



## Anti-bullying Policy

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| Author:              | C Dysart             | Owner:               |                      |
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## **Anti-Bullying at St John's**

At St. John's we strive to develop an inclusive Catholic community based on Christ, His teachings and based on love for ourselves and one another. Our aim is for all individuals, children, staff and visitors to have a positive experience at our school and feel valued, secure and confident. This policy and other school policies are rooted in our faith, Gospel and British Values.

At St John's we believe and follow four key tenets;

We love each other  
We always do our best  
We walk with Jesus  
We live our lives to the full

St John's is committed to providing a caring, friendly and safe environment for all the pupils so they can learn in a relaxed and secure atmosphere where Gospel values are paramount. Bullying affects everyone, not just the bullies and victims. It affects those children who watch and pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. 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. No one person or group, whether staff or pupil, should have to accept any form of bullying.

### **Aims:**

This policy gives clear guidance to staff, parents and pupils on the school's view of bullying, its strategy for preventing bullying, and how bullying-related incidents are managed.

It is important that the school has a clear written policy, where both pupils and parents/ guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly. The school has an Equal Opportunities, a Racial Equality policy and a Child-on-Child Procedures Policy which also supports the school's principles regarding equal opportunities. The Code of Conduct also refers to expected behaviour, which is supported by the Inclusive Behaviour Policy.

### **A Definition of Bullying**

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

- it is deliberately hurting someone either physically or emotionally
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves
- it is unprovoked

And can take the form of:

**Physical:** pushing, kicking, hitting, pinching or any use of violence.

**Verbal:** name calling, sarcasm, spreading rumours, teasing.

**Emotional:** excluding, tormenting (e.g. hiding books, threatening gestures) being unfriendly, racial taunts, graffiti and gestures.

**Sexual:** unwanted physical contact or abusive comments.

**Cyberbullying:** nasty texts, sharing photos, instant messaging, Facebook and other social networks, including online gaming.

**What does this look like in practice?**

What can you do, as a pupil, if you are being bullied?

*Remember that your silence is the bully's greatest weapon.*

- A) Tell yourself that you do not deserve to be bullied, and that it is wrong.
- B) Be proud of who you are. It is good to be individual.
- C) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- D) Stay with a group of friends/people.
- E) Be assertive – shout “No!”. Walk confidently away. Go straight to a teacher or member of staff.
- F) Fighting back may make things worse.
- G) Tell an adult as soon as you feel threatened by anyone's actions. They will be able to support you.

All members of staff will take you seriously and will try to deal with bullies in such a way to stop the bullying.

Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

**If you know someone is being bullied:**

- A) 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.
- B) If you feel you cannot get involved, tell an adult immediately. Teachers have a way of dealing with the bully without getting you into trouble.
- C) Do not be, or pretend to be, friends with the bully.

**As a parent:**

- A) Look for unusual behaviour in your child. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- B) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch was spent etc.
- C) If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- D) It is important that you advise your child not to fight back. It is one thing to stand up for themselves but to retaliate in the same way will only make things worse.
- E) Tell your child there is nothing wrong with them. It is not their fault that they are being bullied.
- F) Make sure your child is fully aware of the school's policy concerning bullying and that they should not be afraid to ask for help.

### **As a school**

- A) The school will be organised in such a way as to minimise opportunities for bullying.
- B) The RE and RSE programmes will be used to discuss aspects of bullying and the appropriate way to behave towards each other. This will be supported where appropriate in other lessons and assemblies.
- C) The school will deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- D) The school will retain its firm but fair behaviour structure.
- E) Teaching materials or equipment which give a bad or negative view of any group because of ethnic origin, disability or sex will not be used.
- F) Encourage pupils to treat everyone with respect and to form positive attitudes towards other people.
- G) Bullying will be treated as a serious offence and every possible action will be taken to eradicate it from the school.
- H) Teachers will model non-bullying behaviour; methods of teaching and control should not endorse bullying.
- I) Review the school policy and its degree of success on a regular basis.

