

St. John's C.E. Primary School



St. John's Vision statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16

Policy: Anti Bullying Policy

Reviewed: April 2023

Future Review: April 2025

Statement of Intent

This policy should be used in conjunction with the school policy for managing behaviour as well as other school policies linked to safeguarding. In St. John's our attitudes towards behaviour and discipline are rooted in the fact that every member of the school community is of equal importance in the eyes of God, we are therefore all responsible. St. John's encourages respect for others within a moral, spiritual and cultural context. The school's vision statement and core values underpin the Behaviour Policy, the Child Protection Policy and the Anti-Bullying Policy. We want our school to be a nurturing community and we encourage everyone to work together to achieve this for everyone in our school.

This vision statement is developed through:

- Collective Worship.
- PSHE.
- Citizenship.
- Religious Education
- Ongoing communication with all members of the school community

Our agreed core values of: FORGIVENESS, RESPECT, ENDURANCE, COMPASSION, JUSTICE and CONFIDENCE play a fundamental part in ensuring that everyone understands their responsibility within our school. We are committed to providing a happy, caring, friendly and welcoming environment for our pupils so they can learn in a secure and safe atmosphere. Bullying of any kind is unacceptable at St. John's. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Understanding what bullying is and strategies for dealing with bullying are taught across the school as appropriate to age. Our school ethos, policies and schemes of work for PHSE and Collective Worship closely support and guide appropriate and caring behaviour of everyone. At St. John's School, we have an agreed understanding of what bullying is. We recognise that bullying is the deliberate/premediated targeting of an individual using physical or mental abuse to cause harm and/or intimidation and distress **over a certain period**.

Bullying is defined as:

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a certain period
- It is difficult for those being bullied to defend themselves

With these 3 things in common bullying can verbally, physically or psychologically, hurt, intimidate or embarrass another person, often over a certain period.

Bullying can take many forms (please refer to Appendix 1) The main forms are:

- Emotional – excluding, tormenting (e.g. threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures, names
- Sexist – comments, gestures, actions or attention that is intended to hurt, offend or intimidate

- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

We recognise that bullying can occur anywhere.

Where bullying goes unchecked in schools:

- Children are unhappy; and they may feel unsafe;
- Children find it difficult to learn and achievement suffers;
- Children are provided with negative role models for adult life;
- Children are impoverished, morally, spiritually and culturally.

It must, therefore, be the aim of the school to become bully free. This document provides a framework for achieving this aim.

Why is it important to Respond to Bullying?

Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Our school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy on bullying, and what should be done if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Everyone will know that bullying will not be tolerated.

Signs and Symptoms

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:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. All incidents of bullying should be reported to the Head teacher or the Deputy Head teacher in her absence.
2. All reported incidents will be fully investigated and recorded in the anti-bullying log. In all cases they will ascertain whether they are a case of bullying or other behaviour issues which can be dealt with through the school's behaviour policy. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
3. In all cases of bullying, senior staff will record the incidents on the incident form
4. In all cases, parents of both the victim and the bully will be informed and will be asked to attend a meeting to discuss the problem.
5. The school will be proactive in supporting the victim and work with the bully (bullies) to support them in challenging their behaviour. This will be closely monitored.
6. If necessary and appropriate, police will be consulted.

The school will respond to the pupil who is bullied by:

- Actively listening to the child
- Offering support and strategies to deal with unwanted behaviours
- Protecting the child and ensuring their safety as and when necessary
- Involving parents
- Involving outside agencies to support the child as appropriate

The school will respond to the bully by:

- Ensuring that they recognise, take responsibility for and reflect on their behaviour/s and how it affects others
- Applying appropriate sanctions
- Guiding, supporting, advising and offering them strategies to change their behaviour
- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents

- Involving outside agencies when necessary

Outcomes

1. The bully (bullies) will be dealt with according to the severity of the bullying and consequences may take place in line with the school's behaviour policy and full parental involvement.
2. In serious cases, suspension or even exclusion will be considered in line with the school's behaviour policy.
3. If possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- Signing the home/school agreement
- Signing a behaviour contract
- Using the curriculum, particularly PSHE, to raise awareness and to have discussions about bullying and why it matters
- Through our positive behaviour policy ensure that every child and adult at our school feels happy, valued and is treated with respect
- The school council is pro-active in supporting the aims of this policy
- To ensure that all our pupils and staff are involved in developing and evaluating our vision statement, codes of conduct, school rules and behaviour policies
- Support the National Anti-bullying Campaign

Monitoring

As part of our monitoring strategy we will:

- Meet with pupils and give them regular opportunities to tell us if the policy is working from their point of view and if the school is responding to incidents.
- Review the effectiveness of the policy annually with governors, staff, pupils and parents.
- The head teacher will report on bullying incidents if any every half-term to the governors
- The Senior management Team will analyse the incidents recorded in the anti-bullying logbook to identify any patterns of behaviour or common themes.

'Bullying in any shape or form is totally unacceptable behaviour and pupils who participate in this are at risk of Exclusion.'

Anti-Bullying Campaign Unison

What is a bully?

- A bully can be a boy, a girl, a man or a woman.
- S/he hurts others, either physically, mentally or emotionally – often over a period of time.
- Often his/her actions will be without provocation.
- S/he will abuse power.

What is a victim?

- A victim can be a boy, a girl, a man or a woman.
- S/he is hurt, either physically, mentally or emotionally – as a result of the bullying behaviour of other.
- S/he may or may not behave in such a way as to provoke bullying behaviour in others.

N.B. We should be particularly sensitive to vulnerable children i.e. SEN, EAL, children who are new or who have a disability

Guidelines for Teachers

The teacher should meet the victim, focusing in particular on the effects of the bullying: the victim should be encouraged to express his/her feelings. Where the victim is clearly being provocative, the teacher may begin to develop strategies with him/her for reducing the level of provocation.

The teacher should then meet with the instigator/s and, rather than attempting to apportion blame, emphasises that there is a shared problem which the instigators can help to solve. In outlining the problem, the teacher should make it clear that the instigators are responsible for the victim's feelings and can do something about them.

The teacher and instigator/s should develop a shared action plan.

All parties should be encouraged to speak to the teacher on a regular basis to indicate the progress that is being made.

A formal review should take place after one week; and after that, the situation should continue to be monitored.

All incidents of bullying, together with the strategies employed for dealing with the problem should be carefully logged. Please see appendix 1 for the Recording Sheet

Parents should be involved at all stages.

Guidelines for dealing with incidents of bullying

For Teachers

Watch for early signs of distress in students – deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

Listen carefully to and record all incidents. Please ensure that the Head teacher is informed.

Offer the victim immediate support and help by putting the school's procedures into operation.

Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.

Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and the beginning and end of the day.

Use all the students as a positive resource in countering bullying and discuss the following advice with form groups. Students can also be used to help shy children and newcomers feel welcome and accepted. Sexual and racial harassment also need to be discussed and dealt with.

For students and teachers

The following points are an important part of a whole-school policy which uses all children and teachers in its anti-bullying campaign. These points should form the basis of tutor group discussions.

- When someone is being bullied or is in distress, take action.
- Watching and doing nothing can suggest support for the bullying.
- Students should inform a teacher immediately if they do not wish to become involved themselves.
- Only accept other people who do not bully others. Bullies will soon stop if they are socially excluded.
- Together, devise some ways of rewarding positive behaviour.

Appendix 1.

Categories of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem