Anti-Bullying and Peer on Peer Abuse Policy

March 2019

Review Date: March 2021

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

ANTI-BULLYING POLICY

This policy will be carried out with due regard to our School Vision and Mission Statement:

Together we love- Together we hope- Together we learn

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

St. Joseph's Catholic Primary School is a Christian community. Rooted at the heart of the Gospel teachings is the idea that we are all of equal importance and dignity before God. If we believe this, it follows that we cannot tolerate an environment in which some members of the community can be diminished by the physical, mental and emotional cruelty of others. We cannot accept bullying or peer on peer abuse as part of the normal pattern of school life.

At St. Joseph's we firmly believe that our young people can only develop their full potential if they live in an environment where respect for each other is tangibly present in all situations and where no individual is isolated or marginalized by others.

We are all aware that bullying and peer on peer abuse can happen despite our best endeavours and because it can go on, we must be ready to know what to do if and when it does. We also realise that silence and secrecy undermine the power of the school and affirm the power of the children displaying these behaviours so there is a need for openness. The effects of bullying and peer on peer abuse can be long lasting causing psychological damage and in some very sad cases even leading to suicide. It is vital therefore that we are fully aware of the seriousness of bullying. Legally bullying is not a specific criminal offence but there are laws which apply to Peer on peer abuse harassment and to threatening behaviour.

At St Joseph's School we are committed to the prevention, early identification and appropriate management of bullying and peer on peer abuse. We continue to

ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Therefore, our policy will include a clear and comprehensive strategy taking a contextual whole-school approach to preventing and responding to bullying and peer on peer abuse, which includes a clear understanding to staff, children and young people and their parents about everyone's responsibility in managing any peer on peer abuse incidents. This will include both our prevention measures as well as our response to any incidents of harm.

Our Code of Conduct provides a framework and guidance for all staff and Governors at St. Joseph's.

Aims

1. All staff, governors, pupils and parents have an understanding of bullying and Peer on Peer abuse types of behaviours.
2. That there is an awareness that bullying and peer on peer abuse behaviours will not be tolerated.
3. To set our clear procedures for dealing with bullying and peer on peer incidents and the consequences of such actions.
4. With due regard to appropriate guidance from the DFE, North Somerset safeguarding board and KCSIE 2018

Objectives

1. To declare the unacceptability of bullying and Peer on Peer behaviours.
2. To adhere to the schools behaviour policy in dealing with Bullying and Peer on Peer abuse and deal appropriately and firmly with incidents.
3. To provide a safe and happy learning environment for all pupils.

We will achieve this by:

- Creating an atmosphere where each individual is valued as an important member of the school.
- Fostering constructive attitudes with positive reinforcements.
- Developing an atmosphere of openness.
- Fostering honesty and consideration by providing a friendly and thoughtful environment.
- Instilling confidence and self-respect into children through good example.
- Raising awareness through the training of staff

All staff have an awareness of safeguarding issues that can put children at risk of harm. All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse and Bullying. This is most likely to include, but may not be limited to:

Bullying (including cyberbullying);

A definition of bullying includes racial, religious, cultural, sexual/sexist, homophobic, disability and cyber bullying. Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical, verbal (including social websites, mobile 'phones, SMS messages – text and photo' and email) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can be overt and intimidatory.

Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policies on Equal Opportunities, as well as its social and moral principles.

To help raise awareness of our procedures and approach to bullying behaviour, the children study related topics as part of our PSHE curriculum.

Peer on Peer abuse for these purposes, peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer on peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer abuse therefore needs to consider the range of possible types of peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity (Farrer and Co. 2017).

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE 2018). It is important to consider the forms abuse may take and the subsequent actions required.

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from

inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse. Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment (KCSIE 2018).

Sexting (also known as youth produced sexual imagery). Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Initiation/hazing type violence and rituals. Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. (KCSIE 2018)

1. Elements of Bullying and Peer on Peer abuse Incidents
 They vary in situation and for each child and depends on a child's status in his/her peer group.

- Can be short or long term.
- Can be physical, verbal or even just a look.
- Can isolate a victim by influencing the rest of the peers.

It is recognised that all bullying and Peer on Peer abuse is aggression but not all aggression is bullying.

2. Recognising Bullying Behaviour
There is no collection of characteristics that typically adds up to someone displaying bullying behaviour. They can be the kind of pupils who are:

- Achieving as well as their peers
- Secure and happy
- Unpopular and insecure

Those who bully can also be victims. Both male and female bullies do have something in common.

- They tend to be assertive, aggressive attitudes over which they tend to exercise little control.
- They tend to lack empathy and can't imagine others feelings.
- They tend to lack guilt; they think the victim 'deserves it'.
- They may think they are the 'victim'.

