

# St. Joseph's Catholic Primary School

## Anti – Bullying

September 2025



This policy should be read in light of our Mission Statement as follows:

'At St. Joseph's, we live, love and learn by the example of Jesus'

### What is Bullying - The Definition

The definition of bullying according to the Safe to learn; embedded anti-bullying work in schools DCSF (now DfE) 2007 is: "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance or power."

At St Joseph's Primary School, we consider bullying to be; when a person is made unhappy over a period of time because they are hurt, teased or left out of a group. Bullying and aggressive behaviour are not acceptable.

Our aim is to create and provide a happy, secure and safe environment for all. Our staff are aware that bullying can and does take place in all schools.

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

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to stop the process

Other features of bullying are:

- it happens in all schools, varying only in extent and degree
- it is not confined solely to relationships between young people
- it can be physical, verbal or indirect (i.e. damaging to the reputation of a person)
- its seriousness can only be measured by the degree of hurt felt by the person being bullied. Name-calling or teasing may be more damaging than physical harm.
- sometimes it is led by one or more individuals who are intending to cause serious hurt. More often it is a feature of group behaviour. Sometimes people who are usually considerate will join in with uncharacteristic nastiness when they are part of a group.
- the victim may try to hide the hurt in order to reduce apparent vulnerability, leaving the bullies unaware of the degree of harm inflicted.
- many victims do not report bullying and adults may be unaware of the unhappiness suffered.
- it is important to remember that a bully in one situation may be a victim in another.

Bullying always involves either one victim or a small number of victims who are aggressed (physically, psychologically, or verbally) on a regular basis.

Bullying of any nature will eventually, directly or indirectly, intrude into the life of school and the classroom itself e.g. the learning potential of any child may be severely inhibited by the fear of a bully.

If bullying is discovered:

- The headteacher is to be kept informed
- The class teacher deals with it initially
- Children are warned that if it happens again the headteacher and parents will be involved
- The headteacher decides on action if there is a recurrence

At all times children should be encouraged to speak out if they know of any bullying occurring in the school - it is their responsibility to each other.

Bullying can take many forms and can be difficult to identify. Dealing with issues relating to bullying is an ongoing challenge.

DFEE Circular 10/05, paragraph 35, stressed the importance of schools having a whole school policy and states that it is “vital that they should act promptly and firmly to combat it whenever and wherever it occurs”.

#### Statement of Aims

- Promoting amongst staff and pupils, self-discipline and proper regard for authority.
- Encouraging good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying amongst pupils.
- Ensuring that the standard of behaviour is acceptable and in accordance with our schools mission statement.
- Regulating the conduct of pupils.

#### Types of Bullying

TYPE OF BULLYING	ASPECT
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person’s self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian,

	gay and bisexual young people or active victimization. It can also affect anyone who is perceived to be homosexual.
<b>Racist</b>	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
<b>Sexual</b>	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
<b>Cyber</b>	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else.
<b>Other</b>	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

### **Preventative Strategies**

- School assemblies - Issues such as name calling would be addressed through Gospel stories
- Police programme - This programme covers social friendship and assertive skills
- School rules/playground rules - Displayed in all classrooms
- Mission Statement - Displayed in all classrooms
- INSET - Staff attend courses when appropriate and recorded in the staff INSET booklet
- Buddy system - Year 6 and Reception.
- School Council, Class Council and Circle Time offer time to discuss and explore issues.
- Employing playground and wet play monitors who understand the needs of younger children and how to encourage quality play.
- Gender and disability equality issues are addressed across the curriculum to promote positive, respectful attitudes to all members of the school community.
- Friendship stop – children who do not have anyone to play with can stand and find a friend.
- As members of staff, we will use our own adult behaviour as a model as to what we expect of our children
- We will build on our schools positive behaviour policy
- Actively promote our school ethos which encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment
- We will provide a safe and stimulating environment in which our children can learn and play

### **Strategies shared with children**

- PSHE/Circle Time and through various resources including SEAL, Nurture and our jigsaw scheme of work.

- Religious Education - through the Come & See Programme
  - Involvement of the wider community of the school. Teaching Assistants, the caretaker and parents to be involved in formulating school policy and are aware of contents.
1. The school will keep detailed records of all incidents, before, during and after intervention. If incidents are **not** decreasing, rethink intervention.
  2. The school will deal with both bully and victim together when dealing with an actual incident. Give most attention to the victim but ensure he doesn't provoke the bully to get attention.
  3. The school will give unqualified praise. If the bully suffers from lack of self-respect or self-worth or has a general resentment of others, **PRAISE**, privately or publicly when he is engaged in appropriate or desirable behaviour.
  4. If observations reveal a pattern to bullying incidents, try to separate the children, preferably in a natural way. Anticipate incidents, distract the children and/or interrupt the flow of events. Bullying can become a habit; try to prevent it.
  5. Try to keep the children together in the same situation as possible. It is more difficult to change a bully's perception of his victim if they are kept apart. Spending time together may change the bully's perception of his victim **with teacher's guidance**. If there are few discrepancies in the checklist, put bully and victim near or together in groups or teams.
  6. Make sure, because of your intervention, the bully doesn't go "underground" or change tactics. Involve other classmates in countering such reactions by awarding special treats for periods of non-aggression, non-conflict, calm play.
  7. Parental co-operation, particularly in cases of the bully can be very valuable. Bullies were bullied themselves or display lack of sensitivity to others. Use them to delay the bully's start to school to allow the victim to arrive safely.
  8. Even after bullying has disappeared, keep a careful check to see it doesn't return.

### **School Procedure**

Headteacher and class teacher/teachers are made aware of the problem by the parent, victim, peer group of the victim or bully or by another member of staff. Initial discussion between headteacher and class teacher/s. Parents (if they reported the bullying) are told that the matter is being dealt with and contact will be made within 24 hours.

The problem is loosely defined and a category established.

- Physical assault
- Derogatory name calling, insults and jokes
- Offensive graffiti
- Verbal abuse
- Derogatory or offensive comments in the course of a discussion/lesson
- Ridicule of individual for differences, e.g. dress/food/accent/disability
- Refusal to co-operate with others because of ethnicity, language, gender or special need.

The class teacher begins work on the checklist by talking to both bully and bullied. If necessary (and especially if the children are in different year groups and there is an age discrepancy), the headteacher talks to both children together and informs them that the problem is going to be taken very seriously and dealt with immediately.

Observations are made and **all** other staff, including teaching assistants, are asked to be alert and aware and to report back to the teachers concerned if conflict occurs in their presence. Intervention or diversionary tactics to be applied, if necessary. **(At this point, the problem may cease).**

A programme of intervention strategies are tried as is **suitable to the individual case.**

- Peer group support
- Staggered arrivals and departures
- Status enhancement for both parties
- Programme of support for lower achiever (i.e. if academically poor)
- Victim's reaction to the bully is modified (.e.g. advise to walk away and/or call for help)
- Other children are encouraged to report the incident **if** the victim is too frightened to do this
- Increased supervision at vulnerable times
- Removing victim or bully from some sessions as a "respite"
- Consultation with the bully's parents for combined strategies
- Advice to victim's parents to be positive that the situation will be resolved.
- Review the situation and adapt strategies as appropriate or revise the programme, if necessary. Record all progress.

This policy is monitored through teaching assistants termly meetings and Leadership weekly meetings. It is reviewed every two years.

#### **Opportunities for Reflection and Review**

- To monitor policy and its impact
- To evaluate the policy
- Provide forum for exchange of ideas
- Community/parental involvement
- Future Planning.

Policy reviewed September 2026

### Checklist for Bullying (one to one)

Person making report:.....Date of report:.....  
 (Class teacher to complete)

Date(s) or incident(s):.....

