



St. Joseph's RC High School  
Ysgol Uwchradd Gatholig Joseff Sant

## Anti-Bullying Policy

**Policy update:**

This policy was updated in February 2025 by Assistant Headteacher Mr T.Nunn

This policy was presented and accepted by the Governing Body in March 2025

This staff were made aware of this policy and or updates in March 2025

This policy review date: March 2027

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## **What documents have guided this policy?**

This policy follows the guidance issued by Welsh Government notably, Rights Respect Equality Statutory Guidance 2019

[Rights Respect Equality Statutory Guidance 2019](#)

Guidance for parents and carers: [Parents and Carers guidance](#)

Anti- Bullying Guidance. Newport City Council. November 2020.

United Nations Convention on the Rights of the Child: [UNCRC](#)

<https://www.newport.gov.uk/en/Schools-Education/Bullying.aspx>

## **Does this policy have direct links with others?**

**<https://www.sjhs.org.uk/policies>**

- Attendance,
- Complaints,
- Strategic Equality Action Plan
- Inclusion
- Positive behaviour
- Safeguarding

## **Is Immediate support needed?**

\*If you feel you are being bullied or have witnessed bullying of any type, please report this to a member of staff. The school will deal with it and resolve the situation as soon as possible.

If this is occurring during a school holiday please ring Childline on 0800 1111

## **What is our Vision and commitment?**

As a Catholic School we at St Joseph's believe that it is the basic entitlement of all children at school that they receive an education free from humiliation, oppression, and abuse. Education is a compulsory experience, and it is therefore the responsibility of all the staff in the school to ensure that it takes place in an atmosphere which is caring and protective. Parents/Carers should be entitled to feel confident that when they send their children to school, they will be protected from bullies.

**Every pupil has the right to work and learn in an environment where they feel safe, supported and free from fear.**

We recognize it is a basic entitlement of all pupils to engage in their everyday activities and education, free from humiliation, oppression and abuse. It is expected that all members of the school community will actively work to identify, report and tackle incidents of bullying.

## **What is bullying?**

There is no legal definition of bullying. Within our school, bullying is defined as:

“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.

This definition is our starting point and has been agreed upon by everyone in school.

Bullying is taken extremely seriously at St Joseph's. Bullying is when people deliberately hurt, harass, intimidate, or exclude somebody. There are many definitions of bullying, but most consider it to be deliberately hurtful, repeated, often over a period of time and difficult for victims to defend themselves against. Bullying can happen in all walks of life, and it is vital that we do not tolerate it, it is everyone's responsibility to stand up to bullying.

Underpinning the definition above are behaviours, which result in individuals or groups feeling unsafe. Bullying behaviour usually includes the following four features:

- 1) It is usually repetitive and persistent.
- 2) It is intentionally harmful.
- 3) It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- 4) It causes feelings of distress, fear, loneliness, and lack of confidence in those who are being targeted.

St Joseph's Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community including:

- Pupils through the mechanism of Year and School Council
- School governors
- School staff
- Parents/Carers
- Youth Service
- LEA officer

## **Our Commitment in order to fulfil our anti-bullying vision,**

### **Our school,**

1-Discusses, monitors and reviews our anti-bullying policy every 2 years.

2-Seeks to learn from good anti-bullying practice elsewhere and utilises support from Welsh Government, Newport Local Authority and other relevant organisations when appropriate.

3-Collates listens to and records details of pupil opinions on incidents of prejudice, discrimination, harassment and bullying, in order to improve school policy and procedures.

4-Has appointed lead professionals with responsibility for managing a strategic approach to anti-bullying. These lead professionals are the Assistant Headteachers for Key Stage 3 and 4.

5-Ensures that the whole community, pupils, staff and parent/carers understand

-What bullying is and the signs of bullying

-The procedures to follow if they are the target of bullying or if they feel that they might be behaving in bullying ways.

