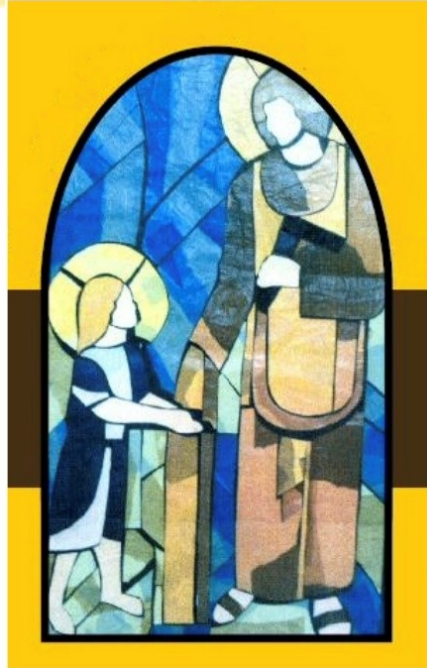


St Joseph's Catholic Primary

*We follow in St. Joseph's footsteps, building a community of love,
trust, respect and learning.*



Anti Bullying Policy

'Kind words, kind hands'

Reviewed by Samantha Golding (Head teacher)
February 2025

Approved by Governors Date:
Due for Review:

Designated Safeguarding Lead: Mrs Samantha Golding

Safeguarding Governor: Mrs Sheila Davis

Introduction from the Headteacher

At St Joseph's we provide an environment that aims to nurture and support our pupils enabling them to fulfil their potential both academically and spiritually. We want them to know how to be safe and feel safe, in and out of school. No form of bullying is ever tolerated, we are committed to preventing any incidents and dealing with them if they arise. Children are taught, through our curriculum, how to learn and get along together, and if they experience relational fallouts with their peers, how to speak out and seek support. All children can feel confident that if they report an incident of unwelcome behaviour it will be dealt with promptly and effectively. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We work with families and outside agencies where appropriate. All staff regularly receive trauma perceptive training. Pupils are encouraged to contribute their thoughts about school policies through School Council platforms. At St Joseph's our children develop an understanding of the diverse world around them and their place within it and are encouraged to celebrate differences in our compassionate and respectful school community.

This policy outlines what St Joseph's does to prevent and tackle bullying in any form.

St Joseph's is committed to providing an anti-bullying environment for all adults and pupils.

This policy links with other school policies and practices including:

Policy:	Why it links:
Behaviour and discipline	Includes details about behaviours and consequences
Child Protection	Includes information about child protection procedures and contextualised safeguarding
E-safety	Includes information about children's online behaviour and details about online bullying/cyber bullying

This policy is based on DfE guidance Preventing and Tackling Bullying July 2017 and supporting documents.

It considers the DfE statutory guidance Keeping Children Safe in Education 2022 and Sexual violence and sexual harassment between children in schools and colleges guidance.

The setting has also read Childnet's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools.

Links to Legislation:

- *Keeping Children Safe in Education (KCSIE)*
- *The Education and Inspection Act (2006, 2011)*
- *The Equality Act (2010)*
- *The Children Act (1989)*
- *Protection from Harassment Act (1997)*
- *The Malicious Communications Act (1988)*
- *Public Order Act (1986)*

Responsibilities:

This policy is developed to reflect the views of our school community. It is the responsibility of the Headteacher to communicate this policy through our website, staff briefings, student councils and governor meetings. The policy also applies to extra-curricular facilities, such as Breakfast Club and after school activities.

The Headteacher and Senior Leadership Team takes overall responsibility to ensure that disciplinary procedures are applied consistently, fairly and reasonably.

Governors take a lead role in monitoring and reviewing this policy.

External providers, such as the NSPCC, provide resources which support our Anti-Bullying provision eg The Speak Out, Stay Safe programme.

All staff, including governors, senior leadership, teaching and non-teaching staff, agree to support, uphold and implement this policy. Parents/carers are expected to support their children and work in partnership with the school. Pupils are expected to abide by the policy.

