

St. Joseph's Catholic Infant School

Anti-Bullying Policy

2024



*I am special in
God's eyes*

We are a **HAPPY** school, we are a **LOVING** school.

We are all
SPECIAL IN GOD'S EYES.

We **LOVE** to **LEARN TOGETHER**

When we make mistakes
WE ALL LEARN.

I am special in God's eyes

We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special

"Do not be afraid for I have redeemed you;

*I have called you by your name,
you are mine.*

*Because you are precious in my eyes,
because you are honoured and I love you."*

Isaiah 43 : 2-5

Introduction

At St Joseph's Catholic Infant School every effort will be made to provide a safe and secure environment where all pupils can develop knowledge, skills and confidence. To this end we totally reject all forms of bullying. We take seriously any signs of distress caused by bullying and are determined to deal with incidents of bullying efficiently, effectively and consistently.

In response to our mission statement we take seriously our responsibility to respect each member of our community and to ensure equality of opportunity and esteem for all. We seek to develop a positive attitude to the cultural diversity of our school community.

Regular opportunities will be found to consider issues related to bullying and to reinforce the school Anti-Bullying Policy.

We do this through:

Religious Education
Assemblies
PSHE
School Council

Bullying is seen as deliberate behaviour, usually persistent, which has the intention of intimidating another person. The act of bullying may be physical, psychological, verbal or a combination of these.

All staff have a duty to respond to any issues of bullying they witness or that are brought to their attention.

Statement of Intent

Our vision is to challenge our pupils to achieve through high standards of teaching, learning and behaviour. High standards equally apply to our Breakfast and After School provision. Our Anti-Bullying Policy supports this ideal by:

- promoting respect and tolerance for each other
- helping pupils towards an understanding of what is right and wrong
- supporting everyone in forming good relationships with adults and peers.

We believe in tackling incidents of bullying by creating a safe, inclusive environment. This involves acknowledging and valuing the feelings of all.

Bullying is wrong and damages individual children. At St Joseph's we therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We are aware that it is a possibility that bullying behaviour may be used by an adult and we will follow child protection procedures where appropriate (See Safeguarding Children Policy and Child Protection Procedures).

Aims and Objectives

The aim of our Anti-Bullying Policy is to:

- clarify for pupils and staff what bullying is and that it is always unacceptable
- provide a secure, stimulating, positive, mutually respectful and inclusive environment for learning
- involve the whole staff in the planning, discussion and dissemination of any work related to anti-bullying
- have in place an anti-bullying support system, that all staff understand and that is available to all pupils
- apply the policy consistently
- Clarify what a prejudice-related incident is

At St Joseph's school we follow the advice given by the DfE. We also seek advice and support from Bucks Safeguarding Children's Board (BSCB) as well as the Education Psychology Service, the County Attendance Team and our local Pupil Referral Unit.

Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, happens on a regular basis as part of a pattern of behaviour and can continue for a long period of time. It always reflects the abuse of power, with one (or more) persons a victim and the other, a bully, dominance of the powerful over the powerless. Bullying can take place in school, out of school, online or text messaging (also known as cyber bullying). It is important to distinguish between bullying

behaviour, which is usually deliberate and planned, and behaviour which although unacceptable, can be related to immaturity and a child's stage of development rather than a pre-meditated or pre-planned act.

What is a prejudice-related incident?

The working definition, which has been adopted by the police and government is as follows:

'A prejudice-related incident is any incident which is perceived to be prejudice related by the victim or any other person'. There is a cross-over between prejudice related incidents and bullying, but they are also distinct; not all incidents of bullying will be prejudice related incidents and not all prejudice-related incidents will involve bullying, but all such incidents should be recorded and reported on CPOMS.

Please see our 'Procedures for dealing with prejudice-related incidents' document (appendix 1).

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- has unexplained cuts or bruises
- is bullying other children or siblings
- changes behaviour for no apparent reason
- is more or less emotional than usual

Practice and Procedures

A. What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour, and by being clear across the school that we follow School Rules.

Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. 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. Activities are used that praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Encouragement to tell

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, know that they will be listened to, and that appropriate action will be taken. Everyone must know that not telling means bullying may continue. Pupils should be encouraged to tell their teacher, a teaching assistant or the Learning Mentor. Incidents which are reported soonest are more likely to be resolved quickly.

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. Often the youngest children in our school let us know something is not right by changes in their behaviour that are out of character.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's wellbeing in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. In the first instance, the Learning Mentor or another adult in school will investigate when an allegation has been made.

We expect members of staff will:

- provide children with a framework of behaviour including class rules which supports the whole school Behaviour Policy
- behave in a respectful and caring manner to pupils and colleagues in order to help create a positive atmosphere
- provide children with good role models
- raise awareness of bullying through RE, stories, role-play, discussion, peer support, PSHE and Collective Worship
- through the Headteacher, keep the Local Academy Committee well informed regarding issues concerning behaviour management.

Parents/Carers

We expect parents and carers to:

- support the school to promote the values of our mission statement, happy, loving, learning together and learning through mistakes in the resolution of any incidents of bullying.
- be informed about who can be contacted if they have any concerns about bullying.
- in the first instance we recommend that parents talk to the their child's class teacher or senior leader.

