St Joseph and St Teresa Catholic Primary School
'Together we live, learn, love"

Anti-Bullying Policy

At St Joseph & St Teresa's Catholic Primary School we value:

Respect; Love; Resilience; Forgiveness; Curiosity & Stewardship

1.Aims

1.1 At St Joseph & St Teresa's Catholic Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of all our pupils.

1.2 We aim for St Joseph & St Teresa's Catholic Primary School to be a place where pupils and staff feel happy, secure and confident in all aspects of school life.

- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide pupils and staff to enable them to feel confident to manage conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure pupils know what to do if they feel they are being bullied.

1.3 Our aim is to create and provide a happy, secure and safe environment for our St Joseph & St Teresa's community.

- We encourage our pupils and staff to be caring and respectful to each other.
- We support our pupils in developing the skills to become reflective about their behaviour and the impact it has on others.
- The language we use is polite, inclusive and respectful of our diverse backgrounds.

2.Framework, guidance and links to other policies

2.1 In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who shared a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

2.2 At St Joseph & St Teresa's, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm.'

2.3 This policy is closely linked to our:

- Behaviour policy
- Child Protection and Safeguarding Policy
- School Code of Conduct
- School's vision, aims and values

3. Definitions

What is bullying?

3.1 'Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against.'

Several Times and On Purpose

3.2 As a staff we feel that bullying is when a child, group of children or an adult persistently manipulates and / or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker and who does not act in a positive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that safety of the person hurt physically or mentally and do our best to support improved behaviour from the person displaying bullying behaviour.

3.3 The law empowers the Headteacher of a school to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulatory cyber bullying) and empowers members of the school staff to impose disciplinary penalities for inappropriate behaviour.

Types of Bullying – this is not a definitive list

Type of Bullying	Aspect
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, persistent teasing, name calling, insults.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people of active victimisation. It can also affect anyone who is perceived to be homosexual.

Racist	Insulting language / gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti or racially motivated violence.
Religious	Treating people badly because of their religious backgrounds or belief, calling someone names or telling joked based on his or her religious beliefs.
Disability or learning difficulties (SEND)	Includes behaviours such as leaving someone out or treating them badly because of a disability or difficulty, making someone feel uncomfortable because of a disability or difficulty, or making hurtful comments or jokes.
Sexual	Sexually insulting languages / gestures, name-calling, graffiti, unwanted sexual contact.
Cyber	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else. An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE and the use of mobile phones has been established at St Joseph & St Teresa's.
Indirect	Excluding or 'blanking', spreading gossip, graffiti defacing or damaging property
Other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

4. Preventing Bullying

4.1 The aim of our school anti-bullying approach and interventions will be to:

- Prevent, de-escalate and / or stop any continuation of harmful behaviour
- Respond to bullying incidents in a reasonable proportionate and committed way
- Safeguard the student who has experienced bullying and ensure pupils are supported.

4.2 All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

4.3 During a student's school career at St Joseph & St Teresa's we will encourage our pupils to develop the self-discipline necessary to maintain acceptable levels of behaviour towards the community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Pupils must not be afraid to report problems and have the confidence that something positive will be done.

4.4 Prayer & Liturgies and PSHE will provide the opportunity for pupils to explore their feelings and give them the self-confidence to develop their assertiveness skills. Through

restorative circles we give pupils regular opportunities to reflect on their feelings. This will develop a culture of freedom and confidence to talk about emotions (in the circle of privately) and provides opportunities for pupils to become more reflective of their mental health and, develop strategies to manage it.

Anti-Bullying Statement

4.5 Our anti-bullying statement will be clearly displayed around the school, along with details of organisations and helpline numbers. All staff and pupils are made aware of the school's policy and procedures for dealing with bullying.

4.6 Our restorative approach, combined with cooperative activities integrated into classroom practice, explores issues and controversies by considering different points of view; promoting tolerance of others and a willingness to listen; building trust in those of the opposite gender and from different ethnic groups; different religious beliefs and disabilities to support integration into the peer group.

5. Procedures for dealing with incidents of bullying

5.1 A member of staff will collect details and record on our bullying log and ask the following questions to both parties:

- What happened?
- What were you thinking at the time?
- What are you feeling at the moment?
- What do you think needs to be done to repair the harm?
- Who do you think has been affected by the actions?

5.2 The member of staff involved will discuss with a Senior Leader and teacher to identify the appropriate way forward.

5.3 For a "Low level" incident the member of staff will work with the 'harmer' and the 'harmed' to resolve the issue.

5.4 For a "Higher level" incident staff will follow the procedure as identified on the flow chart at Appendix 1.

5.5 The member of staff will complete the bullying log document and pass to the Senior Leader.

- A serious incident could result in a fixed term exclusion
- A very serious incident could result in permanent exclusion which is the decision of the Headteacher or even, involve the support from the police.

