

# **ST.JOSEPH'S CATHOLIC PRIMARY SCHOOL**

## **Anti-Bullying Policy**



**Written/Reviewed March 2015**

## **Section 1 Principles**

St Joseph's school adopts a unified, whole school approach to bullying. **Bullying is not tolerated at St. Joseph's and any suspicion or allegation of bullying is investigated and is treated seriously.** All pupils are encouraged to report any bullying suffered personally, or witnessed to a member of staff.

Every staff member is informed of the procedures to follow when bullying occurs. ALL CASES OF BULLYING MUST BE REPORTED TO THE HEAD TEACHER. At St. Joseph's we acknowledge that unless checked 'low level' bullying such as shoving, or name calling can escalate, especially if the bullied pupil responds in an unassertive manner.

We do not underestimate the significance of the non-physical forms of bullying. It can take longer and may require a greater level of intervention, for children to recover from feelings of humiliation, anxiety or fear, than from physical injuries.

## **Section 2- Definitions of Bullying**

Bullying is repeated behavior which makes other people feel uncomfortable or threatened whether this is intended or not. There are different types of bullying, but the four broad areas are defined below

**Physical** - Hitting, kicking, taking or hiding belongings, deliberately causing physical injury

**Verbal** - Name calling, teasing, insulting, writing unkind notes

**Emotional/Indirect** – Being unfriendly, excluding, tormenting, spreading rumours, looks

**Technological** – Using mobile phones, computers, video or any other forms of technology to cause upset or abuse

At St Joseph's we see bullying as:-

- When a child is repeatedly singled out to be 'picked on' either physically or verbally
- Where the actions are deliberate and sustained
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked

It is important to differentiate between bullying and what can be a falling out or a 'one off' disagreement.

## **Section 3- Aims and Objectives**

Bullying is wrong and damages individual children. It is not tolerated in any form (including racial and sexual harassment) and active steps will be taken to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

A 'not telling culture' actually fosters bullying. For this reason, we are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **Our aims are:**

- To promote anti - bullying values.
- To raise awareness of the shared responsibility to protect children from bullying.
- To ensure all staff members are aware of the procedures to follow when an allegation of bullying is made to them, or when they suspect bullying may be taking place.
- To employ behaviour modification strategies to prevent children who have bullied from repeating this type of behaviour
- To encourage pupils who are being bullied, or are aware that others are being bullied, to seek adult help.

We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge it is unacceptable and report it.

All governors, staff, pupils and parents should have an understanding of what bullying is. All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

## **Section 4- Reasons for challenging bullying behaviour**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

St. Joseph's Catholic Primary School will respond promptly and effectively to issues of bullying.

### **Our reasons are:**

- To maintain the ethos of our school as a Christian caring community.
- To protect the safety and happiness of our pupils.
- To foster educational achievement - unhappiness may effect children's ability to learn.
- To prevent escalation of this type of behaviour.

## **Section 5 – Signs and symptoms of bullying**

There is no foolproof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some potential indicators which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks;
- Belongings repeatedly going missing;
- Refuses to say why s/he is unhappy;
- Distressed at the thought of going to school;
- Refuses to go to school;
- Frightened of walking to school alone;
- Changes route to school;
- Begs for different method of transport to/from school
- Has started taking longer to get home from school;
- Seems withdrawn/unhappy or in a world of his/her own;
- Begins to truant
- Starts stammering
- Cries at bedtime;
- Returns home with torn clothes or damages schoolwork;
- Returns home hungry (lunch/snack money stolen);
- Asks for more money than usual or steals money (to pay off bully);
- Loses interest in schoolwork or finds it harder to concentrate;
- Refuses to go out to play or stops going to regular clubs they have previously enjoyed in the evenings or at weekends.
- Attempts or threatens suicide or runs away
- Complains of illness in the morning
- Academic standard dips
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable reasons for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when an electronic message is received

Any child can be bullied, but certain factors can make a child more vulnerable to bullying:

- Lack of close school friendships.
- Shyness.
- Over-protective family
- Membership of a minority racial or ethnic background.
- Displaying an obvious 'difference' to the majority.
- Having Special Educational Needs or Disabilities

The above lists are not exhaustive, nor do they confirm bullying is taking place. However, they can be indicators and further investigation may be required.

## **Section 6 - PREVENTION OF BULLYING**

At St. Joseph's teachers use teaching styles which are aimed at preventing bullying:

- Treating pupils with respect
- Encouraging pupils to treat each other with respect
- Presenting good role models - using power and authority appropriately
- Explicitly stating that bullying is NOT acceptable
- Active process aimed at changing pupil attitudes

Anti-Bullying messages are constantly given and taught to the children, in academic subjects, PHSE/Circle time, during assembly and in reflection sessions

Prevention of bullying is the responsibility of all within the school. Pupils need good models from adults, from which they may develop their own self-discipline.

At St Joseph's, we are committed to:

- Focusing on what is going well, • Giving plenty of praise • Making clear that it is the behaviour we do not want – not the child, • Drawing attention to good behaviour, • Giving clear and regular reminders of what is expected, • Teaching good behaviour / manners through own conduct, • Setting an example ourselves, in dress, manner, courtesy and care.

Similarly, we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels bullied by another: parent, staff or governor, this should be immediately reported to the Head Teacher.

