St John's
Catholic Primary School

"Love one another, as I have loved you."

This policy is reviewed every 12 months.

Date of last review: March 2023

Introduction and Aims

At St John's R.C. Primary School, we are committed to working with children, staff, governors and parents/carers to create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

St John's R.C. Primary School is a caring, safe place where everyone is equal. Inspired by the Holy Spirit and guided by the teachings of Christ, we know, love and respect each other. In our school, we help each other to be the best that we can be. Everyone at St John's should be treated with respect and kindness.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At St John's R.C. Primary School, we expect our children to be:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful

- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their secondary school, workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

Bullying will not be tolerated in or outside of our school.

What is bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online."

- Anti-Bullying Alliance

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*- even when you tell them to stop or show them that you're upset—that's **BULLYING.**

Whether intended or not, hurtful behaviour must be challenged.

At St. John's RC Primary School, **we believe everybody has the right to feel safe, all of the time.**

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, schools must refer to the Equality Act 2010 and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:
- are in foster care or residential homes (Looked After Children)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative **use of body contact** to intentionally hurt others.
- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.
- Verbal harm – e.g. name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal,** to intentionally hurt others.
- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.
- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer.**

We acknowledge that some acts of bullying will constitute a criminal offence. In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyber bullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend St John's, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure effective action is initiated to address the bullying behaviour.

Support for staff who are bullied

St John's R.C. Primary School is clear that the bullying of staff, whether by pupils, parents or colleagues, is unacceptable. If anybody becomes aware of hurtful behaviour towards staff, they should inform the headteacher without delay.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:
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- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- At St John's R.C. Primary School, we have high expectations of behaviour which we promote through our 'Oath of St. John's' which is displayed in every classroom and around the school.
- RE lessons include opportunities for pupils to understand about how we are all unique and made in the image and likeness of God.
- The RSE programme of study includes opportunities for pupils to learn:
    o about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
    o the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
    o that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
    o that people sometimes behave differently online, including by pretending to be someone they are not.
    o that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values of equality and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.

- Staff are trained in Restorative Practice. Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours.
- Pupils are continually involved in developing school-wide Anti-Bullying initiatives through pupil voice.

Reporting – Roles and Responsibilities

Governors

The governing body have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Anti-Bullying Lead

The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.
In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at St. John's R.C. Primary School.

Staff (Teaching and Non-Teaching)/ Adult visitors

Staff

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At St John's, we believe that the behaviour we walk past is the behaviour we accept.

All adults at St John's should aim to:
- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the

children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At St John's R.C. Primary School works collaboratively with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters and our website.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher and then speak with the headteacher or another member of the Senior Leadership Team. If the concern remains, they should contact the Chair of Governors. If these discussions do not resolve the problem, a formal grievance or appeal process can be implemented.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

1. As it can be difficult to identify the bully and bullied in situations of conflict, staff will work through the 5 restorative steps.

The incident will be recorded on CPOMS without delay.

2. Should children continue to behave in a way that is hurtful to others, this will become a level 2 offence. Level 1 will be repeated and the child causing harm will be internally excluded to safeguard any children who have been harmed by their behaviour. The period of internal exclusion (for example, 1 or 2 days off the playground) will be decided by the headteacher.
Staff will offer support to any children who have been harmed and actions necessary to make sure they feel safe and reassured will be initiated – this may involve a restorative meeting that produces a written agreement between all children involved.

3. Should negative behaviours persist following internal exclusion or a serious behaviour incident, the child/children causing harm will be placed on a level 3 and the headteacher will take appropriate measures.
For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent/carer.

Safeguarding

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 Act 1989. Where this is the case,

school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or a disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school should request an emergency annual review.

Recording and Reporting

St John's R.C. Primary School records incidents of bullying on CPOMs and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the main office. Termly feedback is made available for governors via the headteacher's report.

Monitoring and Evaluation

The headteacher is responsible for reporting to the governing body (and the Local Authority/ Pope Francis Multi-Academy) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils.

This policy is reviewed every 12 months.

Date of last review: March 2023

The policy should be read in conjunction with:
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)