B. Reacting to a specific incident

All incidents in or out of class should be investigated. Incidents clearly identified as bullying must be reported to a senior member of staff and recorded, and parents (of both the child behaving as a bully and the person bullied) should be informed of how it has been dealt with, following the investigation.

Dealing with an incident

Whenever a bullying incident is discovered we will go through a number of pre-arranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. Within the Catholic ethos of our school we will support all involved by:

- talking through the incident separately with each of the people involved
- investigating allegations, which may involve speaking to groups of children
- helping the targeted child to express their feelings
- talking to the child with bullying behaviours about their feelings
- talking about which rule(s) has/have been broken
- discussing strategies for making amends
- monitoring the situation

2. Sanctions may include:

- A Repair & Reflect session
- missing break or another activity
- call to parents or formal letter home from the Headteacher meeting with staff, parent and/or child

In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as the social services, the Primary Referral Unit and education psychologists.

3. This policy should be read in conjunction with the Safeguarding Children Policy and other child protection procedures.

The role of governors (Local Academy Committee)

The Local Academy Committee supports the Headteacher in all attempts to eliminate bullying from our school. The Local 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 Local Academy Committee monitors incidents of bullying that do occur, and reviews this policy annually.

The governors will:

- support the Head of School and the staff in the implementation of this policy
- be regularly informed on matters concerning anti-bullying
- regularly monitor incident reports and actions taken
- be aware of the effectiveness of this policy.

The role of the Headteacher

It is the responsibility of the Head Teacher to ensure implementation of the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and sufficiently trained to implement it.

The role of staff

All staff, including Care Club staff and Lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. Staff are required to follow the Anti-Bullying Policy.

The role of parents

Parents 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 invited to share their views about a range of school issues, including bullying in class discussions e.g. circle time or after lunch. This helps us to identify areas of concerns and patterns of behaviour in our school that we can address. It also helps us know when we are getting things right.

Monitoring and Review

The implementation and effectiveness of this policy is monitored regularly by the Headteacher and the Local Academy Committee.

This policy is reviewed annually.

Date: September 2024

Review Date: September 2025

Appendix A

Prejudice-Related Incident Procedure

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.

Incidents amongst pupils

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

- Find out what they can from the pupil(s) involved.
- The incident should be logged on CPOMS, by the member of staff who first becomes aware of it.
- Incidents should be ranked on the following scale and this should be noted alongside the report:

Prejudice-Related Incident scale (PRI scale)

1 No offence was intended or taken.

2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.

3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.

4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

- The Learning Mentor will investigate incidents at Level 2 or above.
- If the incident is at Level 3 or above it needs to be investigated immediately, the Learning Mentor will discuss next steps with the headteacher/deputy headteacher.
- It will be decided as to whether restorative justice/timeout or another form of education or consequence is best for the perpetrator.

- All incidents and consequences are to be reported to parents/carers.
- The CPOMs record form will be updated by a DSL.

Pupils should be made aware of this procedure through circle time and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.

Worry boxes and the worries email address are available for pupils who do not want to speak directly to a member of staff.

Meetings are held regularly to discuss incidents and children that may require behaviour contracts or other interventions.

Incidents perpetrated by staff members

All incidents should be reported to the Headteacher or Deputy Headteacher immediately. The incident will be logged and investigated by the Headteacher.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.

We will revisit the procedure termly to ensure that all elements are working positively and amend practices as necessary.

If any part of this procedure needs further clarification, please see a member of the leadership team.

Appendix B

GUIDELINES FOR PREVENTING BULLYING

The nature of bullying means that it often takes place "secretly" in places where supervision is not constant e.g. toilets, cloakroom areas, less visible areas in the playground or out of earshot of teachers and other adults. This means that everyone needs to be vigilant:

- Check toilets as you go by
- Check cloakroom areas, particularly at play and lunchtimes
- Listen to the children
- Observe the children's behaviour and friendship patterns
- Never ignore aggressive behaviour - to ignore it is to condone it!

The sort of atmosphere that we want in our school is characterised by kindness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

In order to prevent bullying, everyone must:

- Remind the children of the rules for acceptable behaviour. Our school rules are drawn up by the children and teachers and are displayed around the classrooms and school.
- Tell the children that bullying (verbal or physical) is not tolerated in this school. Everyone is expected to ensure that it does not happen and has the responsibility to tell - it is not telling tales.
- Encourage the children to discuss bullying in class, what it is, what can be done etc.
- If necessary, break up the group dynamics by assigning places in the classroom.
- Teach children to be assertive. Differences should be acceptable and never a cause for bullying.
- Deal with bullying and intimidation immediately. Sorting it out is the responsibility of adults.
- Report all incidents or suspected incidents of bullying

If you come across bullying, what can you do?

- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s); don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim(s) point of view
- Follow the policy

Involve others:

Ensure the people who need to be made aware have been
SLT/Parents/Headteacher

Glossary of Terms

Protected Characteristics - It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics.

You are protected under the Equality Act 2010 from these types of discrimination.