

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Policy for Anti-Bullying and Hate

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

Subject Leader: W D'Arcy

Link Governor:

Approved by: Learning and Standards Committee

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Other relevant policies: Managing behaviour, Special Educational Needs & Disabilities

Catholicity

Our ethos is one, which nurtures education through the recognition and celebration of all children's experiences and achievements, whatever the context. Each child is an individual and deserves to be respected and valued as such. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood, but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

St Joseph's Catholic Primary School is committed to providing a warm, secure, healthy environment for all pupils. The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying, and to create a safe, caring ethos in which everyone can learn and work.

Bullying of any kind is regarded as unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Bullying hurts. We are a **LISTENING AND 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 everyone know that incidents will be dealt with promptly and effectively.

'Respect' is central to our school vision. Everybody has a right to be treated with respect. No-one deserves to be a victim of bullying and, where bullying occurs, perpetrators need to be supported to learn different ways of behaving.

Principles

When anti-bullying strategies are discussed in our school, we use the word 'STOP'.



Bullying happens **Several Times On Purpose**

Stop Bullying Now

Start Telling Other People

This policy sets out the ways in which Anti-Bullying strategies are promoted in our school.

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:

- Develop a shared understanding of what bullying is
- Raise awareness of bullying is and why some children bully
- Ensure all governors and staff know what the school policy is on bullying, and that they follow it when bullying is reported
- Ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises. Pupils and parents should be assured that they will be supported when bullying is reported
- Take positive action to prevent bullying
- Have a consistent response to any bullying incidents that may occur
- Provide support for all members of the school community who may be involved in a bullying situation

What Is Bullying?

We define bullying as deliberately hurtful behaviour, either physically or emotionally, repeated over a period of time – **Several Times On Purpose (STOP)**.

It is distinct from conflict which is part of everyday life. It is not:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend
- Falling out with friends on an occasional basis

The DfE guidance, 'Preventing and tackling bullying' (July 2017), defines bullying as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over

the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures (including gypsy, Roma and traveller)
- Sexual unwanted physical contact or sexually abusive comments (lesbian, gay, bisexual, transgender)
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities
Sexting

In addition, bullying can be motivated by differences, e.g. involving disability, mental illness, religion or alternative sub-culture.

Signs And Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should investigate if a child shows possible signs of bullying.

Kidscape have identified the following possible signs of bullying:

- *is frightened of walking to or from school*
- *doesn't want to go on the school/public bus*
- *begs to be driven to school*
- *changes their usual routine*
- *is unwilling to go to school (school phobic)*
- *begins to truant*
- *becomes withdrawn anxious, or lacking in confidence*
- *starts stammering*
- *cries themselves to sleep at night or has nightmares*
- *begins to do poorly in school work*
- *comes home with clothes torn or books damaged*
- *has possessions which are damaged or "go missing"*
- *asks for money or starts stealing money (to pay bully)*
- *has dinner or other monies continually "lost"*
- *has unexplained cuts or bruises*
- *comes home starving (money / lunch has been stolen)*
- *becomes aggressive, disruptive or unreasonable*
- *is bullying other children or siblings*
- *stops eating*
- *is frightened to say what's wrong*
- *gives improbable excuses for any of the above*
- *is afraid to use the internet or mobile phone*
- *is nervous & jumpy when a cyber-message is received*

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Changes in behaviour should be reported to the class teacher in

the first instance, or any other member of staff who the child has contact with. Appropriate action will be taken by staff.

Safeguarding Children and Young People

When there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a bullying incident should be addressed as a child protection concern under the Children's Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and the concerns should be reported to the Children's Help Desk (01452 426 565). The DSL (Designated Safeguarding Lead) or member of staff will work with social care to take appropriate action. Peer on peer abuse is recognised by staff as a safeguarding issue.

In addition, external support may be given to pupil whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, the school may draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Strategies To Prevent Bullying

We are a '**Listening and Telling**' School.

