



## **St Joseph's Camberwell Catholic Schools' Federation**

# **Anti-Bullying Policy**

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#### **Introduction**

At St Joseph's Camberwell Catholic Schools' Federation, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases 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;
- 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.

At St Joseph's Camberwell Catholic Schools' Federation, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Executive Headteacher, the Safeguarding team and the local authority children's social care.

## **Principles**

It is the responsibility of the Governing Body, the Executive Headteacher and the Heads of School to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying policy from the moment a pupil enters our school, and throughout their time at St Joseph's Camberwell Catholic Schools' Federation. They are:

- every pupil is a unique pupil , who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships,
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Aims**

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils and staff.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## **Bullying Definition**

At St Joseph's Camberwell Catholic Schools' Federation, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE/RE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced, □ Bullying is usually on-going.

## **Types of Bullying**

### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. See our esafety video created by the children.

### Racist Bullying

This refers to a range of hurtful behaviour both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, and transgender people.

### Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic groups
- Children entitled to Free School Meals
- Children for whom English is an Additional Language □ Children who are perceived to be gay, lesbian or bisexual.

## **Bullying prevention**

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE and RE 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. Pupils are taught and encouraged to tell an adult in school if they are concerned that someone is being bullied.

### Code of Conduct

Our school Behaviour expectations are regularly promoted in assemblies and displayed through the Golden Rules in both the Infant and the Junior school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

#### AT KS1

- We are gentle: We do not hurt others
- We are kind and helpful: We do not hurt anybody's feelings
- We listen: We don't interrupt
- We are honest: We don't cover up the truth
- We work hard: We don't waste our own or others' time
- We look after property: We don't waste or damage things

#### At KS2

- Follow in God's footsteps and be a positive role model
- Have respect for other people and their property
- Walk sensibly up and down the stairs
- Honesty, manners, truthfulness are priceless gifts we can share with everybody
- Keep your arms, feet and nasty words to yourself

### Behaviour Policy

Our *Behaviour Policy* includes rewards and sanctions, which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher, Head of School, Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Classteacher, the Headteacher, Heads of School or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victims(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victims(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. Our learning Mentors work to ensure that bullying incidents rarely occur and friendship issues are dealt with immediately. All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parents(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.