### **Managing Bullying-related Incidents**

If bullying is reported to/seen by an adult within the school it will be taken seriously. The suspected victim, suspected bully and any witnesses will be spoken to in a non-threatening way. Help and support will be given as is appropriate to both the victims and the bullies.

The victim will be supported in the following ways:

- by offering them an immediate opportunity to talk about the experience with the class teacher, Year Leader, Assistant Headteacher, Deputy Headteacher or Headteacher
- informing the victim's parents/guardians if appropriate;
- by offering continuing support when the pupil feels it necessary;
- by getting the bully to change their behaviour.

The bully will be helped in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the bullies' parents/guardians if appropriate, and
- by continuing to support the bullies to amend their behaviours.

### **Procedures to be used in cases of bullying**

- A log of any incidents of verbal or physical abuse at any time will be logged via Arbor/CPOMS by the relevant member of staff. All incidents will be dealt with immediately.
- If further incident occurs involving any of the same children (as either victim or perpetrator), the situation will be reviewed by the class teacher and the appropriate senior leader will be informed.
- The situation will be investigated by the appropriate senior leader and a warning given to the perpetrator with any necessary restorative processes e.g., apologies, withdrawal of playtime with the teacher and/or the Year Leader.
- Parents may be invited to a meeting and be verbally informed by teacher and/or Year Leader to try and resolve.

- At any further incident parents will be informed in writing and parents of the perpetrator will be asked to a formal meeting with the Headteacher to help to resolve the situation.
- Should this not prevent any further incident then parents will be asked to supervise the child, offsite, for lunch times
- Suspension  
In cases of persistent bullying incidents, and where the other restorative process/strategies have been exhausted, the Children's Exclusion Services - Good Practice guidelines will be followed. Initially, any suspension will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent exclusion may be considered (in consultation with the Governing Body).

Special considerations need to be made for children with Special Educational Needs (SEN) e.g. for those on the Autistic Spectrum Disorder/Children in Care and children supported by a Social Worker. We recognise that for pupils with behaviour difficulties (including those registered Disabled and/or with a medically diagnosed condition) additional support is needed to ensure they are fully included in all aspects of school life. Positive reinforcement is essential.

### **Communication**

- At the end of each day, the class teacher will inform parents, of both the victim and perpetrator(s) of any incidents via a phone call. This will continue for as long as the child feels unsafe and will promote the home/school partnership and ensure that all parties have consistency
- The class teacher will be responsible for ensuring that MDMs have accurate information regarding ongoing issues of bullying and to enable them to gather daily updates.

### **Training and Support for Staff**

The school will ensure that staff receive training to help them provide the support both victims and bullies need. The RSE Co-ordinator will ensure that bullying appears within the PSHE programme in all years. It is important that from Day One everyone understands that bullying is not tolerated in the school and that everyone has the responsibility to tell – this is not telling tales. RSE lessons, as well as circle time, provide the ideal opportunity for discussion to take place. The RSE programme will teach the pupils to be assertive and that differences should be acceptable and never a cause for bullying.

# Behaviour Consequences

Following investigations, extreme breaches of the behaviour policy could result in a fixed term suspension or a permanent exclusion.

Continued and persistent breaking of the class/school rules

Damage to property

Assault on staff

Serious assault on a pupil

Repeated reports of bullying

Leaving school without permission

Racist and sexist remarks

Physical fighting

4

I will have an internal suspension with a member of the Senior Leadership Team. This means I will miss out on learning in class and being with my friends.

I will no longer be able to represent the school at events for a longer period of time.

I will not be able to be a leader within the school.

4

Continued persistent breaking of rules after class teacher report

Bullying—physical, verbal or online

Biting another person

Damage to property e.g. vandalism, swiping books, crumpling or tearing of book pages

Violent behaviour towards other children

Theft—including theft of food

Swearing at another person

Spitting to cause distress or upset to someone else

Leaving the classroom without permission

3

I will work in another classroom so that I can make the right choices and turn my behaviour around.

My parents will be invited into school to discuss my behaviours with a Year Leader.

I will report to my Year Leader daily for a period of time.

I will no longer be able to represent my school at events for a period of time.