- 6- Ensures that all pupils and staff understand the school's behaviour policy and school's sanctions, for behaviour that is harmful to others.
- 7-Regularly educate pupils about our stance against racism, sexism, homophobia and any form of prejudice and discrimination. It is really important that all stakeholders appreciate the link this policy has with the Equality Policy and Strategic Equality Action Plan. (SEAP) <https://www.sjhs.org.uk/policies>
- 8-Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- 9-Reinforces the anti-bullying message with the whole staff community through regular general and specific training, staff meetings and information communication.
- 10-Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, that pupils feel safe to learn and that pupils abide by the anti-bullying policy.
- 11-Equips pupils with strategies, which enable them to respond to bullying behaviour.
- 12-Reinforces the anti-bullying ethos with pupils, specifically through, Personal Social Education (PSE), class / tutor time, assemblies; and in general, through the curriculum, using projects, drama, stories, literature, historical events, current affairs, debates and daily interactions between staff and learners.
- 13-Uses the school website to share the school anti-bullying policy.
- 14-Reinforces the anti-bullying message with parent/carers through formal and informal communications.
- 15-Reports back to parents / carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- 16-Provides support to those who are the targets of bullying and those who are perpetrating bullying behaviour.
- 17-Provides peer listeners in school to support those who are the targets of bullying in conjunction with other adult support services.
- 18-Provides restorative justice conferences, facilitated by school staff or the youth offending service as appropriate.
- 19-Ensure that no learner has to move to a different school as a result of on-going bullying.

## **What strategies are used for the prevention of bullying?**

### **Culture**

**Our school mission is to 'Serve God through Learning together'. We focus fortnightly on Catholic virtues and the need to withhold equality, diversity and inclusion in our daily work with each other. Consequently, we aim to prevent bullying from becoming established.** This is achieved by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the school community to report any instances of inappropriate behaviour and/or bullying. Staff within school respond to all incidents of unkind words and behaviour in a restorative manner. We regard this as an important prevention strategy.

### **Community**

- We never assume bullying does not happen in our school.
- We never ignore suspected bullying.
- We listen carefully to all accounts.
- We work with staff and outside agencies to identify all forms of prejudice-driven bullying.

- We actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- We ensure all staff follow procedures in the event they identify bullying.
- We actively create "safe spaces" for vulnerable children and young people.

## Curriculum

The curriculum is used as a vital means of teaching children and young people how to manage these feelings and specific issues are addressed in PSE, Assemblies, form and curriculum time.

Other subjects are also encouraged to help raise awareness of bullying as a problem. These include Welsh and English, through literature, story-telling and creative writing, Drama, through role play and using scenarios to explore people's feelings, History by developing empathy (e.g. Holocaust studies) and RE by discussing the Christian approach to life.

## Awareness raising and communication

We passionately believe that a focus on anti-bullying is needed every week of the year.

Through regular assemblies we highlight the damage caused by bullying.

One week each November is specifically designated as 'Bullying Awareness Week'. During this week assemblies are devoted to the theme of bullying, discussions during form periods centre on bullying awareness.

We also regularly publicise outside organisations such as Child Line who can offer help to pupils who are being bullied.

We ensure there are confidential and varied means of alerting the school to current bullying.

## Teacher responsibilities

**-Head of Year and Form Tutor roles** - Pupils meet up with form tutors twice each day. This provides guaranteed daily opportunities to talk through any concerns pupils may have including bullying.

-Being punctual and present for all lessons.

-The supervision by teachers of corridors, at lesson and tutorial changeovers.

-Monitoring prompt and controlled pupil movement as a disincentive to unruly behaviour.

**-Visibility and vigilance in carrying out supervision duties** in all areas of the school. This is particularly important since bullying is most likely to occur in these places at break, lunch times and before and after school. Duty teachers can play a vital role by identifying and patrolling danger spots where bullying may be taking place.

-The staff duty rotas are designed to ensure that adequate supervision is available whenever pupils are out of the classroom.

-Lesson time spot checks. Spot checks on toilets, corridors, dining hall and other high-risk places are also a powerful deterrent.

**Behaviour Logging** - The computerised system for recording pupils' behaviour, both positive and negative, has provided a very powerful tool for tracking patterns of behaviour including bullying.

**-Staff Professional Development** - The new staff induction programme includes a module on "Bullying Awareness". Job descriptions for Form Tutors, Heads of Year and LSA's reference Bullying Awareness. Within each school year either INSETs, Twilights or staff briefings are used to retain a strong focus on our anti-bullying stance and strategy.

**-Transition from Primary School** - Visits of year 5 and 6 pupils to the school and the visits of our staff and pupils to our partnership schools are all designed to reduce anxiety about the move to the "big

school” as well as providing a clear picture of our school’s caring and respectful ethos. They also help us to be aware of possible problems between pupils.

**-Liaison with Transport Companies** - From past surveys, we know that journeys to and from school can provide some pupils with opportunities of bullying. Buses are met on arrival in the morning and all the regular bus drivers know they can report incidents to staff for immediate response. After school pupils are supervised boarding buses and know that follow-up action will be taken if they misbehave on their homeward journeys.

**-Pupil Voice** – The Ministry for Community and Wellbeing will assess this policy before it is ratified by Governors as their views are very representative of the wider school community.

-Key Stage 3 pupils play a fundamental role in visiting our primary cluster schools to re-enforce anti-bullying messages.

-Periodic consultation with pupils is used to find out what bullying occurs, when, where, by whom.

-The School Council provides a forum where children and young people can raise general issues of concern.

**-Internet Access** - All pupils are provided with clear guidance on how to use the internet and how to avoid situations in which they could be involved in bullying.

## **What types of bullying are there?**

Bullying can take a wide range of forms. Bullying is behaviour/words towards another person that is meant to hurt them or embarrass them. The behaviour can involve individual or group behaviour. All bullying behaviour should be reported and recorded, whether perceived or actual. We will listen to, investigate and respond to all reports of bullying.

### **Equality Act 2010 and the 9 protected characteristics.**

Bullying related to the protected characteristics referenced in The Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy or maternity, race, religion and belief, sex and sexual orientation, Welsh Language) will be addressed in the same way as other forms of bullying. However, it will be considered and investigated in the context of the school’s commitment to promoting an environment where all community members are respected, valued and celebrated equally.

This aspect of the anti-bullying policy has a direct link to our Equality Policy and Strategic Equality Action Plan. (PV-SEAP). All prejudice related incidents will be recorded and reported electronically through the SIMS Behaviour Management system by key pastoral staff.

### **Some of the different types of bullying recognised by our school and this policy include:**

1. Bullying related to race, religion or culture.
2. Bullying related to special educational needs.
3. Bullying related to appearance or health conditions.
4. Bullying related to sexual orientation.
5. Bullying of young carers or looked after children or otherwise related to home circumstances.
6. Sexist or sexual bullying.
7. Cyber bullying.



### **More information on these types of bullying.**

**Cyber** e.g. All forms of abuse involving misuse of the internet, social websites, chat rooms, mobile phones, email, text messages, photographs, social media messaging. This includes misuse of camera or videoing, posing untruths or using technology to threaten.

**Emotional** e.g. spreading rumours, tormenting, being unfriendly, exclusion from social groups, using e-mail, text or social networking media to target an individual.

**Exclusion** (deliberately ignoring and refusing to allow someone to join in)

**Indirect** eg spreading of rumours, belittling, defamation of character without the individual being present.

Interference with possessions (hiding, stealing and destroying belongings)

**Name-calling** is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales. Name calling can also occur where a pupil has a different dialect or accent from the majority in the class or school.

**Passive Bullying:** Pupils are made aware, through assemblies and PSE for instance, that they should not just stand by while bullying is taking place. They should report all incidents to a teacher at the earliest opportunity. Pupils are also be made aware that it is normally very inappropriate to use a mobile to film an incident. This type of behaviour has the potential to cause more upset for all involved. 'If' it can be evidenced that a recording was taken to defend a victim then a different view and approach may be appropriate.

**Physical** eg kicking, hitting, pushing, taking belongings or any form of physical violence.

**Racial** eg making reference to an individual's culture, background, ethnicity or religion.

**Sexual** eg making unwanted physical contact or persistently offering sexualised comments in written, verbal or technological formats.

**Verbal** eg name calling, insulting, making offensive remarks, extreme sarcasm, teasing.

**Cyberbullying:** is defined within this policy as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset or harm someone else. Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions, can be harder to control and curtail.

### **Cyberbullying can take many forms such as:**

Threats and intimidation, Harassment or stalking, Vilification and defamation;

Peer rejection and exclusion;

Identity theft;

Unauthorised access and impersonation;

Publicly posting, sending or forwarding personal or private information or images;

Manipulation, Blackmail

The reasons why people may be a victim of cyberbullying are the same as the reasons for other types of bullying (noted above), for example for reasons related to their sex, sexual identity or race, their appearance or their personal hygiene.

### **The following technologies are regularly used as vehicles for cyberbullying:**

Mobile phones

Instant messenger and Voice over Internet Protocol (VoIP), Chatrooms and message boards

E-mail, Webcams, Social network sites, Video-hosting sites, Virtual learning environments (VLEs)

Gaming sites, consoles and virtual worlds

The school recognises that in the case of cyberbullying, the victim and perpetrator may not be on the school premises when the incident occurs. The school recognises that it has a responsibility to address off-site incidents and will take action to prevent incidents of this kind. This may include liaising with Gwent Police. It is recognised that 'bystanders' can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions, sharing images. Learners, parents and staff should also refer to the School's I.T. policy for further information and details on how cyberbullying is discouraged

### **Who are the bullies?**

- Bullies are not easily recognised (beware of stereotyping).
- All young people can be bullies, it is not just a behaviour shown by boys.
- Usually, gangs are more likely to become VISIBLE than individual bullies.
- Bully gangs are difficult to deal with together – a punitive response can sometimes trigger group solidarity/resistance. Research recommends tackling each group member individually.

