

ANTI BULLYING POLICY - Pupil

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

Physical	Kicking, hitting, pushing, and intimidating behaviour or interference with personal property - any use of violence
Direct or Indirect Verbal	name calling, sarcasm, spreading rumours, teasing
Emotional	being unfriendly, excluding someone from a social group, tormenting e.g. hiding books, threatening gestures
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, tablet, games consoles
Racial	racial taunts, graffiti, gestures
Sexual	physical contact or sexually abusive comments

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

Bullying can take place anywhere – in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.

St Joseph's Catholic Primary School seeks to be a place of acceptance, affirmation and justice. We believe bullying strikes at the very basis of these values and prevents children from reaching for excellence in every dimension of life. The children are entitled to receive their education free from humiliation, oppression and abuse. Bullying affects everyone, not just the bullies and the victims. It also affects those people who may witness violence, intimidation and the distress of the victims. It can damage the

atmosphere of a class and even the climate of the school. Bullying is the misuse of power, position or privilege. It is done to intimidate, coerce, and engender fear and to control.

This policy must be read in conjunction with our Positive Relationship, Physical Intervention, E-Safety, Peer Mediation Procedures and Child Protection Policy. Staff/adults anti-bullying procedures are covered in the Grievance and Disciplinary Policies.

POLICY AIM

The St. Joseph's Catholic Primary School's Anti Bullying Policy intends to develop a whole school approach to assist the community in the development of a school climate where:-

- ***Peace and forgiveness as core values of the Gospel are fostered as well as the school values - Christ is at the Center, Continuous improvement and consistency***
- ***We all have the right to feel safe all the time***
- ***Nothing is so bad that we cannot tell Someone about it***

We do this by:-

- defining bullying
- providing a safe, happy and positive learning environment for our children and staff
- supporting pupils, parents/carers and staff in dealing with bullying issues
- creating a supportive climate and breaking down the code of secrecy that can develop with regard to bullying
- ensuring that we develop a physical environment which can engender good behavioural patterns
- to set out procedures to deal with incidents in an appropriate manner;
- to support the rights and responsibilities of all in St. Joseph's Catholic Primary School.

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1. SUPPORTIVE DISCIPLINE

- following up disruptions later when the initial 'heat' has subsided
- encourage students to wherever possible focus on positive behaviour
- re-establish working relationships with a 'disciplined' child

- developing and maintaining a climate of respect in the classroom and throughout St Joseph's Catholic Primary School
- applying a team approach to solving discipline problems
- utilising internal resource (Peer Mediation) and external agencies e.g. Behavioural Support Team

2. IMPLEMENTATION

2.1 Staff

As staff work in the classrooms with the children, as they move around the school or when on playground duty, they will:-

- watch for any early signs of distress in the children
- report all incidents or suspected incidents in writing to a member of the Leadership Group
- offer the victim immediate support and help and ensure the victim is reassured at all times that the incident is being dealt with and their safety guaranteed
- use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other – e.g. the Personal, Social, and Health Education (PSHE) programme, assemblies.
- ensure that all accessible areas of the school have a staff member present at breaks and for ten minutes before and after the school day, and that any issues be passed on to the classroom teacher and member of the Leadership Group. Staff are also encouraged to document any occurrences in the Orange Monitoring File which is located in each class.

2.2 Children

The children will be encouraged to put into practice the Protective Behaviour themes in their dealings with others, and from this they will:-

- Report all incidents of bullying to a trusted member of staff or Peer Mediator
- Read a record of the incident, recorded by a member of the Leadership Group, both from the view of the child who is being bullied and from the view of the person who is responsible for the bullying
- Have both parties discuss the incident with either the teacher or member of the Leadership Group to discuss the details of the incident. A report will be written about this meeting and stored in headteacher class monitoring file.

2.3 Cyber Bullying

If a bullying incident directed at a child occurs using internet or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message, do not delete the message and to tell an adult.
2. Refer to relevant policies including E-Safety, Home School Agreement and PSHE

3. Secure and preserve any evidence
4. Inform the sender's internet service provider
5. Notify carers of all children involved in incident
6. Consider delivering a carer workshop for the school community
7. Consider informing the police depending on the severity or repetitious nature of offence
8. Inform the LA e-safety officer

If malicious or threatening comments are posted on an internet site about a pupil or member of staff.

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to Child Exploitation and Online Protection (CEOP) at www.ceop.police.uk
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

2.4 The No Blame Approach

Carers with any concerns about bullying should approach the class teacher/headteacher. Then following an investigation, a member of the Leadership Group will talk to both parties and undertake a process known as '**The No Blame Approach**'. This approach relies on the child who has been victimised being willing to show the person who is bullying them how the bullying makes them 'feel'. The approach uses this as a way to stop the bullying without laying blame on anyone. The emphasis is on making clear how bullying affects people and stopping any further occurrences.

- A member of the Leadership Group will contact the carers if appropriate and outline the approach.
- The member of the Leadership Group will outline the approach to the child and ask if they would be willing to try this method.
- **Feelings Meeting:** The child who has been bullied will meet with a member of the Leadership Group first and discuss how the incident of bullying made them feel
 - they will show this through the use of drawings, story, role play or just words
 - the member of the Leadership Group will ask who would they like to share their feelings with
 - it is emphasised that the member of the Leadership Group will be with the child at all times and at no stage will anyone be 'in trouble'
- Once identified, these children will be asked to join the meeting with the member of the Leadership Group and the child being bullied
 - they view the 'feelings' work and then discuss together how awful

- it must be to feel like this,
 - the member of the Leadership Group asks what can be done to help,
 - elicit three key ways we can make the person feel better list these on a separate sheet (See Appendix 2)
- state that over the next week they work on implementing key ideas
- the situation is reviewed in a week
 - if the child being bullied needs to see the member of the Leadership Group before this time indicate that this is alright
- review in a week with all parties and make plans to keep the situation monitored.
- All notes for the No Blame Approach are to be kept in a file in the headteacher's office.
- throughout the process both carers are kept informed as appropriate.
- If the bullying does continue or re-surfaces, and the perpetrators are the same as before, then they will begin on the School Flow Chart of Agreed Consequences at Step Six in our Positive Relationship Management Policy.

Policy drafted by Curriculum and Standards Committee.

Policy to be reviewed annually.

Policy to be the responsibility of the Curriculum and Standards Committee.

Approved by the Governing Body	
Chair of Governors signature	
Date	
Review date	Autumn 2019

APPENDIX 1

THE NO-BLAME APPROACH

These steps have proved to be very effective in stopping bullying recurring.

- Interviewing victim - not to question fine details of incidents but to talk about how they feel, and who else is involved.
- Convene a 'Feelings Meeting' with people involved - include some bystanders or colluders.
- Explain the problems - to tell them about the way the victim is feeling (not to discuss details of incident or allocate blame).
- Share responsibility - encourage the group to take responsibility and do something about it.
- Ask for ideas - about how to make "victim" feel happier from each member of the group;
- Leave it up to them - end the meeting by passing over responsibility to the group to solve the problem. Arrange to meet again to see how things are going.
- Meet them again - a week or so later to see how things are going. Also check with the victim - monitor the progress and keep the pupils involved and informed.
- Sanctions against a "bully" (or bullies) may be appropriate in accordance with wider school policies and "previous record" of pupils involved, repeated anti-social behaviour (not responding to "no blame" approach) OR incident or significant violence or unlawful behaviour. These might include :
 - verbal warning
 - detentions
 - letter home
 - exclusion
- However, changing bullying behaviour is unlikely to be achieved through sanctions alone. Sanctions may also produce resentment which will further endanger "the victim". Therefore, also follow up sanctions by regularly checking with victim **and** bully about "how things are going". Record the response, where appropriate, and make any further input as necessary.

REMEMBER "No Blame" does not mean "No Action"

APPENDIX 2

NO BLAME APPROACH

Dear _____

As discussed because of the following behaviours:-

_____ has been placed on an No Blame Approach.

The agreed strategies are:-

- 1.
2. .
- 3.

We will review _____ behaviour in _____
days.

Carers Teacher Child Headteacher