or other gratification to themselves. This behaviour can be premeditated but it is usually wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation.

- **Physical** - These are unprovoked assaults where the person being bullied is hit, kicked, etc or when belongings are taken or damaged.
- **Sexual** - Words that undermine a person because of their gender, unwelcome looks or comments about their appearance, spreading rumours of a sexual nature
- **Homophobic (LGB&T)** - e.g. calling someone 'gay' or 'lesbian'.
- **Verbal** - Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.
- **Indirect** - When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.

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- **Psychological** - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.
- **Internet and Mobile phone** - The use of social messaging or e-mail to perpetuate any of the above (Also see the School's E-Safety Policy).
- **Racist** – This is an incident that is perceived to be racist by the victim or a witness as defined by recommendation 12 of the MacPherson Report Feb 1999 on the Stephen Lawrence case.

### Identifying Bullying

Bullying tends to take place out of sight and earshot of teaching and support staff. St Joseph's is a telling school and the children are encouraged to report incidents to adults or to their parents. The School emphasis the importance of 'treating other people the way you would like to be treated'. The Headteacher's door is always open to the children and any report of bullying is treated seriously by the school and properly investigated. We recognise that although incidents of bullying involve children, bullying can also involve adults in the school community.

Staff, parents and children work together to create a happy, caring and learning environment. However staff are aware of the need to look out for behaviour that might indicate that a child is being bullied. Some key signs may include:

- A reluctance to come to school /erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time, walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who 'lose' money
- Pupils who present as isolated in the playground, dining room, during games etc
- Pupils who display withdrawn, unforthcoming behaviour

### The School

At St Joseph's the staff believe that our mission statement should be reflected in everything we do. As a result the school will:

- Have a zero tolerance towards bullying and harassment
- Highlight and encourage pro social behaviour
- Be constantly alert to bullying
- Ensure that there is adequate provision for children at break times
- Endeavour to create an environment that is positive
- Monitor and record incidents of bullying
- Ensure that this policy is updated regularly
- Ensure that the policy is available to all members of the school community

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- Ensure that there are adequate lines of communication
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour
- Ensure that parents are kept informed of anti-bullying arrangements through newsletters, meetings and presentations
- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays

### **The role of the School Staff**

The primary role of the Head Teacher and Deputy Head Teacher is to ensure that the mission statement of the school and its Catholic ethos is upheld. They are also responsible for maintaining a policy of zero tolerance towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.

All staff should act as role models for each other, parents and children and make every endeavour to create an ethos and climate of consideration, tolerance and respect within the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of reprisal. They must also ensure that they send out a clear message that bullying will not be tolerated at St Joseph's School.

### **The role of the Teacher, Teaching Assistants and Learning Support Staff**

Teachers should endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

Teachers should attempt to prevent bullying by using areas of the curriculum to reinforce the values contained in the school mission statement and present in our ethos. This includes recognising the needs of SEND pupils who may need additional support and who, due to their special needs or disability struggle to follow normal conventions of behaviour. Children should be encouraged to work together and to value each other's contributions. Particular curriculum subjects such as RE, PSHE, ICT, Science and PE are ideal for teaching about specific issues related to bullying and for making children aware of the need to celebrate difference and diversity. Collaborative work, mixed gender and ability groups, partnership working and circle time are ideal opportunities to reinforce an ethos of support that can be used in all curriculum and non-curriculum activities.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. They should also act as role models and as mentors to whom victims of bullying can turn for support and advice.

### **The role of Mid-day supervisors**

At lunchtime and break time it is extremely important that all members of staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other the way they would like to be treated with kindness and respect. They should be encouraged to share and

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involve each other in playground activities and games and to play together in ways conducive to our mission statement and Catholic ethos of the school.

These staff should offer support to children who feel they are being picked on and support them in using the '3 step approach' in order to develop friendships built on mutual respect and trust.

### Procedure

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach (detailed below) should be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

The 3-step approach should be the focus of visual resources placed around the school premises both inside and outside in the form of large colourful posters and also in the form of smaller posters and newsletters for children and adults.

**Step 1: Hold up hand with palm facing other child/children say "Stop!" firmly.**

**Step 2: Say firmly, "I don't like what you're doing."**

**Step 3: Say firmly, "If you do it again, I will tell the teacher."**

The child should then tell the class teacher, mid-day supervisor or adult in charge so that they can continue with the procedures as set out in this document. Children who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place.

Children can also report incidences of bullying or other worries by placing a note in the 'Worry Box' which has been provided in each classroom or in the entrance area.

A 'Bus Stop' point indicated by a sign post will be provided in the playground for children to go to if they are feeling sad, lonely or worried. The members of staff will provide any support needed by the child.

### Procedures for Teaching staff when dealing with bullying incidents

1. Listen to the child who comes to you as the victim. Listen, believe, act.
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen
3. Interview the alleged perpetrator/s and record what they say
4. Listen to anyone who witnessed the behaviour and record what they say
5. Decide if it is necessary to proceed further
6. Fill out incident report using standard form (Appendix 1)
7. Take form to Head Teacher or Deputy Head
8. Inform those involved, including parents of those involved
9. Monitor relationships until situation resolved

### Procedures for Mid-day supervisors

1. Listen to the child who comes to you as the victim. Listen, believe, act.
2. Interview alleged perpetrator/s

Date: October 2015

Date of next review: October 2019

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3. Listen to anyone who witnessed the behaviour and record what they say
4. Report to class teacher or to Deputy Head Teacher as soon as possible
5. Class teacher or Deputy Head Teacher begins procedure
6. Monitor relationships until situation resolved

### The role of Parents, Guardians and Carers

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Catholic ethos. They must recognise that one incident does not mean their child is being bullied however parents should look out for signs that their child may be the victim of bullying at school. These may include:

- Your child suddenly becomes reluctant to go to school
- Your child seems uncharacteristically anxious
- Your child has nightmares or starts to wet the bed
- Your child develops vague illnesses to avoid going to school
- Clothes or belongings are damaged or missing
- Money is regularly 'lost'
- Asking for extra pocket money or stealing
- A sudden drop in standards of school work
- Fear about walking to and from school
- Secrecy about the reason for tears and being upset

### Procedures for Parents, Guardians and Carers

1. Talk to the child and establish that the behaviour is **persistent** and not a one-off incident
2. End any secrecy and get the facts in the open
3. Ensure that the child understands not to retaliate
4. Make the child feel secure
5. Help your child to try and deal with the problem himself/herself by using the School's 3 step approach
6. Contact the class teacher and arrange a meeting to discuss the issue (Teacher begins school procedure)
7. Ensure that you receive a copy of the school policy to deal with bullying
8. Continue to liaise with the class teacher until a solution is achieved
9. Work with the school
10. Emphasise the fact that our differences make us individuals
11. Help your child to feel less vulnerable and raise their self-esteem especially if they have been tormented about physical characteristics

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### **In cases of bullying**

Where there is evidence of bullying, i.e. persistent behaviour targeting an individual by another child or group of children, the matter will be brought to the Head Teacher's attention.

The School uses a range of sanctions which reflect the seriousness of the incident and the age of the bully. These include withdrawal from favourite activities, loss of access to all or part of the playground, exclusion from the classroom (working in isolation) or exclusion from school for a period of time.

As the behaviour of the bully improves, then they will gradually be returned to working in the classroom and having access to the playground, providing there is no re-occurrence of the bullying behaviour. However, if the behaviour of the bully fails to improve, further sanctions will be implemented.

**Note:** Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions of suspension or exclusion, they are entitled to appeal to the Governing Body. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

### **The Role of the Governing Body**

The primary role of the Governing body is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the governing body will act in accordance with this vision and as a role model to the children of the school and the staff members.

The Governing Body will liaise with the Head Teacher and if appropriate, the Head Teacher will inform the governing body of any sanctions imposed by the school and will report to them in the event of any form of exclusions or suspensions.

The Governing body will also act as the forum for appeal should parents have reason to disagree with action taken by the Head Teacher. All appeals will be addressed to the Chair of Governors who will pass on the appeal to the appropriate member of the Governing Body in accordance with statutory procedures.

This policy will be reviewed every 4 years.

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**Appendix 1  
Form to report incidence of bullying among children**

This form is to be completed by the class teacher and handed to the Deputy Head or Head.

Year Group	Class teacher	Date
Name of person who has been victim of bullying		
Name/s of alleged bully/ies		
Name/s of any witnesses		
Where the bullying took place		
It is our statutory duty to record any incidents of racial harassment Please tick this box if this incident is defined as such.		
In the space below, write an account of the bullying incident including the frequency of the behaviour, those involved, the type of bullying and where it occurs or occurred.		