

## St. Joseph's Catholic Primary School

### Mission Statement

*We follow in Jesus' footsteps as we care for each other when we work, play and pray.*

## Policy on Anti-Bullying

At St. Joseph's Catholic Primary School we recognise that all children have rights as outlined in the UN Convention. As duty bearers, we have the responsibility to respect these rights and are committed to supporting our children through their education and to ensure that they are rights-holders.

### Affirmation

St. Joseph's recognizes that bullying is a serious issue. Respect for self and others as a part of God's creation is at the heart of our School Aims and everyone is responsible for ensuring the safety of everyone else in the school. We recognise the damage bullying can cause to the life of the victim, the bully and the school as a whole. We are committed to challenging the assumption that bullying is inevitable and are working towards stopping completely.

### Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.

**We aim to provide our pupils with their 'right to give your opinion and for adults to listen and take it seriously' as stated in Article 12**

**The right to 'choose your own friends and join or set up groups, as long as it isn't harmful to others' as stated in Article 15**

**The right to 'be protected from being hurt and mistreated, in body or mind' as stated in Article 19.**

**The right to have an 'education that helps you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people' as stated in Article 29**

### Aims

The aim of this policy is to provide a definition of bullying and to establish some basic guidelines for:

- The prevention of bullying
- The reporting of bullying
- The recording of incidents of bullying
- Supporting the victim
- Supporting the bully
- Sanctions
- Communication

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 and therefore, ensure that each child feels safe and protected. (Article 19 CRN)

### Definition

DFE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

It is different from one-off actions or flare ups which may happen spontaneously and even be seen by one person as a joke or something that got out of hand, although these incidents are also taken seriously because of their effect on the victim and because failure to act may lead to them being repeated.

Repeated actions which we would define as bullying include:

- Name calling
- Teasing
- Punching, kicking or any other action causing physical harm i.e. ignoring the no-touch rule
- Leaving children out
- Ignoring

- Spreading rumours or lies
- Stealing, hiding or damaging possessions
- Threatening behaviour or language including by phone, e-mail or text
- Continually bothering someone
- Making rude comments or signs
- Forcing someone to do something

### **Prevention**

The school is committed to stopping bullying altogether. In order to do this the school will:

- Ensure whole-school and class rules reaffirm expected behaviour
- Take seriously and investigate all complaints from pupils, staff and parents where a child has been physically or emotionally harmed, even if these are one-off incidents
- Have an Anti-Bullying Week every year to promote the school's bullying policy and anti-bullying strategies.
- Deliver anti-bullying lessons in Citizenship, PSHE and RE lessons, circle time and other relevant subject areas.
- Deliver training to staff on the Anti-Bullying Policy and other associated issues, ensuring they are aware of symptoms of bullying.
- Provide an Anti Bullying Policy in Child speak (see separate policy)
- Ensure that all parents have a copy of the Anti-Bullying Policy available to them
- Translate the Anti-Bullying Policy into relevant languages if requested
- Run a Peer mediation system where mediators receive regular training and that pupils know how to use it
- Provide an area and time where children can go to if they have problems or concerns
- Promote a no-touch policy
- Promote a high level of vigilance from staff, pupils and parents
- Ensure sanctions are applied to punish bad and hurtful behavior

### **Reporting**

The school is committed to removing the culture of secrecy from bullying. We recognise that many young people will be put off reporting because they fear that it will make matters worse. In order to encourage pupils to report bullying the school will:

- Ensure the Peer Mediators are well trained and know how to deal with actual or alleged bullying supported by staff
- Provide training for staff and Mediators how to deal with a disclosure about bullying
- Take each allegation of bullying seriously and investigate it, guaranteeing anonymity if appropriate
- Carry out regular pupil surveys including through circle time/class councils allowing pupils to disclose if they or others are being bullied
- Provide a worry/ concern box
- Ensure pupils understand bullying is not acceptable and how bullies and victims will be treated
- Provide an open door policy for parents who have concerns
- Consult with pupils about the effectiveness of anti-bullying strategies and their ideas for improvement (Article 12 CRN – pupils are entitled to give their opinions).

In order to ensure the accuracy of reporting written and/or verbal testimony will be taken from the victim, the perpetrator and any witnesses. These will be treated sensitively and kept confidential.

### **Recording**

In order to monitor the frequency with which incidents of bullying take place the school will record each incident of bullying centrally. The following information will be recorded:

- The pupil's name and class.
- Whether or not they wish to remain anonymous
- Date, time and name of person making the report
- Brief details about the alleged incident.
- Who dealt with it.
- What happened and any findings
- What action was taken
- Whether the victim was satisfied with the school's response to the incident.

The School recognises how traumatic being the victim of bullying can be. We are committed to providing each victim with the support they need to continue with their education in an environment free from the fear of bullying. In order to do this the school will:

### **Victim Support**

St Joseph's Catholic Primary School Policy for Anti Bullying,

- Ensure the victim is happy with action taken
- Arrange an apology, written or verbal, from the perpetrator of the bullying.
- Discuss with the pupil what support they feel that they need.
- Discuss with the parent/s what support they feel their child needs.
- Make referrals to external agencies if necessary.
- Offer a meeting with the perpetrator of the bullying.

### **Support for the Bully**

The school recognizes that bullying can damage the life and education of the bully as well as the victim. Students that bully will be offered a range of support. This will include one or more of the following:

- Discussion to find out why they are bullying
- Give them chance to make a fresh start in line with the Gospel values of our school
- Supervised break times.
- A report card.
- A Behaviour Action Plan.
- Discussion with parents
- A Pastoral Support Programme.
- A referral to an external agency.

### **Sanctions**

It is important for the victim of bullying, the bully, and the school community as a whole that there are clearly defined consequences for any act of bullying. Each case will be dealt with individually, but the types of sanctions available to the school are:

- Withdrawal of break times and lunchtimes.
- Withdrawal of other privileges
- Fixed term exclusion.
- Permanent exclusion.

### ***The role of Academy Committee***

The Academy Committee supports the Principal in all attempts to eliminate bullying from our school. The Academy Committee will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Academy Committee monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Academy Committee require the Principal to keep accurate records of all incidents of bullying, and to report to the Academy Committee on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Academy Committee to look into the matter via the Complaints procedure (see policy) . The Academy Committee responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Academy Committee notifies the Principal, and asks him to conduct an investigation into the case, and to report back to a representative of the Academy Committee.

### ***The role of the Principal***

It is the responsibility of the Principal 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 identify and deal with incidents of bullying. The Principal reports to the Academy Committee about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Principal 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 and support staff***

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen involving children in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff

do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers. All incidents are logged on the Incident Report Form and copies kept by the Principal and class teacher.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Principal and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Principal may contact external support agencies, such as the social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust, respect and safety for all. (See Article 19) They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents and carers**

Parents and carers 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. If they are not satisfied with the response, they should contact the Principal. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the Principal, who reports to Academy Committee on request about the effectiveness of the policy.

The bullying policy is the Academy Committee's responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Principal. Academy Committee analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.

## **St Joseph's Catholic Primary School Anti Radicalisation Statement**

St Joseph's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As schools we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Joseph's Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. (Article 14) In formulating this statement, the Academy Committee have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. The Academy Committee have a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Pupils are encouraged to adopt and live out Gospel Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.

### **The Schools within the JPIIMA British Values Statement**

At St Joseph's Catholic Primary School we are committed to serving our community and local area, in doing so we reinforce British values, which are taught in line with Gospel values.

### **Democracy:**

St Joseph's Catholic Primary School Policy for Anti Bullying,

Democratic values are an explicit part of the ethos at St Joseph's Catholic Primary School. All adults listen to the views of the pupils and value their opinions. Pupils have further opportunity to have their voices heard through our School Council and Pupil Voice interviews etc. (Article 12)

#### **The Rule of Law:**

The importance of laws and rules are consistently reinforced in the classroom, as well as through school assemblies. Pupils are taught to understand the need for laws - that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used. (Article 19)

#### **Individual Liberty:**

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. All pupils are keen to support charities, whether local, national or global. (Article 29) They are taught consideration for others through our Religious Education curriculum and PSHE lessons in particular as well as through the Catholic Life of our school.

#### **Mutual Respect:**

Our ethos and behaviour policies are based on Gospel values, with the important commandment being, 'Love one another as I have loved you'. Assemblies constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honest and open communication with others and fair play. Pupils work collaboratively and value others' opinions.

#### **Tolerance of those of Different Faiths and Beliefs:**

As a Catholic worshipping community, pupils are reminded of their place in a culturally diverse society. This is achieved through our Religious Education curriculum and the spiritual life of the school. Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. Visits to different places of worship and teaching of other faiths underpin this teaching. (Articles 14, 30)

#### **Extremism and radicalisation**

All childcare settings have a legal duty to protect children from the risk of radicalisation and being drawn into extremism. There are many reasons why a child might be vulnerable to radicalisation, including:

- feeling alienated or alone
- seeking a sense of identity or individuality
- suffering from mental health issues such as depression
- desire for adventure or wanting to be part of a larger cause
- associating with others who hold extremist beliefs

#### **Signs of radicalisation**

Signs that a child might be at risk of radicalisation include:

- changes in behaviour, for example becoming withdrawn or aggressive
- claiming that terrorist attacks and violence are justified
- viewing violent extremist material online
- possessing or sharing violent extremist material

If a member of staff suspects that a child is at risk of becoming radicalised, they will record any relevant information or observations on a Logging a concern form, and refer the matter to the DSL.

#### **Logging an incident**

All information about the suspected abuse or disclosure, or concern about radicalisation, will be recorded on the Logging a concern form as soon as possible after the event. The record should include:

- date of the disclosure, or the incident, or the observation causing concern
- date and time at which the record was made
- name and date of birth of the child involved
- a factual report of what happened. If recording a disclosure, you must use the child's own words
- name, signature and job title of the person making the record.

The record will be given to the DSL who will decide on the appropriate course of action.

For concerns about child abuse, the DSL will contact Social Care. The DSL will follow up all referrals to Social Care in writing within 48 hours. If a member of staff thinks that the incident has not been dealt with properly, they may contact Social Care directly.

For minor concerns regarding radicalisation, the DSL will contact the Local Safeguarding Children Board (LSCB) or Local Authority Prevent Co-ordinator . For more serious concerns the DSL will contact the Police on the non-emergency number (101), or the anti-terrorist hotline on 0800 789 321. For urgent concerns the DSL will contact the Police using 999.

### **Allegations against staff**

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded on an Incident record form. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (eg police) should be informed, and the School /Club will act upon their advice. Any telephone reports to the LADO will be followed up in writing within 48 hours.
- Following advice from the LADO; it may be necessary to suspend the member of staff pending full investigation of the allegation.
- If appropriate the School/ club will make a referral to the Disclosure and Barring Service.

# Behavioural management form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

**Before the incident: what led to the behaviour?**

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**During the incident: what did the pupil do?**

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**After the incident: what were the consequences of this behaviour?**

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**Additional comments**

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# Behavioural management observations review form

Name of pupil:		Year group:	
Name of key worker:		Date:	

**Do there appear to be any patterns triggering the pupil's behaviour?**

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**Are our existing management systems effective?**

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**What achievable targets could we implement for the pupil to work towards?**

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**What are the pupil's strengths?**

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**What effective strategies could we implement to help the pupil achieve their targets?**

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**Additional comments**

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