What is bullying and what does it look like?

At St Joseph's we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is recognised by the school as a form of abuse. We understand that it can impact children's emotional and social development. We recognise that it can create a barrier to learning and have consequences for mental wellbeing. We know it may not be confined to our school premises but could happen outside of school and online. We are committed to working with outside agencies where appropriate to tackle all forms of bullying. We offer support and guidance to pupils/ parents/carers who have experienced bullying whether it is in or out of

school or online. By effectively preventing and tackling bullying we provide a safe and disciplined environment where our pupils are able to learn and fulfil their potential.

There is no hierarchy of bullying – all forms of bullying are taken seriously and dealt with appropriately.

Bullying behaviour may include, but is not limited to:

<i>Physical</i>	<i>Pushing, poking, kicking, hitting, biting, punching etc</i>
<i>Verbal</i>	<i>Name calling, sarcasm, spreading rumours, making threats, teasing, belittling</i>
<i>Emotional</i>	<i>Isolating others, tormenting, hiding/ taking books or belongings, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulating, coercion</i>
<i>Sexual</i>	<i>Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate content eg images</i>
<i>Online/ Cyber</i>	<i>Posting on social media, sharing photos, sending nasty text messages, social exclusion</i>
<i>Indirect</i>	<i>Exploitation such as 'false friendships', criminal exploitation, sexual exploitation, radicalisation</i>
<i>Prejudice related</i>	<i>Derogatory/ discriminatory language or behaviour including that which is racist, homophobic, biphobia, transphobic and disablist in nature. This may be directed towards others because of their nationality, race, ethnicity; because of their sexuality or perceived sexuality such as gay, lesbian, bisexual or trans or have a friend/ parent carer who is or because they have a physical or learning disability.</i>

Our School Community monitors and reviews our anti-bullying policy and practice on a regular basis. Staff are supported to promote positive relationships to help prevent bullying. We are aware some members of our community may be more vulnerable to bullying and its impact than others, this may include SEND pupils. This awareness helps us develop effective strategies to prevent incidents and provide appropriate support when necessary. Intervention by identifying and tackling bullying behaviour ensures incidents are dealt with promptly and appropriately. Our pupils know that bullying concerns will be handled sensitively and effectively so they feel

safe to learn. We recognise the potential impact of bullying on the wider family so work in partnership with parents/ carers regarding all reported incidents and seek to keep them informed at all stages. Grievances in relation to the school's response to bullying will be dealt with promptly in line with our complaints procedure. We seek to learn from good examples of anti-bullying practice elsewhere. Support is sought from the Local Authority and other relevant organisations when appropriate.

Pupils, including bystanders/ witnesses reporting a concern

We ask that all pupils report concerns of bullying behaviour to a member of staff. Our children know that all school staff are trusted adults and we regularly refer to "trusted adults" in class and assemblies to remind them who they can report concerns to. We want pupils and their parents/carers, staff and visitors to know their concern will be taken seriously. We remain committed to supporting and safeguarding all children including the target, the alleged perpetrator and any bystanders or witnesses of a bullying behaviour, as well as the wider school community.

What happens when an incident is reported?

- The member of staff will listen to the pupil or parent and make an initial note of their concerns.
- Next steps will be discussed and the pupil and/or parent will be reassured that they will be supported.
- The member of staff will then complete a bullying report form (Appendix 1) and alert the school's Designated Safeguarding Lead.
- The DSL / deputy will assess if the pupil is at risk and further investigate the incident.
- The DSL or Deputy will interview all parties involved (the target, the alleged perpetrator, bystanders or witnesses).
- The DSL or Deputy will speak with and inform other staff members where appropriate.
- Parents/carers of all parties will be informed about the concern and action will be taken in line with child protection, behaviour policies.
- Sanctions in line with the behaviour policy will be implemented in consultation with all parties.
- If necessary, other agencies will be consulted or involved eg Police if a criminal offence has been committed, or other local services including early help or children's social care, if the child is thought to be at risk of significant harm.
- Where the bullying has taken place off site (including cyberbullying) or outside of school hours, the school will ensure the concern is investigated, if necessary in collaboration with other schools.

