

**St John Vianney
Catholic Primary School**



"Seeking Growth Together through Jesus"

Anti-Bullying Policy

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Reviewed by: Claire Evans

Approved by Headteacher

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“SEEKING GROWTH TOGETHER THROUGH JESUS”

"There are a variety of gifts but always the same spirit, there are all sorts of service to be done but always to the same Lord; working in all sorts of ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose." (1 Corinthians 12 4-7)

We believe every child is a unique gift from God with his/her individual needs/gifts. The challenge for us is to ensure, in partnership with parents that these needs are identified and met.

At St John Vianney we see bullying as:-

- When a child is repeatedly singled out to be ‘picked on’ either physically or verbally
- Where the actions are deliberate and sustained,
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret
- When the actions are unprovoked

We do not consider bullying to be:-

- An isolated incident
- A falling out
- A ‘one off’ disagreement

We see bullying as a shared problem. We aim to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

What does bullying behaviour look like?

At St. John Vianney we consider the context within the incidents/behaviours of concern occur. We will consider the motivations behind the behaviours and will consider the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are

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perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

AIMS AND OBJECTIVES

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

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

Special care will be taken to ensure that pupils with SEND are given the opportunity and support to report any bullying issues.

PREVENTION – Stopping bullying happening.

It is the responsibility of all within the school to maintain the ethos and discipline codes which have been agreed. Pupils need good models from adults, from which they may develop their own self-discipline. We are committed to:

- Focusing on what is going well,
- Giving praise in line with our Behaviour Policy.
- Making clear that it is the behaviour we do not want – not the child,
- Drawing attention to good behaviour,
- Giving clear and regular reminders of what is expected,
- Teaching good behaviour / manners through own conduct,
- Setting an example ourselves, in dress, manner, courtesy and care.

Similarly, we expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels bullied by another: parent, staff or governor, this should be immediately reported to the Headteacher.

Strategies for preventing bullying include:

1. All staff will make pupils aware of the problems that can be caused by bullying.

This is to be achieved through:

- whole class discussion,
- group discussions and,
- talking to individuals.

2. The theme of bullying is integrated into our "Life to the full" RHE programme, delivered in all year groups. Our Seeking Growth Together focuses on British Values including mutual respect and tolerance and individual liberty.

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3. Peer mediators are trained in Year 6 to help with minor playground issues in order to avoid small problems growing into larger ones (Anti-bullying Ambassadors)
4. A regular themed week takes place each year to highlight the effects of bullying (Anti-Bully Week).
5. All accessible areas of the school are monitored to minimise the possibility of bullying occurring.
6. School rules of Ready, Respectful and Safe are reinforced regularly to promote positive behaviour and define expectations. These rules are on display and are consistently referred to.
7. Cyber-bullying is discouraged through our Internet policy, which states that children should not access Chat Rooms or the Internet in school without an adult being present. Children are not allowed to be in possession of mobile phones during the school day.
8. Regularly through the year we hold assemblies to remind children of bullying and the right course of action to take.
9. Our school has achieved the Silver Blackpool Beating Bullying Charter Mark award

STRATEGIES FOR DEALING WITH BULLYING – Keeping Children Safe

It should be remembered that the whole purpose of any action taken by staff against bullies is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

1. All staff watch out for early signs of distress, which may include deterioration of work, unexplained illness, isolation, the desire to remain with adults and erratic attendance. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.

If bullying does occur

- Pupils are encouraged to find the help of an adult they trust and to stay where there are plenty of other pupils about and where an adult can see them.
- In the first instance, staff will deal with incidents of bullying in the classroom and then report instances of bullying to the Headteacher who will take action where deemed necessary. This may include discussing with the whole staff or an individual teacher, establishing additional strategies to overcome the difficulties caused by bullying and discussing with those pupils involved within a peer group support approach.

2. Pupils who are bullying will be made aware that their actions are making other pupils unhappy in coming to school and that this goes against our school's mission and the school rules.

3. Pupils who have bullied need to know that these actions are not tolerated and should find ways to make amends through negotiation and discussion with the staff of the school.

If bullying persists:

- The bully, or groups of bullies, will be withdrawn from the playground or classroom for a period of time and their parents will be informed of the action that has been taken.

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- Their behaviour will be monitored for a period of time so as to enable the school and home to work together to overcome problems.
- Ultimately, an exclusion from school may be given if the bullying behaviour does not stop – in line with the school's exclusions policy.

The Headteacher will also carry up follow up monitoring with both the child and parents to check that all is well and there has been no more incidents.

THE ROLE OF GOVERNORS

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher to

- implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments.
- Ensure that all staff receives sufficient training to be equipped to deal with all incidents of bullying.
- Sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- Records any bullying incidents using the LEA incident forms.
- Informs Parents of any incidents of bullying.

THE ROLE OF THE TEACHER

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Classroom staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

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If adults witness an act of bullying, they do all they can to support the child who is being bullied.

If adults become aware of any bullying taking place between members of a class, they deal with the issue immediately, this may involve counselling and support for the victim of the bullying through the peer support group approach, and sanctions for the child who has been carrying out the bullying.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

THE ROLE OF PARENTS

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.

We pay due regard to the Prevent Duty 2015.

Claire Evans