

St Joseph's Anti Bullying Policy

Our Mission Statement

St Joseph's Catholic Primary School is a welcoming, Christ centred community where God's love is present in all that we think, say and do.

Our school is a safe, supportive, happy place where every child is cherished, respected and valued equally. We inspire and guide each other to be the best that we can be.

Through Christ's love we embrace our sense of community, our faith, our children, our families and our opportunities to learn.

"Aspire not to have more, but to be more" -

Blessed Archbishop Oscar Romero

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach at St Joseph's is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents. The anti bullying policy takes its place within the general aims of the school. It has close links to Child Protection, Behaviour, Anti-racism and PSHE policies. St Joseph's Primary School's definition of bullying is: Bullying is on going, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). Bullying may be by one person or a group.

St Joseph's Primary School Procedure: The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- deal with the issue immediately.
- complete an incident form (completed by teacher – given to HT and recorded on the schools secure online record keeping system.)
- record all suspected bullying on online log; this is a confidential document, which can only be accessed by the Headteacher (or Deputy Headteacher); governors receive and discuss an anonymised record of bullying incidents in order to investigate patterns.

- investigate suspected bullying; after investigation, state whether this is agreed bullying or an isolated incident of poor behaviour; isolated incidents of poor behaviour are still dealt with in line with our behaviour policy. If it is agreed that bullying has taken place, we will:
 - deal with the issue immediately.
 - record further information in bullying log; note actions taken and monitoring strategies
 - inform parents of harmed and harmer
 - Consistently use Restorative Conference procedures with harmed and harmer and use Think Sheets
 - provide counselling and support for the victim of the bullying (harmed); talk to the harmed child; explain why the action of the harmer was wrong
 - endeavour to help the harmer change their behaviour in future. If the incidents persist and are causing a health and safety/safeguarding issue we will:
 - Consider contacting external support agencies such as the social services where these initial discussions have proven ineffective
 - Consider instigating exclusion procedures
 - Annual Anti bullying week.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying
 - Children participate in role-play work in class as part of the school's Kidsafe program
 - Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature.
 - Our whole school reward system.
 - Good quality role models.
 - Adult modelling of appropriate response to a wide range of scenarios.
 - Children and parents have a good knowledge of the procedure/policy.
 - Children have a clear understanding of their rights and responsibilities.
 - E-safety frequently discussed and taught (see e-safety policy)
 - Use of Play Leaders, special friends etc.
 - Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

The role of governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body 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 Governing Body monitors patterns of bullying in order to ensure that policy and practice are effective. The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy. The confidentiality of records is maintained and names of pupils are not shared directly with Governors. If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body by writing to the Chairperson. Refer to the complaints policy for further detail.

The role of the Head Teacher

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (teaching and non-teaching) is aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports any incidents of bullying to the Governing body via the termly Headteacher report; the Headteacher reports about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is unacceptable behaviour. The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher leads the school in making our Mission Statement a reality, where we encourage the building of good relationships and friendship through respect, tolerance and understanding. The role of all staff all forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. Teachers are responsible for the recording of all incidents of bullying that happen in their class using CPOMS, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Headteacher who will inform their parents. The school also records incidents that occur near

the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying report this to the Headteacher who will record this. When any bullying taking place between members of a class, the teacher and Headteacher will deal with the issue immediately. All adults must follow up what they have said e.g. keeping an eye, follow up discussion etc. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school or feel ill regularly.
- Always take an active role in your child's education.
- Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously.
- If a child has bullied your child, please do not approach that child or their parents or involve an older child to deal with the bully. Inform school immediately who will deal with it following school policy.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
 - Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
 - Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
 - If you are dissatisfied with the way the school has dealt with a bullying incident, you should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, you should contact the Headteacher. If you are still concerned, you should contact the

Governing Body via the Chair of Governors (Mr Ged Lawrenson) or through another known Governor.