### **Why might people bully?**

Anyone can be bullied, but very sadly there are certain factors that can make bullying more likely.

- Lacking close friends in school.
- Being shy.
- An over-protective family environment
- Racially motivated bullying
- Faith based bullying and/or cultural differences
- Speaking a different language from the majority of pupils.
- Special educational needs and/or disability
- Physical, mental or sensory impairment.
- Being different in some obvious respect – such as stammering
- Having a specific talent.
- Academic ability including more able and talented or learning difficulties
- Sex based bullying which includes unwanted physical contact, sexually abusive or sexist comments
- A knowledge or perception around a pupil's sexual orientation.
- Homophobia. (Research evidences that learners may also experience homophobic bullying related to gender stereotyping, e.g. sensitive boys, academic boys, sporty girls, boisterous girls.)
- Appearance and/or personal hygiene
- Perceived wealth or poverty e.g. clothing
- Looked after children or young carers.

## **What are the signs that bullying might be occurring?**

What Teachers, Parents/Carers should look out for.

Taken individually these may not be due to bullying, but a combination of some of these might suggest further investigation.

Bullying can cause serious psychological damage. A learner who is experiencing bullying may display some of the following signs:

- Becomes frightened of travelling to and from school.
- Frightened to attend specific lessons or going to specific areas of the school. Truancy/lateness.
- Makes changes to their usual routine.
- Lack of concentration.
- Becomes quieter, may become withdrawn, isolated or more anxious than previously.
- Has low self-esteem, lack of confidence.
- Begins stammering.
- Threatens to run away or runs away.
- Self-harms
- Threatens suicide.
- Begins to perform poorly at school (academic underachievement)
- Frequently has missing or damaged possessions.
- Is always asking for extra money or never has money.
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable.
- Begins to bully siblings or peers.
- Stops eating or attending meals.
- Is afraid to use the internet or a mobile phone.
- Becomes nervous when a cyber-message is received.
- Appears more tired than usual (due to sleep disturbance, including bed wetting);
- Appears anxious and suffers from low self-esteem.
- Is reluctant to go out into the playground/yard and
- Is reluctant to use toilet facilities.
- Is reluctant to discuss the reasons for any of the above.

## **How should a pupil respond if they feel bullied?**

It is up to everyone in the community to stop bullying by making it unacceptable for anybody to bully another person.

Initially try to ignore minor bullying, but if it persists the following responses should help

1. Explain to the perpetrator that the words/actions are upsetting; he or she may not be aware of this. However, if the bullying continues try not to show your feelings.

2. If you are with friends, ask them to stay with you. Avoid being alone with a perpetrator in places where bullying can occur.
3. DO NOT GIVE IN to a perpetrator's demands for money, clothing etc. Say "NO" strongly and say you will REPORT it if the bullying continues. NEVER TRY TO "BUY OFF A BULLY".
4. Walk away quickly and confidently, even if you don't feel that way inside.
5. The perpetrator will not stop if they think they can get away with such behaviour. Discuss the problem with your friends and ask for their support, but do not get involved in any form or retaliation.
6. Tell a member of staff or ask your friends to tell a member of staff on your behalf. Tell your school peer listeners/mediators. Tell an adult you can trust – Parent/Carer, Form Tutor, Head of Year, LSA, Bus Driver etc.
7. Know that we are all unique, like everyone else. Remember that the diversity within our school community and within Newport is important and valued.

## **How should a pupil report and help prevent bullying?**

Do not condone bullying by doing nothing.

Be responsible and help to stop it by reporting any incidents to an adult you trust – teacher, form tutor, parent/carers, LSA, bus driver etc.

1. If the learner being bullied is in danger, fetch help. If you are outside school, phone 999. If there is no danger, your presence may ease the situation so remain together.
2. Show that you and your friends disapprove of any bullying behaviour.
3. Give sympathy and support to learner/s who you think are being bullied.
4. Be careful about teasing or making personal remarks. If you think individuals might not find your comments funny don't say them.
5. If you know of bullying, tell someone. The target may be too scared or lonely to tell.