DETAILS	VICTIM	BULLY
NAME		
CLASS & CLASS TEACHER		
ESTIMATES OF ACADEMIC ABILITY AND ATTAINMENT (relative to the rest of the class)		
PHYSICAL ATTRIBUTES AND ABILITIES (relative to the rest of the class)		
GENERALLY ACCEPTED OR REJECTED BY PEERS (i.e. the child NOT the bullying)		
CLOSE FRIENDS (list)		
HOME BACKGROUND (social and emotional)		
PARENTAL ATTITUDES TOWARDS THE PROBLEM (concerned, co-operative, etc.)		
WHAT ARE THE REASONS GIVEN BY EACH CHILD FOR THE BULLYING?		
WHAT IS THE VICTIM'S RESPONSE TO A BULLYING INCIDENT? (tick)	a) Screams and/or pleads noisily b) Cries or is upset but somewhat appropriately	OTHER COMMENTS:

DETAILS	VICTIM	BULLY
	c) Remains relatively silent	
DOES THE BULLYING OCCUR:	d) Only within the school e) Only outside the school f) Both inside and outside the school	OTHER COMMENTS:
<p>IF EITHER d OR f DOES THE BULLYING OCCUR?</p> <p>IF EITHER e OR f DOES THE BULLYING OCCUR?</p>	<p>a) During the periods when staff supervision is minimal or difficult.</p> <p>b) At any time, even when supervised.</p> <p>c) Only on the way to school.</p> <p>d) Only on the way home from school.</p>	
<p>WHAT OTHER FEATURES, IF ANY, DO YOU SEE AS BEING RELEVANT?</p> <p>DO YOU KNOW OF A REASON WHY THE BULLY HAS CHOSEN THIS PARTICULAR VICTIM?</p>		

### Checklist for Bullying (Group to one)

Person making report:.....Date of report:.....  
 (Class teacher to complete)

Date(s) or incident(s):.....

NAME:	VICTIM	BULLY/BULLIES
WHO IS THE LEADER OF THE BULLIES?		
CLASS & CLASS TEACHER		
ESTIMATES OF VICTIM'S ACADEMIC ABILITY AND ATTAINMENT (relative to the bullies)		
ESTIMATE OF VICTIM'S PHYSICAL ATTRIBUTES AND ABILITIES (relative to the bullies)		
IS VICTIM GENERALLY ACCEPTED OR REJECTED BY PEERS		
CLOSE FRIENDS OF VICTIM (list)		
VICTIM'S HOME BACKGROUND (social and emotional relative to the bullies)		
PARENTAL ATTITUDES TOWARDS THE PROBLEM (concerned, co-operative, etc.)		

<p>WHAT ARE THE REASONS GIVEN BY EACH CHILD FOR THE BULLYING?</p>		
<p>WHAT IS THE VICTIM'S RESPONSE TO A BULLYING INCIDENT? (tick)</p>	<p>a) Screams and/or pleads noisily b) Cries or is upset but somewhat appropriately c) Remains relatively silent OTHER COMMENTS:</p>	
<p>WHAT DOES THE VICTIM DO AFTER A BULLYING INCIDENT?</p>	<p>a) Tells a teacher(s) b) Tells a parent(s) c) Tells peers but not adults d) Tells nobody  OTHER COMMENTS:</p>	
<p>DOES THE BULLYING OCCUR:</p>	<p>a) Only within the school b) Only outside the school c) Both a and b</p>	<p>OTHER COMMENTS:</p>
<p>IF EITHER a OR b DOES THE BULLYING OCCUR?</p> <p>IF EITHER b OR c DOES THE BULLYING OCCUR?</p> <p>OTHER COMMENTS:</p>	<p>d) During the periods when staff supervision is minimal or difficult. e) At any time, even when supervised. f) Only on the way to school. g) Only on the way home from school. h) Both i) At other times</p>	

WRITE DOWN THE VICTIM'S STRENGTHS AND CONCERNS	STRENGTHS	CONCERNS
WHAT OTHER FEATURES, IF ANY, DO YOU SEE AS BEING RELEVANT? (other children acting as provokers)		