6. School expectations

- Pupils will be taught that bullying is unacceptable at school and within the community.
- The school seeks to establish a culture of care and respect for one another.
- Staff should be alert to the possibilities of a bullying incident.
- Pupils will be encouraged to tell and staff will listen.
- All incidents will be investigated and appropriate action taken.
- Staff will work restoratively in dealing with incidents: see behaviour policy section 8 for more details.

7. Raising awareness

7.1 Bullying is discussed openly in prayer and liturgies and lessons

7.2 Pupils, parents and staff will be made aware of the school's approach to bullying and the school's anti-bullying policy.

7.3 Pupils are involved in the monitoring and evaluation of the school's anti-bullying and positive behaviour policies through:

- Pupils will complete a questionnaire bi-annually to assess their thoughts and feelings.

Parents / Carers:

- Will be encouraged to contact the class teacher or Assistant Headteacher if they suspect that their child is being bullies without fear of 'making things worse'.

7.4 Raising awareness will also include:

- Regular consultation with pupils regarding bullying within the school
- Annual school awareness week during Anti-bullying week
- Termly prayer and liturgies to gain pupils understanding of bullying
- Regular displays on anti-bullying around the school, undertaken by classes
- A box is provided in classes, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly.
- Use of peer mentors for vulnerable pupils to seek out.
- Supervision of areas where bullying may occur eg playground, corridors, toilets
- Regular pupil survey to gain pupil views on bullying and identify areas for development if necessary.
- Resources in school are anti-discriminatory and inclusive
- Parents / Carers are made aware of possible signs of bullying and using the DfE's 'Don't suffer in Silence' guidelines for parents and families.

- Regular anti-bullying / e-safety workshops.
- Pupils views and voices are listened to and taken into account by all members of staff.

8. Monitoring and Review

8.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy will be reviewed by the Local Governing Committee on an annual basis. The Headteacher will report to the LGC the school's anti-bullying log, where incidents of bullying are recorded to analyse information for evidence of patterns and trends.

8.3 Train and refresh the skills of all staff so they can identify and challenge bullying behaviour.

9. Helpful Contacts:

If you would like further advice, the following organisations offer a range of support.

- **Anti-bullying network**

Information sheets for young people, parents and school staff as well as information and links to relevant organisations. http://www.antibullying.net

- **Bullying Online**

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head teachers and DfES. Tel: 0207 378 1446 http://www.bullying.co.uk

- **Anti-bullying alliance**

The Anti-bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. http://www.anti-bullyingalliance.org.uk/

- **Mencap**

Mencap works with people with a learning disability to change laws, challenge prejudice and support them to love their lives as they choose. https://www.mencap.org.uk/aboutus Tel: 0808 808 1111

- **Kick it out**

Kick it out is primarily a campaigning organisation which enables, facilitates and works with the football authorities, professional clubs, players, fans and communities to tackle all forms of discrimination. The campaign has been pivotal in persuading and supporting the game's stakeholders to take their equality responsibilities seriously. http://www.kickitout.org/

- **Digizen**

The Digizen websire provides information for educators, parents, carers and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGital citiZENS. It shares specific advice and resouces on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours. http://www.digizen.org/

- **Childline**

24 hour helpline for children and young people in the UK. Also teachers' packs. Quizzes, stories, information sheets, policy and campaign information. Tel 0800 1111 http://www.childline.org.uk

- **Don't Suffer in silence**

DfE site on bullying with sections for pupils, teachers, parents and families; includes case studies; anti-bullying packs for schools, links to other sites.

- **Educational Action Challenging Homophobia (EACH)**

Educational Action Challenging Homophobia (EACH) is a charity training agency helping people and organisations affected by Homophobia. The website gives guidance, contact details and a Freephone helpline. www.eachaction.org.uk

- **School's Out**

www.schools-out.org.uk

- **Childnet International**

www.childnet-int.org The UK's safer internet centre

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Appendix 1

Member of staff witnesses bullying / parent / carer reports bullying

Student is bullied:

- Verbal – name calling, insulting, offensive remarks
- Physical – taking belongings, hitting, kicking
- Indirect – malicious emails, text, rumours, exclusion from a social group

Student witnesses bullying of another child

Tell someone (friend / parent)

Report it to:

- Teacher
- Support Staff
- Lunchtime supervisor
- Senior Leader

Teacher / Senior Leader

Speak to victim and complete the bullying log

Bullying report to SLT

- Interview all parties
- Decide on ACTION and report to parents / teachers
- Update bullying log and My Concerns

ACTION – MENU of STRATEGIES

- Face to face apology
- Monitor behaviour of bully / diary
- Anger Management (ELSA)
- Managed integration during playtimes
- Assertiveness training (ELSA)
- Time and space to reflect on the impact of their actions
- Exclusions
- Repeat behaviour could result in PERMANENT EXCLUSION

FOLLOW UP:

- Review behaviour changes – Harmer
- Review 'success' with Harmed
- Watching brief by all staff – teacher, support staff, lunchtime staff