### **Strategies for preventing bullying include:**

All staff make the children aware of the problems that can be caused by bullying. This is achieved through:

- Whole class discussion, • group discussions and, • talking to individuals.

Children also write a set of school rules produce information through a variety of media about bullying for parents and each other

The theme of bullying is integrated into circle time through the PHSE Curriculum

Play Leaders are trained in Year 5 and Year 6 to help with minor playground issues in order to avoid small problems growing into larger ones.

Where there is an unclear picture of the nature of a child's worries or concerns, a member of staff is allocated to monitor, observe, mentor and communicate with parents.

The school promotes anti-bullying through themed weeks

Class rules are established at the beginning of the school year which promote positive behaviour and agree class expectations. These rules are regularly referred to throughout the year.

Cyber-bullying is discouraged through our Internet policy, which states that children should not access Chat Rooms or the Internet in school without an adult being present. Children are not allowed to be in possession of mobile phones during the school day. Any mobile phones that need to be brought into school are left with the class teacher. Parents are offered support and guidance on how to protect their children on line and how to recognise signs and symptoms of cyber bullying. In some circumstances external agencies may be contacted to provide support for all parties concerned

### **Methodologies employed to prevent bullying**

-Anti- bullying policy to be actively promoted in a multi-curricular approach as described in the PHSE policy.

-Active promotion of an ethos which celebrate the varying strengths and achievements of ALL pupils not focusing solely on academic achievements.

- Active promotion of an ethos which values effort and relative achievements.
- Close liaison between all staff with pastoral responsibilities for individual children
- Prompt transfer of information to appropriate others.
- Sanctions used consistently and fairly.
- Allowance of sufficient time for management of pastoral and behavioural issues.
- Adequate level of supervision at all times.
- Careful planning of school day to minimise occasions when a large number of pupils are together in a confined place.
- Player manager system in operation to provide organised games at dinner time.
- System for moving around the school in an orderly manner.
- Careful classroom organisation to avoid overcrowding. Good organisation of class 'change over when children move to sets.
- Provision of adequate materials to meet curriculum needs.

### **Interview models which staff may use when it is reported that bullying has taken place, or bullying behaviour is suspected.**

Various different models may be employed in dealing deal with alleged or suspected bullying behaviour, as deemed appropriate to the individual situation.

#### **Reflective approach**

- Meet with pupils together
- Listen to each child's account of the incident
- Ask each child to reflect on course of action which should have occurred. Ask for that course of action in future.
- Meet both pupils after a week to review.

#### **Method of shared concern**

- Adult meets with child accused or suspected of bullying. Asks for details of incident. Ask for acknowledgement that 'victim' is having a hard time. Teacher enlists support in solving the problem and arrange future meeting to discuss progress
- Adult meets with child alleged to have been, or is suspected of being bullied. Promises support. Reports outcome of meeting with other child. Tell child to report back if any further incidents occur.
- Meet both pupils after a week to review.

#### **Assertiveness**

Staff at St. Joseph's aim to provide a safe supportive environment for all its pupils. All children are encouraged to feel empowered to handle potentially confrontational situations by knowing the procedures to follow:-

- Report and discuss with staff any situation that causes them to feel unhappy
- Stand up for their rights without violating the rights of others.
- Give clear, direct and honest messages

- Report situations objectively and concisely “He wouldn’t let me play” NOT He’s being mean to me”
- Make assertive statements
- Walk away from conflict;
- Remain calm and register disinterest rather than anger or fear.
- Report to staff if unable to solve situation personally.
- Resist manipulation and threats.
- Enlist support from bystanders.

### **Working with bystanders**

Bullying is an activity that almost always takes place within a social context. Bystanders may react to bullying in the following ways.

**Actively encourage** the bullying behaviour

**Passively support** the bullying behaviour

**Passively reject** the bullying behaviour

**Actively challenge** the bullying behaviour

Staff at St. Joseph’s encourage pupils to actively challenge behaviour by:-

- Not allowing someone to be left out of the group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff
- Telling the bullying pupil to stop
- Showing the bullying pupil their disapproval

Staff makes it clear to pupils that being passive about bullying can not only collude with it, but often encourages it.

## **Section 7 - Procedures**

Children who believe that they themselves are being bullied or know of someone who is being bullied, report the incidents to any member of staff.

Staff will investigate to discover the complete picture and nature of the incident and take appropriate action.

In cases of serious bullying, the incidents will be recorded by staff on the agreed bullying log.

In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.

If necessary and appropriate, police will be consulted.

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

Attempts will be made to help the bully (bullies) change their behaviour.

Sanctions will be employed in accordance to the behaviour policy.

Staff are alerted to any bullying issues during staff meetings and briefings.

When necessary a key worker is alerted to monitor situations on the playground to watch for further incidents and to ensure that there is a true and accurate picture of what is happening in the school, support the child and provide early intervention.

### **Outcomes**

The bullying stops.

Other consequences may take place.

In serious cases, suspension or even exclusion will be considered

If possible, the pupils will be reconciled

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Section 8- Help Organisations**

### **Child line:**

<https://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx>

0800 1111

### **NSPCC:**

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

0808 800 5000

### **NHS:**

<http://www.nhs.uk/livewell/bullying/pages/bullyinghome.aspx>

### **Bullying UK**

[www.bullying.co.uk](http://www.bullying.co.uk)

0808 800 2222