



St Joan of Arc School
Growing together

Policy

Anti-Bullying

2023-26

Mission Statement

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

The Aims of the Anti-Bullying Policy

- To support the aims of the school
- To contribute to the ethos of the school
- To ensure that the conduct of all members of the school community is consistent with the school mission statement and the values of the school
- To create a safe and predictable working environment in which all children can learn positive social behaviour

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance and the principles enshrined in *'Every Child Matters'*.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).
- 1.3 We have adopted the definition of bullying contained in the Islington borough-wide Anti Bullying Statement of Intent -
- “Bullying is when someone **deliberately** hurts another or makes them feel unhappy. Bullying behaviour will be **repeated** and be difficult to defend against. Bullying may be **racist, sexist** or **homophobic**. People can be bullied for any reason; because of the way they look, because of their **religion**, their **age**, because of a learning or physical **disability**, where they live, their family, their **social class** or how well they are doing at school for example.

Whatever the reason, bullying is wrong and nobody should have to deal with it on their own.

Bullying can be physical and/or emotional, for example –

Physical: hitting, kicking, spitting, slapping, demanding money (extortion) etc

Verbal: name calling, insults, offensive racist, homophobic or sexual remarks, threatening language, insulting family, place of residence, lifestyle, religion or friends etc.

Indirect: excluding or 'blanking', spreading gossip, graffiti, defacing or damaging property, offensive or abusive text messages, e-mails or posts on websites – known as **'cyber bullying'**.

This is not a definitive list, but gives an indication of the forms bullying may take.

2 Aims and objectives

- 2.1 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

- 3.1 Governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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 Governors also monitor termly harassment reports, which are made to Cambridge Education @ Islington at the end of every term retrospectively and cover bullying and harassment across all the equality strands.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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.

4 The role of the headteacher

- 4.1 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 The headteacher ensures 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. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The headteacher 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.

5 The role of the teacher and support staff

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.
- 5.3 In the staff room, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- 5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.
- 5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- 5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents and carers

- 6.1 Parents and carers 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. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- 7.3 Our School Council has developed its own anti-bullying code.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist, sexist or homophobic bullying, or bullying directed at children with disabilities or special educational needs or on the grounds of their religious faith.
- 8.3 This policy will be reviewed every two years, or earlier if necessary.

This Policy should be read alongside the following school policies:

- Racial Equality and Cultural Diversity
- Inclusion and Special Educational Needs Policy
- Behaviour Policy

**This Policy is reviewed triennially
or earlier if necessary by:**

The Governing Body

It was last reviewed in

October 2023

It will next be reviewed in

October 2026



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