

St. Joseph & St. Bede R.C. Primary School



Anti-Bullying and Inclusion Policy

With **Christ** at the centre, our *Dream* is for **greatness** in our learning, to *Believe* in our **unique talents**, to be Guardians of **life & creation** and to *Achieve* a **better world**, by **living life to the full.**

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Introduction

At St Joseph and St Bede R.C Primary School, we are aware that pupils may be bullied in any school or setting and we recognise that preventing, raising awareness and consistency responding to any case of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy outlines what St Joseph and St Bede R.C Primary School will do to prevent and tackle all forms of bullying. As a school, we are committed to developing an anti-bullying culture where the bullying of adults, children and young people is not tolerated in any form.

Inclusion

St Joseph and St Bede is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We make this a reality through the attention that we pay to the different groups of children within our school:

- Girls and boys
- Disadvantaged pupils (FSM, PPG)
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with disabilities or medical needs
- Higher attaining children
- Travellers;
- Asylum seekers.

Links with other school policies

This policy links with several school policies including:

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- Confidentiality Policy
- PSHE Policy
- Mobile Phone Policy
- SEND Policy

Responsibilities

It is the responsibility of the Head teacher to communicate this policy to the school community, to ensure that disciplinary measure is applied fairly, consistently and reasonably.

- Governors to take a lead role in monitoring and reviewing this policy.
- All staff members including: Governors, SLT, teaching and non-teaching staff to support and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.
(DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Types of Bullying

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying includes:

- Verbal – for example name-calling, taunting, mocking,
- Physical – for example kicking, hitting, pushing, taking belongings,
- Cyber Bullying – text messaging, sexting, upskirting, prank mobile calls and inappropriate use of social networking site
- Emotional – for example excluding people from social groups and spreading hurtful and untruthful rumours
- Causing physical or emotional damage (which may cause psychological damage) to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sexual orientation, gender, homophobia including bi-phobic and transphobic comments, disability and special educational needs or because a child is a looked after child or adopted or is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (DfE "Preventing and Tackling Bullying", July 2017)

When responding to cyber-bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyber-bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - o Looking at use of the school systems;
 - o Identifying and interviewing possible witnesses;
 - o Contacting the service provider and the police, if necessary.
- Ensure that sanctions are applied to the person responsible for the cyber-bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - o Advising those targeted not to retaliate or reply;
 - o Providing advice on blocking or removing people from contact lists;
 - o Helping those involved to think carefully about what private information they may have in the public domain.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher / Assistant Headteacher / DSL or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns. Safeguarding Monitor to be updated with the concerns. As much detail must be added to this (time, date, what the child has said/done), this will include recording appropriate details regarding decision and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have committed bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults

Adults who have been bullied or affected will be supported through the whole process.

- They will be offered opportunity to discuss the concern with a senior member of staff.
- Encourage them to keep a record of any bullying evidence.
- Reassure them and offer appropriate support.

Adults who have committed bullying will be helped by:

- Discussing what has happened with a senior member of staff to establish the concern.
- If bullying was online, request that the content is to be removed straight away.
- Establish if a concern has been raised and signposting to St Joseph and St Bede R.C Primary School complaints procedure. (See Complaints policy).
- Investigating disciplinary if required.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Environment

The whole school will:

- Create an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender or appearance related difference. This will be through PSHE lessons and through assemblies.
- Be encouraged to use technology, especially mobile phones and social media in a responsibly and positive way.
- Create 'safe spaces' (The Hive) for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school.

Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

This policy is monitored by the governing body and the senior leader team. It will be reviewed and adapted yearly