The role of children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way that will end the bullying and will not make things worse for you.
- Use the listening boxes to communicate your concerns with adults in school. What do you do if you Know Someone Is Being Bullied?
- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
 - Tell an adult immediately or write your concern and put it in a listening box.
- Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

RESTORATIVE CONFERENCES When agreed bullying has been observed or reported the following steps will be taken:

Step 1 Meet with the victim Where bullying has occurred the victim will be asked what has happened and the feelings of the person concerned. The names of those involved need to be disclosed.

Step 2

Hold a meeting with those involved. A meeting will take place with those involved who will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of 6 to 8 usually works best.

Step 3

Explain the problem. The children are told about the way that the victim is feeling and a piece of writing or drawing might be used to emphasise their distress. The details of an incident are not discussed and blame is not allocated.

Step 4

Share responsibility Blame is not attributed but the group are told that they are responsible and that they can do something about it.

Step 5

Ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given but promises of improved behaviour are not extracted.

Step 6

Leave it up to them the meeting is ended with responsibility being passed over to the group to solve the problem. Agreement is reached about meeting again to see how things are going. At some point between steps 1 and 6 a decision will be taken to inform parents and this will vary according to the nature of the problem.

Step 7

Meet again About 1 week later each person is asked again how things are going. This allows the situation to be monitored and keeps the pupils involved in the process. This may continue as required. This is noted in the victim and bully's behaviour log.

Monitoring and review

The anti-bullying policy is monitored continuously by the Headteacher, who reports to Governors on request about the effectiveness of the policy. The policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's log of bullying incidents and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. The anti-bullying policy will be

reviewed in accordance with the school's review cycle, or earlier if necessary.

Glossary

Bully (Harmer) a person or group behaving in a way which might meet the needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by this behaviour.

Victim (Harmed) a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, or ability to counteract or stop the harmful behaviour.

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it. Schools are now required to comply with the new Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003,

and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

Confiscation of inappropriate items (includes statutory guidance)

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
 - Power to search without consent for 'prohibited items' including
 - Knives and weapons
 - Alcohol or Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers or Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules, which has been identified in the rules as an item that may be searched for: Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Power to use reasonable force (non-statutory advice)

- Teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.
- When considering the use of reasonable force we acknowledge the legal duty to make reasonable adjustments for disabled pupils and pupils

with special educational needs (SEN). • Schools do not require parental consent to use reasonable force on a pupil.

- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed. • Schools generally use force to control pupils and to restrain them.

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Roles and Responsibilities

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The Governing Body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The Local Authority may also

prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself. Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or Local Authority may ask them to sign a parenting contract or may apply for a court imposed parenting order. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school Governing Body or the Local Authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

School support systems The Headteacher in partnership with outside agencies help families who have concerns managing the behaviour of their child(ren). The SENCO assists the Headteacher in liaising with IDSS, Educational Psychologist and/or Golden Hill short stay unit outreach team, to support individual pupils with an I.E.P. or I.B.P. for social and emotional difficulties. The Headteacher will always consult the Local Authority's exclusion service where a child's behaviour is resulting in increasing concern and may warrant a temporary or possibly lead to a permanent exclusion. Multi-agency meetings and TAC meetings will be called for an individual child whose behaviour warrants the creation of a CAF and liaison with outside agencies. This may be part of the process in obtaining an EHCP (Educational Health Care Plan) or ensuring that agencies work to support the child and family whose needs are affecting the learning of the individual child or other pupils in school. Our school will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the Safeguarding Policy will be consulted. We will consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment will be considered. Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Headteachers may also choose to include reference to when and how this power might be used.

Consultation, monitoring and evaluation

All staff and the governors on the Standards and Effectiveness Governors sub-committee have been included in the writing of this policy (based on the LCC model). This policy is next due for revision January 2018.

Complaints Procedure

The school has a complaints procedure that is based on guidance from the local authority. In essence:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Other Policies Relevant to the Anti Bullying Policy include: School Behaviour Policy, Single Equalities Policy ,Online Safety policy, Special Educational Needs, Child Protection Policy, PHSE Policy, Care and control Policy Confidentiality Policy .

Reviewed 7.09.21

C A Gili-Ross

Headteacher

Nicola Tucker

Chair of SEC