

Saint Joseph's Catholic Primary Voluntary Academy.



Anti-Bullying Policy

October 2012
Reviewed January 2015
Update January 2018
Update July 2020

Anti-Bullying

Throughout this policy the terms school and academy are interchangeable.

Date	Review Date	Coordinators	Nominated Governor
July 2020	July 2022	Safeguarding – E. McCullagh, R. Wilding	Safeguarding R. Colley

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves

Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups

Aims & Objectives

- To develop a school environment that is both safe and secure for all pupils.
- To show commitment that bullying is wrong and against the ethos and mission statement of St Joseph's
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.
- To ensure both parents and children understand exactly what is meant by bullying
- To ensure a consistent school response to any incidents of bullying

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- delegated powers and responsibilities to the Head teacher to eliminate all forms of bullying and to keep records of all incidents of bullying;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

Under Section 157 of the Education and Inspections Act 2006 the Head teacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Head teacher will:

- implement this policy;
- build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils.
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure that all pupils understand that bullying is wrong through PSHE and school assemblies;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying;
- keep records of all incidents of bullying;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of the SLT

The coordinators will:

- lead the development of this policy throughout the school;
- work closely with the Head of Academy or Executive head teacher;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;

Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying through PSHE;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Identifying Bullying

Identifying bullying is not easy and some children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include: this does not mean children displaying these signs are being bullied.

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Procedure

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in Appendix A, together with a copy of the incident form.

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about Internet safety. See e-safety policy

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school mission statement;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Head teacher or a senior teacher.

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school mission statement

Incidents

- All reported incidents are investigated and dealt with.
- Parents are informed of all events and what actions have been taken.
- Records will be kept of all incidents and their outcomes.

Support Mechanisms

- Support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- communications with home such as newsletters and texts to parents

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or when the need arises) by the Head of Academy or Executive head teacher or a senior teacher and the necessary recommendations for improvement will be made to the Governors.

Headteacher	<i>E. McCallagh</i>	Date:	November 2021
Chair of Governing Body:	<i>R. Mellows</i>	Date:	November 2021

Appendix A - Procedure for dealing with Bullying

1. Once the behaviour is identified as bullying the incident should be reported to either the Head teacher /a senior member of staff / DDSL, Safeguarding officer.
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling from the pastoral support worker in school or Faith in Families Worker if necessary to address that behaviour.
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached
6. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
7. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
8. Serious or prolonged bullying could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - lunchtime detention
 - withholding participation in school trips or sports events that are not an essential part of the curriculum
 - removal from a particular lesson or peer group
 - temporary removal from the class
 - fixed term exclusion
 - permanent exclusion
9. A written record should be made of every incident of bullying using CPOMS. This should include exactly what happened, what action was taken, when the parents were informed and how the incident was followed up. The CPOMS recording should be made no more than 3 hours after the incident taking place.
10. All homophobic and racist bullying will be reported to the school governing body.
11. While we are aware that it is very difficult to investigate cyber bullying that has happened out of school, we will always endeavor to do so when/of we become aware that it has happened, we will do this using the procedure for dealing with bullying, above. Parents will always be contacted on these occasions and will be encouraged to take an active part in solving the bullying by monitoring use of internet closely at home

Saint Joseph's Catholic Primary Voluntary Academy

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti- Bullying	✓			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
E. McCullagh	July 2020	R. Colley	July 2020