## **Cyberbullying:**

Cyberbullying must be reported to the social media platform and the Police.

Our school strategy is to ensure pupils know cyberbullying is unacceptable but also to guide them in using their phones sensibly in such situations. Given the complexity behind analysing message history and message authorship it is almost impossible for our school to take full responsibility for such offences.

Once again the key messages are not to cyberbully but to report to the social media platform and Police any clear and obvious misconduct.

## **How can a Parent/Carer respond to suspected bullying?**

These situations are obviously emotive. A good starting point is to try and stay calm and model an appropriate response. Remember, young people when growing up do sometimes quarrel and behave unkindly to each other. Bullying however is normally defined as actions that have usually been repeated over time.

So, before you label a situation as bullying, stop and think if it definitely is. If the evidence you have suggests it is one off, unkind and unacceptable behaviour please still report this to your child's Form Tutor or Head of Year.

Parents along with peers will probably be the first to hear of a bullying incident. Parents should contact their child's Form teacher or Head of Year if they are worried. It is essential to stay calm, supportive and find out the facts of the situation; bullying can be complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that you provide helpful information.

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

When you inform the school of these details, the member of staff will explain how the school will proceed; this will normally begin with an investigation into the allegations (see below for details). Be reassured that the school will respond sensitively to the needs of all the learners involved. All information will be considered and investigated thoroughly.

You may be able to help. Ask what you can do to support the school's actions to support your child. It is helpful to make a note of the actions the school intends to take and any strategies the school suggests will be helpful for you to implement to support your child. Stay in touch with the school and inform the school of how things are going. Contact the school as soon as possible if further incidents occur.

Ensure you keep records of all incidents your child shares. (Who?, Where?, When?, Why?, What form of bullying behaviour?). This helps to track events should the bullying behaviour continue.

Any bullying incident must be reported. Bullying can only be tackled effectively if we know there is a problem. Pupils who are being bullied or other pupils who know or suspect that someone else is being bullied can report problems to any trusted colleague particularly Form Tutors, Heads of Year and Assistant Heads of Year. The school can also be contacted by phone or email and all contact will be treated as confidential if requested.

### **If your child is being bullied:**

Please try and stay calm and model an appropriate response.

#### **General advice to give your children.**

- a. Advise your child always to tell an adult.
- b. Inform the school immediately. Seek an interview with the Head of Year or Assistant Head of Year (ring the school on 653110).
- c. Keep a detailed written record (e.g. time, date, names etc). If bullying persists use the record for supportive evidence.
- d. Work with the school and your child to advise an "Action Plan" against further bullying. Please contact the school before anyone you think might be involved in any alleged incidents.
- e. If the problem involves someone from outside school, inform us and we will advise on a course of action.

### **If your child is involved in the bullying:**

It is very upsetting when your child is involved in bullying behaviour. Do not panic or blame yourself. It is important to work with the school to modify your child's patterns of behaviour. Acknowledge that these things do happen and the school has mechanisms in place to respond to this issue. It is helpful to recognise some of the reasons why learners behave in this way from time to time. Children sometimes bully others because:

- They are not aware of how hurtful it is;
- They are copying the behaviour of peers, older siblings or people they admire.
- They have a temporary difficulty integrating within their peer group.
- They are bullying others because of encouragement from friends.
- They are going through a difficult time personally and need help.
- They have not yet learnt satisfactory ways for making firm relationships.

### **To stop your child from being involved in bullying behaviour:**

- Talk with your child and help them to understand that what they are doing is unacceptable as it makes other learners unhappy.
- Discourage other members of the family from using aggressive behaviour in order to get what they want.
- Suggest ways of joining in activities with other learners without being hurtful or unkind.
- Liaise with the school.
- Make time to have regular chats about how things are going at school.
- Check that your child has identified an adult at school to whom they can go if they have a problem or a worry of any kind. They need to have a good relationship with this person.

Please note that the school will need to take action if bullying behaviour occurs. The matter will be responded to sensitively, but it needs to be effective for all those involved. Sanctions will link with those outlined in the School's Behaviour policy. Where identified adjustments need to be made for learners with additional needs, the Additional Learning Needs Coordinator (Additional Learning Needs Coordinator (ALNCO)) will be involved in decision making.

When liaising with parents and carers St Joseph's will;

1. Ensure that parents / carers know whom to contact if they are worried about bullying.
2. Ensure parents know about our complaints procedure and how to use it effectively.
3. Ensure parents / carers know where to access independent advice about bullying.
4. Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

### **How will our school respond to allegations of bullying?**

Bullying events are identified in several ways:

- Disclosure to a member of staff by the individual being bullied.
- Disclosure to another learner by the individual being bullied.

- Witnesses to specific bullying events.
- Suspicion of bullying based upon the indicators listed above.

An allegation of bullying will be taken seriously and will be investigated thoroughly. Clear procedures will be followed to stop the bullying.

All members of staff have a duty to respond straight away if they suspect or are made aware of prejudice related behaviour and/or bullying in line with the school's equality policy.

It may be possible for the staff involved to carry out an initial investigation; however, the preferred route is for staff to make a note of the date, time and nature of the incident and pass evidence on to named staff for investigation. This will involve a senior member of staff with pastoral responsibility.

An investigation of bullying will take time. You will be kept informed throughout the process. The member of staff investigating will take the following steps:

- Target(s), perpetrator(s) and witness(es) will be interviewed by the member of staff investigating. All parties will be reassured of the discretion of the school in dealing with such matters within the limits of our confidentiality policy. The target(s) will be reassured that the matter is being treated seriously and being investigated.
- If the target reports the matter, they will be spoken with first. If not, any witnesses will be interviewed, followed by the accused perpetrator and finally any bystanders.
- All learners involved in the situation will be listened without comment upon the nature of the behaviour described.
- A written summary of all discussions will be made. This summary will be agreed by the individuals involved. This is important as it will enable the target and witnesses to feel reassured that action is being taken, and for the accused party to feel that they have had a fair hearing.
- A problem-solving approach, which avoids blame, will be more effective in clarifying the situation and achieving change. Restorative approaches may be a useful approach.
- All prejudice related incidents and bullying and bullying incidents related to ALN, appearance and personal hygiene will be recorded and reported using the SIMS behaviour management system.

**Step 1** - The person receiving the complaint will keep a written record of the conversation. The incident will then be referred to the appropriate Head of Year in the first instance. If necessary, the target will be interviewed by the appropriate member of staff. A written record will be kept. The Head of Year and any staff who subsequently deal with the issue must maintain accurate records. The alleged perpetrator will be interviewed separately. A written statement will be kept. Any witnesses will be interviewed and a written record will be kept. In the event of a complaint being upheld parents of both parties will be informed. Coping strategies with the victim will be discussed to avoid the situation. Reassurance will be offered. The bully will be counselled by staff members, told to stop, given an official warning and possible additional sanctions introduced. The underlying cause of any bullying will be discussed as part of a restorative justice procedure. This will be recorded. The bully will be informed of the procedures that will take place should the incident occur again.



**Step 2** - If the behaviour is repeated the perpetrator's parents will be invited into school to discuss the situation. The pupil will be placed on a long term conduct card. All teachers will be alerted to the problem.

**Step 3** - Any repetition of this behaviour will result in an internal inclusion being enforced with the pupil working in isolation from his/her peers.

**Step 4** - The school may access the Learning Support department and outside agencies along with parents to attempt to correct behaviour. In cases of severe and persistent bullying external exclusion from school may follow. Victims will need to be reassured that any repercussions will lead to sanctions being applied against the perpetrator. These procedures do not cut across, compromise or pre-empt the right of the parents or victim to make a direct complaint to the police. Some of the above steps may be bypassed dependent on the specific nature of the case.

#### **Action by the school if it is felt bullying has taken place:**

The target will be informed that action will be taken to prevent bullying from continuing. Sanctions will be implemented in line with the School's Behaviour Policy.

The school will respond to incidents of bullying which take place outside of the immediate authority of the school. The perpetrator needs to understand the effects of their actions upon the target, and will be given support in order to modify their behaviour including ELSA or counselling if appropriate. If the bullying behaviour continues, there are a number of possible sanctions available to the school. These may include:

- A verbal warning, recorded in the perpetrator's file.
- A letter of apology to the target, with a copy kept on file. This letter can be scribed if appropriate. (A verbal apology is appropriate for children at foundation phase.)
- Referral to the Headteacher in the case of persistent or severe bullying. Cases of persistent and severe bullying may result in school exclusion procedures being implemented.

All pupils will be supported if they have been bullied. Regular check-ins will ensure the bullying has stopped.

The target of the bullying will receive support from the school ELSA, counsellor or other supportive adults as required, and their recovery will be closely monitored by a nominated adult who works in partnership with the target's parents.

#### **Partnership with Parents**

Whenever there is a serious case of bullying the parents/guardian of both the target and the perpetrator will be informed in writing or by personal contact. This contact will be carried out by a member of the pastoral staff or senior leadership team.

#### **Follow Up**

Learner follow up check-ins will take place periodically to ensure the bullying behaviour has stopped and that the pupil feels safe. If there are any further incidents, the appropriate senior leader will be



informed immediately and appropriate action in line with the school behaviour policy will be implemented. Where identified adjustments need to be made for learners with additional needs, the Additional Learning Needs Coordinator (Additional Learning Needs Coordinator (ALNCO)) will be involved in decision making.

No pupil in our school will have to move schools to escape bullying behaviour.

Should we receive a new pupil to our school, we will discuss with their parents/carers the reasons why the child has moved from their previous school. If parents/carers provide information that suggest that the learner has experienced bullying, we will monitor the learner in order to determine their emotional needs. We will support the pupil through ELSA or school- based counselling should they need support.

### **How are incidents of discrimination and/or bullying recorded?**

Our school will maintain an electronic record of incidents of discrimination and bullying and will prepare internal reports in order to analyse any specific patterns or trends. This information will inform in-school strategic planning and partnership work where appropriate.

Our school will forward termly reports to the Local Authority in order for the Local Authority to analyse any specific trends at school and local level. Local Authority patterns of behaviour will be shared with schools regularly in order that the school can respond appropriately to locally identified needs.

#### **When working with young people St Joseph's will:**

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Fulfil our duty in completing a termly report to the LA specifying the nature and frequency of bullying incidents.

#### **When liaising with parents and carers St Joseph's will:**

- 1-Whenever there is a case of bullying the parents/guardian of both the target and the perpetrator will be informed either in writing or by personal contact.
- 2-Ensure that parents / carers know whom to contact their child's Form Tutor or Head of Year if they are worried about bullying.
- 3-Ensure parents / carers know they can access independent advice about bullying via **Parent Line Plus** - [www.parentlineplus.org.uk/index.php?id=9](http://www.parentlineplus.org.uk/index.php?id=9) or Child Line or NSPCC.
- 4-Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

## **How will this policy be monitored and reviewed?**

St Joseph's will review this Policy at least once every two years as well as if incidents occur that suggest the need for review.

This Policy only works if it ensures that the whole school community understands that bullying is not to be tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, senior managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

## **Is there further advice and information available?**

Listing should not be taken as endorsement of any kind. We cannot guarantee that these links will work all of the time and we have no control over the availability of linked pages.

### **Action For Children Children's Charity (formerly NCH) - [www.actionforchildren.org.uk/](http://www.actionforchildren.org.uk/)**

Action for Children is children's charity that helps children achieve their full potential. Action for Children runs more than 500 projects for some of the UK's most vulnerable and excluded children and young people, and their families, supporting over 160,000 people at children's centres throughout the UK. The website provides links to documents and information on bullying related issues.

### **Anti-Bullying Network - [www.antibullying.net/](http://www.antibullying.net/)**

The website provides information about how bullying can be tackled. It is not an advice or counselling service. The Network was established in 1999 so that teachers, parents and young people (in Scotland) could share ideas about how bullying should be tackled. Includes links to materials, resources and websites for children and young people, families and school staff.

### **Bullying Online - [www.bullying.co.uk](http://www.bullying.co.uk)**

Bullying Online helps thousands of pupils and their parents deal with school bullying every year and the website is also used as a teaching resource.

### **Bullies Out – <https://bulliesout.com>**

Established in May 2006 Bullies Out are one of the UK's most dedicated and ambitious anti-bullying charities. Their award-winning work is delivered across the UK and each year, through our work with individuals, schools, youth and community settings and the workplace, they provide education, training and support to thousands of people.

**Barnardos** – <https://www.barnardos.org.uk> This organisation is helping hundreds of thousands of children, young people, parents and carers across the UK. Their aims are to listen to the, fight for their rights and do whatever it takes to protect and support them – because they believe that *all* children have the right to a happy and healthy life.

**Child Exploitation and Online Protection (CEOP)** - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

This website is created by the Child Exploitation and Online Protection (CEOP) Centre and contains information on internet safety and safe surfing for young people. Topics covered include mobiles, blogging and gaming sites and allows young people the opportunity to report any concerns they have about chatting to people online. Includes parents, teachers and resource areas.

**ChildLine** - [www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying)

Links to bullying resources and information sheets.

**Child Net** – <https://www.childnet.com>

Childnet International is a non-profit organisation working with others to help make the internet a great and safe place for children.

**Children in Wales** - [www.childreninwales.org.uk/Search.html?Keywords=bullying](http://www.childreninwales.org.uk/Search.html?Keywords=bullying)

Children in Wales promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales and work in partnership with the National Children's Bureau

**Department for Education and Skills** - [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

Provides links to bullying related material, resources and websites for schools, children, young people and parents.

**Directgov** - [www.direct.gov.uk/en/AdvancedSearch/Searchresults/index.htm?fullText=bullying](http://www.direct.gov.uk/en/AdvancedSearch/Searchresults/index.htm?fullText=bullying)

Contains a wide range of government information and services. The site provides extensive advice for parents, including information on finding a school, healthy eating, special educational needs and youth justice. In addition to Government departments, the site also links through to other relevant websites and information sources that can offer additional advice and support.

**Internet Matters** – <https://www.internetmatters.org>

Providing expert support and practical tips to help children benefit from connected technology and the internet safely and smartly. What issues could be affecting your children? Get to grips with what they may come across on the internet and how to get help if you need it. Find out what to do if you are worried about anything you or your child has seen online.

**Kidscape** - [www.kidscape.org.uk](http://www.kidscape.org.uk)

Kidscape is a registered charity, which works to keep children safe from harm. The site contains information for parents, professionals and children on preventing and dealing with bullying. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape

believes that protecting children from harm is key. Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. The Kidscape staff equips vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm. Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them. Kidscape offers:

1-A Helpline offering support and advice to parents of bullied children.

2-Booklets, Posters, Training Guides, Educational Videos on bullying, child protection, and parenting.

3-National Comprehensive Training Programme on child safety & behaviour management issues;

4-Advice and Research.

5-Confidence Building Sessions for children who are bullied.

#### **Meic – <https://www.meiccymru.org>**

Meic is the helpline service for children and young people up to the age of 25 in Wales. From finding out what is going on in your local area to helping dealing with a tricky situation, Meic will listen, is non-judgemental and will help by giving you information, advice and the support you need to make a change.

#### **Parent Line Plus - [www.parentlineplus.org.uk/index.php?id=9](http://www.parentlineplus.org.uk/index.php?id=9)**

Parent Line Plus is a national charity that works for, and with, parents. Parent Line Plus works to offer help and support through an innovative range of free, flexible, responsive services - shaped by parents for parents.

#### **Respect Me – <https://respectme.org.uk>**

Bullying is both behaviour and impact, what someone does and the impact it has on a person's capability to feel in control of themselves. If you are being bullied, it can be difficult to know what to do or where to turn, to make the behaviour stop and to help you to manage your feelings, Respect Me can help.

#### **National Children's Bureau (NCB) - [www.ncb.org.uk](http://www.ncb.org.uk)**

The National Children's Bureau (NCB) was founded in 1963 and is a charitable organisation that acts as an umbrella body for organisations working with children and young people in England & Northern Ireland. The NCS works in partnership to share knowledge, resources and services to improve the lives of children and young people. The website provides links to other sources of information related to bullying.

#### **National Society of Prevention of Cruelty to Children (NSPCC) - [www.nspcc.org.uk](http://www.nspcc.org.uk)**

The National Society of Prevention of Cruelty to Children (NSPCC) aim is to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about abuse and to end cruelty to children. The website links to various resources, materials and information for children and young people, parents, schools and governors.

**SNAP Cymru** - [www.snapcymru.org](http://www.snapcymru.org) A national charity, unique to Wales. Its main aim is to advance the education of people in Wales and support their inclusion. Trained experienced staff and volunteers work with families, children and young people, their parents, carers and professionals working with those who have or may have additional learning needs, which include SEN, disability, and other barriers e.g. exclusion, disaffection, poverty, deprivation, English or Welsh as a second language. SNAP Cymru provides accurate information, objective advice and support for a range of issues including assessments, statements of special educational needs, bullying, school attendance, exclusion, health and social care provision and discrimination. Other services we provide include advocacy, disagreement resolution and training for young people, parents and professionals.

**TeacherNet** - [www.education.gov.uk/schools](http://www.education.gov.uk/schools) The website has a wide range of resources and support for the schools workforce, dedicated areas include, teaching and learning, professional development, management, community. Within these areas there is information and free teaching resources and links to other websites and documents.

**Welsh Government** –Welsh Government: Statutory Guidance - Rights, Respect Equality, 2019

This series of guidance materials offers further information and advice around developing anti-bullying policy and strategy.