We aim to prevent bullying through a pro-active approach, using the following strategies:

- All pupils are taught about bullying and strategies to prevent to protect themselves from bullying through PSHE (Personal, Social, Health and Economic) Education and the use of the Pink Curriculum. The Equalities Curriculum, part of Pink Curriculum, involves talking to children about difference, such as religion, ethnicity, disability, gender, sexuality or appearance related difference, and children with different family situations. Respect for all is actively promoted, and the use of prejudice based language is unacceptable.
- Pupils are taught what bullying is and to tell someone about it through 'STOP' (that bullying is 'Several Times On Purpose; to stop it we must 'Start Telling Other People'; and to indicate that they feel bullied by saying 'STOP it, I don't like it')
- Pupils are taught that laughing at or ignoring bullying can lead to further bullying and that people bully others for a variety of reasons
- Pupils are taught about the part they can play to prevent bullying, including when they find themselves as bystanders
- Information is shared with parents through newsletters, parent sessions and the school website
- Collective Worship is used to reinforce the school's policy on bullying and communicate the rights and responsibilities of everyone in tackling bullying
- Participation in the annual National Anti-Bullying Week
- All members of the school community are required to sign the Acceptable Use Policy each year
- Working with the wider community, such as the police and children's services, where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Disciplinary sanctions are used when necessary
- Creating an inclusive, safe environment, where success is celebrated and where pupils can openly discuss bullying, without fear of further bullying or discrimination.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body is informed, through the Headteacher's report, of any incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal

with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of incidents that happen on CPOMs. They may also record notes following discussions with parents.

If teachers witness an act of bullying, they do all they can to support the person who is being bullied. After consultation with the Headteacher, the teacher informs the parents of the children involved.

If any adult witnesses an act of bullying, they should report the event to the class teacher who will speak to the child and may record the incident on CPOMs. If bullying occurs at lunchtime, the behaviour will be reported to the SLT who will record on CPOMs.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve talking to the victim of the bullying, and sanctions for the child who has carried out the bullying such as loss of REACH Time or writing a letter of apology. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We may invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies. In these cases a Bullying Incident record will be filled in.

Teachers attend training, staff meetings and other development training which enable them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

We ask that parents support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

Procedures To Deal With Bullying

All reports of bullying will be taken seriously and investigated by the member of staff informed/ involved in the following way, so that the bullying is stopped quickly. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a class teacher, asking support staff to provide support, providing counselling, engaging with parents, referring to children's services, providing Early Help or referring to CYPS (Children and Young People's Service).

Stage 1 - The incident will be dealt with in accordance with the behaviour policy

- Classroom behaviour sanctions/ playground behaviour sanctions, with parents informed if appropriate.
- The perpetrator(s) may be asked to genuinely apologise and if possible the pupils reconciled.
- Support for all children involved in incidents will be arranged as appropriate, e.g. buddying or friendship groups, anger management programmes or support. An attempt will be made to help the perpetrators change their behaviour.
- Where parents have reported a concern about bullying, they will be contacted shortly after the concern has been investigated and followed-up again at a later date if appropriate.

Stage 2 - If there is reason to believe that serious incidents of bullying are continuing to occur, the following procedure happens:

- Incidents are recorded in CPOMs (Safeguarding and Child Protection Software for Schools). (This is for any form of bullying including sexting and the pressure to do so.)
- Parents/carers of all children involved are notified.
- Each pupil involved will be seen individually.
- Discussion with group of pupils involved (sometimes without victim).
- Actions will be agreed for victim, perpetrator and records kept.
- The situation will be monitored by class teachers/ play leader.
- A follow-up date is agreed to review the situation.
- The parents of the victim will be contacted no more than four weeks after Bullying Incident Record has been completed, by the Headteacher or class teacher, to ensure that the situation has been resolved.

Stage 3 - If the bullying still persists:

- Further instances of bullying may lead to more serious sanctions being applied in line with the behaviour policy
- The head teacher will ask parents to come in to school to discuss the situation with them, which may ultimately result in external exclusion from the school.

Disciplinary measures are applied to pupils who bullying in order to show clearly that their behaviour is wrong. Disciplinary measures should be applied fairly, consistently, and reasonably, taking into account any special education needs or disabilities that the pupils may have, and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

Complaints Procedure

If a parent is unhappy about how allegations of bullying have been dealt with or feel that a problem has not been addressed, then the parent should make a complaint following the process laid down in the school's Complaints Policy.

Help Organisations:

Childline	0800 11 11
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Family Lives	0808 800 2222
EACH – Freephone Actionline (Mon-Fri, 10 – 5) for children experiencing homophobic bullying	0808 1000 143

Useful Websites

Kidscape – 'Who gets bullied?'	www.kidscape.org.uk
The Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
Bullying Online	www.bullying.co.uk
Childline – tips on bullying	www.childline.org.uk
Child Exploitation and Online Protection Centre (CEOP)	
Tips on staying safe online for children and parents/carers	www.thinkuknow.co.uk
Glos Hate Crime	www.gloshate.co.uk

The Anti-Bullying Alliance
The Diana Award
Restorative Justice Council

www.anti-bullyingalliance.org.uk
www.diana-award.org.uk
www.restorativejustice.org.uk

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice. Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples' mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, Religion and Nationality

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