3

Persistent breaking of the class or school rules (level 1 behaviours over a short period of time)

Graffiti

Play fighting or rough behaviour in and out of class

Lack of respect to adults

Swearing out loud but not at someone directly

Spitting

Spoiling someone's work

Taking someone's property

Refusing to complete work

Stopping others from learning persistently

2

I will complete restorative tasks during my play or lunch time.

I will lose all of my play time.

I will lose all of my lunch time.

My parents will be invited in to meet with my teacher.

I will be on daily teacher report for a period of time to turn my behaviour choices around.

2

Calling out or constantly chatting in class

Stopping others from learning

Not following the instructions that have been given

Using resources or equipment inappropriately

Not co-operating or sharing with others

Interrupting the class teacher or adult

Running along corridors

Lack of respect towards others

Graffiti (easily removed and inoffensive)

1

The adult will quietly remind me of the rules.

The adult will give me another cue to change my behaviour.

The adult will verbally warn me of what will happen next.

I will be moved to a different place in the classroom.

This is my last chance.

I will lose some of my play or lunch

1

## Behaviour Levels

| Level 1<br>Class teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Level 2<br>Class teacher & Tag Year Leader on CPOMs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Level 3<br>Year Leader & Tag Phase Leader on CPOMs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Level 4<br>SLT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <u><b>Behaviour Examples</b></u> <ul style="list-style-type: none"> <li>Constant chatting or calling out</li> <li>Stopping other children from learning</li> <li>Unfinished/unacceptable work due to timewasting</li> <li>Displaying uncooperative behaviours (not following instructions that have been given)</li> <li>Using resources inappropriately or making the wrong choice (Misuse of school equipment)</li> <li>Not sharing/cooperating with a peer or adult</li> <li>Interrupting class teacher or other adult</li> <li>Running along corridors</li> <li>Minor playground issues (friendship falling out)</li> <li>Lack of respect e.g. eye rolling, tutting</li> <li>Inappropriate behaviour at lunchtime (responding rudely towards a staff member or child)</li> </ul>                         | <u><b>Behaviour Examples</b></u> <ul style="list-style-type: none"> <li><b>Repeated level 1 behaviours after prior warnings/consequence</b> (persistent breaking of the class rules/deliberately breaking school rules)</li> <li>Graffiti (e.g. writing on books, doodling on book covers/desks)</li> <li>Play fighting/rough playground behaviour</li> <li>Lack of respect to adults- e.g. blatant refusal to do what is being asked or to follow a rule</li> <li>Bad language (swearing – out loud but not at; context is key)</li> <li>Spitting</li> <li>Spoiling other people's work</li> <li>Taking other people's property without asking e.g. rubber, ruler, pencil</li> <li>Frequently avoiding 'in -seat' work</li> <li>Persistently refusing to work</li> <li>Repeated antagonistic behaviour</li> <li>Deliberately stopping other children learning</li> <li>Misuse of toilet areas/cloakrooms</li> <li>Frequent inappropriate behaviour at lunch time</li> </ul> | <u><b>Behaviour Examples</b></u> <ul style="list-style-type: none"> <li>Repeated Level 2 behaviours</li> <li>Bullying – physical, verbal, online (Persistently and deliberately hurting another child (body or feelings))</li> <li>Biting (consider age appropriateness/SEN)</li> <li>Small scale destruction of property including vandalism, swiping books, crumpling book pages</li> <li>Violent behaviour towards other children</li> <li>Theft – including theft of food e.g. clothing, book</li> <li>Vandalism (e.g. walls, chairs)</li> <li>Leaving the classroom without permission</li> <li>Swearing (at)</li> <li>Spitting to cause distress, upset or harm (e.g. into someone's food on purpose)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u><b>Behaviour Examples</b></u><br><u><b>Extreme behaviours</b></u><br><u><b>One offs or regular</b></u> <ul style="list-style-type: none"> <li>Repeated level 3 behaviours</li> <li>Racist/sexist remarks</li> <li>Continuous/repetitive reports of bullying</li> <li>Physical fighting with intent to harm</li> <li>Large Scale Destructive behaviours – destroying school resources or other children's work (ripping down of wall displays, tipping over of tables, throwing chairs, smashing windows)</li> <li>Extremely violent behaviour resulting in injury</li> <li>Inappropriate and dangerous items in school (knives, vapes)</li> <li>Leaving school without permission including via fencing or windows</li> <li>Physical aggression towards member of staff</li> </ul>                    |