- Appropriate action will be taken, including providing support (for all parties) and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A concise account of bullying incidents will be recorded by the school in line with existing procedures. This includes reporting details concerning decisions and action taken.
- Alternative provision for children that may find it difficult to directly report a concern is available through a "Worry Box" system which is processed as above.
- If a reported incident is not deemed to be bullying but a relational conflict, school staff will support the pupils involved to resolve any concerns. We understand that not all relational conflict leads to bullying, but we are also aware that occasionally it can, so we are mindful that bad feelings or relationship problems that are unaddressed can be the start of a pattern of behaviour and seek to support pupils at the earliest opportunity. Usually, following a relational conflict pupils may feel remorse or regret and there is a general willingness to make things right. At St Joseph's we encourage our children to resolve issues and support is always on hand to facilitate this process.

Parents/carers:

We understand that it can be difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is the alleged perpetrator of bullying. We ask that any concerns of this nature are passed directly to a member of school staff, rather than discussing them with other members of the school community in person or online. Initially, concerns can be expressed to the class teacher who may ask to schedule a meeting to discuss concerns in more detail. Following discussion the teacher will issue a report of the meeting and alert other relevant members of staff where necessary eg DSL or Deputy of the outcome. The DSL will always be informed if the report is deemed urgent or if a pupil may be at risk. We will endeavour to ensure all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean that on occasion we cannot provide or share information. We will take steps to ensure parents are aware that we do not tolerate any form of bullying. Key information about bullying (including policies and named contacts) is available to all parents/carers in a variety of formats, including our website. Ensure all parents know about our complaints procedure, and how to use it to raise concerns appropriately.

Cyberbullying:

- When responding to cyberbullying concerns the school will act promptly when an incident is reported or identified.

- Support will be provided for the person who has been targeted and with the perpetrator to ensure this does not happen again.
- Encourage the targeted pupil to keep any evidence eg screenshots of the activity to assist investigation.
- Take any available steps to identify the responsible person when possible – such as looking at school systems, identifying and interviewing possible witnesses, contacting the service provider and, if necessary, the police .
- Work with individuals and online service providers to prevent the incident from spreading and assist in the removal of offensive/ upsetting material. This may involve reporting to a service provider with support reports to remove content if those involved cannot be identified or refuse or are unable to delete content.
- Confiscation and searching pupil's electronic devices (in accordance with the law and the school searching and confiscation protocols as outlined in the school behaviour policy)
- Requesting the deletion of locally-held and posted online content if school behaviour policy is contravened.
- Ensure sanctions are applied to the person responsible for cyberbullying and take steps to change the attitude and behaviour through accessing any additional help and support required.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online – such as advising those targeted not to retaliate or reply, how to block or remove people from contact lists and help those involved to be aware of what information they may have in the public domain.
- Inform the person that raised the concern when action has been taken with due regard to GDPR.
- Implement a range of follow-up support as appropriate to the situation eg solution focused meeting, restorative work, group work with the wider school community.
- Monitor the effectiveness of actions taken.

Our school keeps records of all reports of bullying. This information is used to identify trends and inform our school's preventative work. All reports of bullying are shared with the Local Governing Body.

How we support pupils:

- Reassurance and pastoral support.
- Opportunity to discuss the experience with class teacher, pastoral support, DSL or deputy or other member of staff.
- Being advised to keep a record of the bullying as evidence (with support if necessary) and discussion how to respond to concerns and build resilience.

- Working towards restoration of self-esteem and confidence.
- Ongoing support – eg staff check-ins, counselling, engaging with parents/carers.
- Working with the wider community and local/ national organisations to provide further specialist support or guidance, this could include Children and Young People's Mental Health providers etc.
- Those who have perpetrated bullying will be supported to discuss what happened, establish the concern and the need to change.
- Working with parents/ carers to help change the behaviour and attitude of the child.
- Provide education and support regarding their behaviour and actions.
- If online, requesting that content be removed and reporting accounts/ content to service provider.
- Sanctioning, in line with school behaviour policy which may include official warnings, detentions, removal of privileges including online access in the case of cyberbullying and fixed-term or permanent exclusion.
- Working with, where necessary, the wider community or local/ national organisations such as the police or Early Help.

Our school staff work closely with pupils and therefore may notice a change in behaviour or attitude that causes concern. If staff have any concerns about a pupil's welfare, or notice any behaviours that may indicate they are a target, or a perpetrator of bullying, they should act upon this immediately. We ask that staff report such concerns to the DSL/ deputy.

Visitors:

All visitors should be made aware of Child Protection and Safeguarding procedures and who any concerns should be reported to. If a visitor witnesses, or has been informed about, bullying behaviour they should pass that concern to the DSL or member of SLT.

How we support adults:

Bullying of adults, including staff and parents, whether by pupils, parents/carers or other staff members is unacceptable.

Adults that have been bullied will be supported by:

- An opportunity to discuss concerns with the DSL (Head Teacher), or a member of SLT.
- Advising them to keep a record as evidence and discussion about responding to concerns and building resilience, as appropriate.

- Where bullying occurs off site or out of hours (including online) the school will investigate the concern and ensure action is taken in line with behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider where the bullying has occurred online.
- Reassurance and appropriate support.
- Working with the wider community and local/national organisations to provide specialist advice or guidance.

Strategies for Preventing Bullying:

At St Joseph's, we are committed to the safety and welfare of all pupils and staff. We have developed the following strategies to actively promote positive behaviour. Throughout the academic year we review the effectiveness and variety of strategies so they may be expanded to address specific concerns and meet the needs of all members of our school community. Any issues identified will be incorporated into the school's action planning. The Headteacher will be informed of bullying concerns as appropriate. Incidents of bullying, and outcomes, will be reported by the Headteacher to the Local Governing Body on a regular basis.

Strategies we use include, but are not limited to:

- Our school ethos – Be Kind, Stay Safe, Show Respect.
- Active school councils with representatives across each class.
- Promoting diversity by celebrating our differences.
- Our RSHE curriculum for all year groups.
- Our specific curriculum inputs for online safety and cyberbullying.
- Pupil Voice opportunities.
- Regular staff training and development of all staff.
- Interaction with external agencies e.g NSPCC, Young Carers
- All staff model expected behaviour.
- Providing an environment which promotes a culture of mutual respect, dignity, consideration and care for others.
- Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children.
- Recognising the potential for SEN children to be disproportionately impacted by bullying and implementing additional pastoral support.
- Openly discussing differences between people that could motivate bullying such as different family situations, looked after children, young carers, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including “banter”) which does not uphold the school's values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology in a positive, responsible way.
- Celebrate success and achievements to promote and build a positive school ethos.
- Use a variety of techniques to resolve issues at the earliest stage.

Education and Training:

The school community will:

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including reporting and recording incidents.
- Collaborate with other educational settings as appropriate e.g at transition.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum e.g assemblies, displays, lessons, school councils.
- Ensure anti-bullying has a high profile throughout the year, reinforced with key opportunities such as anti-bullying week.
- Provide systematic opportunities for developing pupil's social and emotional skills building resilience and self-esteem.

We will involve pupils by:

- Regularly canvassing their views on the extent and nature of bullying behaviours.
- Involve pupils in policy writing and decision making to ensure they understand the school's approach and the part they play in preventing bullying.
- Ensure all pupils know how to express concerns.
- Ensure all pupils know about the range of sanctions which may be applied to perpetrators of bullying.
- Involve pupils in anti-bullying campaigns and embedded messages in the wider curriculum.
- Pupil voice providing pupil led education and support.
- Publicise the details of internal support as well as external sources, helplines and websites.
- Offering support to pupils who have been bullied, witnesses or bystanders and to those have bullied to address the problems they have.