We must refrain from accepting stereotyping or labelling as an aid to identifying bullying in our school because there are no hard and fast characteristics, we may be wrong.

3. Recognising Victims of Bullying Incidents
A bully will pick on vulnerable children who are often:

- New to the school or class
- Different in appearance/speech/background
- Suffer low self-esteem
- Demonstrate entertaining reactions when bullied
- More nervous/anxious

Vulnerability isn't always visible to adults as the victims may look like any other child. Teachers must be alert to the behaviour of all pupils. How we tackle these problems sends out messages to our pupils and their parents.

Preventative Measures

The following preventative measures are taken:

- At St. Joseph's, we have a Code of Conduct which provides a framework and guidance of our ethos and expectations of behaviour.
- Our PSHE curriculum is structured to give pupils an awareness of their social and moral responsibilities as they progress throughout the school. It enforces the message about mutual respect, community involvement and taking care of each other.
- All other areas of the curriculum provide opportunities to reinforce moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- St. Joseph's has a School Council from YR 1 – Y6 which meets regularly with the School council teacher to discuss ideas and concerns that pupils may have to contribute to the effectiveness of the school community.
- All pupils are encouraged to tell a member of staff at once if they know that bullying or peer on peer abuse is taking place.
- All incidents are investigated at once. Reported incidents are always monitored.
- Identifying times and places where bullying is most likely to occur and taking action to reduce the likelihood.
- We have procedures for dealing with unacceptable behaviour in line with our behaviour policy. We actively promote good behaviour and respect for each other in everything we do and through our PSHE curriculum.
- All pupils are expected to adhere to the school rules for the safe use of the internet. Certain sites are blocked by our filtering system and all staff monitor pupils' use. See E Safety Policy.
- In PSHE lessons and assemblies pupils have had specific teaching regarding the safe and responsible use of social networking sites and guidance is offered on keeping names, addresses passwords mobile phone numbers and other personal details safe.
- Mobile phones are not normally permitted in school, however with the teacher's permission; they may be placed in a secure drawer and turned off whilst on the school premises.
- Sanctions apply to any incident during school and also to incidents that take place outside of school, if they are related to school. Children are aware that they need to keep any evidence and must report it to an adult so it can be dealt with. Sanctions follow our behaviour chart and are outlined in the behaviour policy.

Procedures for Dealing with Reported Bullying and Peer on Peer abuse.
If an incident is reported, the following procedures are adopted:
- The member of staff to whom it was reported or who first discovers the situation will control the situation, reassure, and support the pupil or pupils involved.
- Inform all involved that the matter will be taken seriously
- Avoid using labels like 'bully' etc but talk about bullying behaviour
- Take action as quickly as possible and decide whether it should be dealt with informally, in private or in public.

- Make it plain to the person displaying bullying behaviour, that it is not acceptable.
- Encourage those displaying bullying behaviour to see the victims point of view and consider carefully the punishment, explaining exactly why it is being given
- Put supportive strategies in place for all parties and monitor the situation.
- When incident does not appear to be resolved or if it reoccurs, staff should inform a senior member of staff as set down in our Behaviour Policy.
- In line with the schools Behaviour Policy, issues not resolving or serious issues will pass from the Deputy Head to the Headteacher. The Headteacher can apply a wide range of sanctions including exclusion in severe and persistent cases
- All unresolved or ongoing issues should be reported to the Headteacher so a formal record of the issue is made using the North Somerset form and guidance and will also be used for monitoring purposes. Patterns can then be more easily identified and actions properly tracked.
- Parents are informed and support is sought in turning a negative behaviour into a positive one.

Remember

1. Try to find out, sensitively but firmly, why the child is behaving like this.
2. If appropriate, seek information from pupil peer group.
3. If the situation is not serious give it time to sort itself out
4. Set realistic and firm guide-lines to help the child to control his/her behaviour
5. Ensure the child apologises
6. Those who display bullying behaviour need to achieve success to make them feel good. Help them to find something they can do well and often their behaviour will change

At St. Joseph's we have the following policies in place that should be read in conjunction with this policy:

Child Protection

E-Safety and Internet

Children Missing from Education

Behaviour and Discipline

Positive Handling

Mobile phone and personal devices

Social Networking

It should also be read in conjuction with the following documentation:-

This policy should also be read in conjunction with:

DFE: Keeping Children Safe in Education. September 2018

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

DFE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges. December, 2017

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Working Together to Safeguard Children, 2018

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

UKCCIS: Sexting in Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

All staff and governors have signed to say that they have read, understood and agreed to work within this policy framework and parents have access to this policy.

Reviewed March 2019

Next review March 2021

Signed: Governing body_____
Date:_____