| <u><b>Consequences</b></u> <ul style="list-style-type: none"> <li>Reminder of the rules</li> <li>Visual and verbal cue</li> <li>Verbal Warning by the adult. A clear concise message – If you carry on doing X then Y will happen. Allow processing/uptake time</li> <li>Relocation within the classroom area e.g. working alone/sitting alone where they will have a clear explanation of the behaviour required of them to return to their original seat.</li> <li>Last Chance</li> <li>Consequence – 5 min loss of playtime or 10 minutes loss of lunch time (Class teacher to issue the consequence and if needs be the child can walk around with the teacher)</li> <li>Restorative conversation with the adult and successful completion of consequence will be acknowledged with the child</li> </ul> | <u><b>Consequences</b></u> <ul style="list-style-type: none"> <li>Restorative Meeting during break/lunch. (cleaning of graffiti, writing a letter of apology)</li> <li>Consequence: Loss of play time (full) and/or loss of lunch time (25min) Utilise staff within the year group</li> <li>Teacher and/or Year Leader will meet with your parent</li> <li>Being able to represent the school at events will also be considered depending on the severity of the incident</li> </ul> <p><b>Investigation and context required BEFORE consequence and next steps considered</b><br/> <b>Parent will be informed</b><br/> <b>Record of meetings to be completed</b><br/> <b>Arbor/CPOMs</b></p>                                                                                                                                                                                                                                                                                | <u><b>Consequences</b></u> <ul style="list-style-type: none"> <li>Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded</li> <li>Sanction/Consequence* issued to all children involved</li> <li>Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result</li> </ul> <p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Lunch 'internal' suspension for a period of time, restorative conversation and opportunities to change behaviours</li> <li>Alternative work space in another class of the year group for a period of time up and no longer than one hour ideally with Year Leader.</li> <li>Year Leader daily report for a period of time – this could be 2-4 weeks. If the Year Leader is absent or does not work on specific days, a member of the year team will be nominated in their absence.</li> <li>No longer able to represent the school at events depending on the severity of the incident</li> </ul> <p>*Depending on the severity/repetition of the behaviour and taking into account any mitigating factors.</p> <p><b>Parents will be informed of the outcomes of the incident and/or investigation and consequences for the behaviour.</b><br/> <b>Record of meetings to be completed</b><br/> <b>Arbor/CPOMs</b></p> | <u><b>Consequences</b></u> <ul style="list-style-type: none"> <li>Investigation of the incident: Each child involved in the incident needs to be spoken with and their statement recorded</li> <li>Sanction/Consequence* issued to all children involved</li> <li>Parent(s) invited in (formal meeting) to discuss behaviours and consequences issued as a result</li> </ul> <p>Consequences may include:</p> <ul style="list-style-type: none"> <li>Internal suspension for a longer period of time with a senior leader</li> <li>No longer able to represent the school at events</li> </ul> <p><b>Parents will be informed</b><br/> <b>Investigation and context required BEFORE consequence and next steps considered</b><br/> <b>Record of meetings to be completed</b><br/> <b>Arbor/CPOMs</b></p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u><b>Examples of consequences:</b></u><br>Walking with an adult at play/lunch time<br>Restorative conversation<br>Restorative sheet completed<br>Cleaning of graffiti<br>Letter of apology (age and ability dependent)<br>Apology card                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u><b>Examples of consequences:</b></u><br>Walking with an adult at play/lunch time<br>Restorative conversation<br>Restorative sheet completed<br>Cleaning of graffiti<br>Letter of apology (age and ability dependent)<br>Apology card                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u><b>Examples of consequences:</b></u><br>Internal suspension<br>Loss of play or lunch times for a period of time<br>Letter of apology<br>Restorative conversations with all parties<br>Behaviour contract – parent, child, SLT staff member<br>Behaviour support plan – parent, SLT staff member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |