



St. John's CE Primary School
Wetley Rocks

Anti-Bullying Policy

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St John's CE Primary School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world.

Staff and Governors at St. John's CE Primary School believe that everyone is equal and we treat each other with dignity and respect. This is promoted through our school Vision and Values:

"Shine like the star you are."

¹⁴ "You are the light of the world. A town built on a hill cannot be hidden. ¹⁵ Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:14-16

Our Vision:

To develop within ourselves an understanding of what is right and fair, and to have the strength to face challenges and do the right thing. To be people of hope.
To celebrate individuality, and to respect ourselves, others and the world in which we live. To be the best we can be.

Our Values (SHINE):

Strength: have the strength to stand up for what is right. Be a courageous advocate.

Hope: to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.

Individuality: embrace and celebrate our differences. God made us all unique and this is a very special thing.

Nurture (kindness / love / compassion / respect): cherish, care for, encourage and protect everything in God's world - including yourself.

Excel: fulfil your God given potential; be the best you can be. Shine like the star you are.

Our Motto:

SHINE like the star you are.

Code of Conduct:

We have high expectations of the entire community at St John's CE Primary School. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness and safety.

All staff and visitors are expected to lead by example. Respect should be shown to teaching and non-teaching staff, pupils, parents and other visitors to the school. Staff and visitors alike are to be

positive and supportive to pupils and should communicate using appropriate language for their age and that of an inclusive school.

Respect for the rights, dignity and integrity of others is essential for the well-being of St John's Primary School. Actions by any persons, pupil or adults, that do not reflect such respect for others are damaging to the individual and hence damaging to the school. Each member of the community should be free from intimidation or abuse in the workplace, the classroom and the social environment.

What Is Bullying?

DfE "Preventing and Tackling Bullying Advice for School Leaders, Staff and Governing Bodies" defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

In other words, bullying at St John's CE Primary is considered to be unacceptable behaviour which occurs SEVERAL TIMES ON PURPOSE. Any signs of distress in pupils will be treated with the utmost care and attention, but it should not be assumed at the outset that they are cases of bullying necessarily. This will be considered carefully and appropriate action will be taken.

Bullying can be short term or continuous over long periods of time.

The nature of bullying can be:

Physical	Pushing, kicking, biting, hitting, punching or any use of violence.
Verbal (Direct/Indirect)	Name calling, ridicule, sarcasm, spreading rumours, teasing.
Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Cyber	All areas of internet, such as email and social media. Mobile threats by text messaging and calls. Misuse of associated technology , i.e. camera and video facilities, ipad, games consoles.
Sexual	Unwanted physical contact or sexually abusive comments.
Racial	Racial taunts, graffiti, gestures.
Homophobic	Behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
Prejudiced related bullying	Hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Online Bullying

Cyber Bullying:

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phones. A person can be bullied online and offline at the same time. Under the KCSIE guidelines, cyber bullying is classed as child-on-child abuse and this will be dealt with in line with our behaviours policy and other relevant legislation if necessary.

The main forms of cyber bullying

- **Using the internet to send abusive messages**
Where bullies send unkind or abusive message via various forms.
- **Social Exclusion**
Social exclusion is the act of intentionally leaving someone out. A child might be obviously excluded from a group or party that “everyone” is talking about or included in or left out of message threads or conversations that involve mutual friends.
- **Harassment**
Harassment is a broad category that can apply to many instances of bullying and cyberbullying. While bullying includes actions that hurt or harm another person physically or emotionally, when the victim is part of a protected class, including race, religion, sex, disability, and other characteristics, then the bullying behaviour is harassment.
- **Outing or Doxing**
Outing, also known as doxing, is the act of revealing sensitive or personal information about someone without their consent to cause them harm or humiliation. In the case of cyberbullying, doxing might entail exposing sensitive photos of a person without their permission or sharing an individual’s private messages publicly, such as in an online chat group.
- **Trickery**
Trickery is similar to outing, with an added element of deception. In these situations, the bully will befriend their target and lull them into a false sense of security. Once the bully has gained their target’s trust, they abuse that trust and maliciously share the victim’s secrets and private information with others.
- **Cyberstalking**
“The use of technology (most often, the internet) to make someone else afraid or concerned about their safety.” A particularly serious and potentially harmful form of cyberbullying. Examples of cyberstalking include:
 - Making threats via text, instant message, email, or social media
 - Using sensitive photos or information to demand sexual favours (aka sextortion)
 - Tracking a person’s online movements and actions
 - Posting harassing or threatening statements about a person on social media
- **Fraping**
Fraping is a combination of the words “Facebook” and “rape.” No longer limited to Facebook alone, fraping occurs when a bully gains control of someone’s social media account and posts content intended to humiliate or embarrass the victim. While fraping is sometimes a harmless joke played on a friend who’s unknowingly left their phone or computer open to access, when it is done with malicious intent, fraping can be particularly harmful to the victim if it threatens their self-identity, harms their personal reputation, or violates social norms.

- **Masquerading**
Masquerading is like fraping. However, instead of assuming control of another person's account, masquerading is the act of creating a fake online profile or identity and impersonating someone without their consent. It often includes creating a made-up email account or social profile, then sending or posting harmful or humiliating content.
- **Dissing**
Dissing refers to the act of a bully spreading cruel information about their target through public posts or private messages to either ruin their reputation or relationships with other people. In these situations, the bully tends to have a personal relationship with the victim, either as an acquaintance or as a friend.
- **Trolling**
Trolling is when a person intentionally tries to incite negative reactions by posting inflammatory or attacking comments online, such as in a Reddit thread or a social media group. Trolling bullies tend to be more interested in creating conflict generally and don't have a personal relationship with their victims.
- **Flaming or Roasting**
Similar to trolling, flaming (or roasting) is a more personal and direct attack on an individual, typically done in a social setting, such as a social media group or chat forum. Flaming is typically characterised by using profane language and insulting comments with the intent of intimidating the victim.
- **Happy Slapping**
The activity of attacking someone and filming the attack on a mobile phone with the intent to share that footage.
- **Silent calls**
Uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

Potential methods to conduct cyberbullying.

- Text message
- Picture/video-clip bullying via mobile phone cameras.
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through instant messaging (IM)
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

How we as a school deal with Cyber Bullying:

- If an incident occurs outside of school and is NOT related to relationships within school, parents will be advised to contact the Police and follow their support procedures.
- If an incident occurs outside of school but does affect relationships within school, staff will ensure that all incidences are reported to the Headteacher who will then ensure the person being bullied is supported, take responsibility for investigating and managing the incident and for contacting the

police and QEGSMAT HR if appropriate. If staff want additional advice and support, they can seek this from their union, professional association, QEGSMAT helpline or Teacher Support Network.

- Pupils – procedures will be followed in line with the school Positive Behaviour Policy and QEGSMAT and DfE guidelines.

Advice for Parents:

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them. Follow the links on our school [computing pages](#) for advice and support. There are lots of handy guides and tips to help you. This can be found on the computing pages at the bottom.
- Make sure they know what to do if they or someone they know are being cyber bullied.
- Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms. Again, follow the parental help section advice.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

Suggestions for parents to stay involved:

- Keep the computer or other electronic devices in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.

Watch out for secretive behaviours as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

Advice for Pupils:

- If you are being bullied, remember bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, make sure you speak to a trusted adult. Don't get angry, it will only make the person bullying you more likely to continue.

There is plenty of online advice on how to react to cyber bullying. For example, Childline have some excellent advice and tips.

How you can help yourself.

Text/Video Messaging:

- You can turn off incoming messages for a couple of days.
- If bullying persists, you can change your phone number (ask your mobile service provider).
- Do not reply to abusive or worrying text or video messages - your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Screenshot any content that is upsetting or distressing.

Email:

- Never reply to unpleasant or unwanted emails.
- Don't accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, for example abuse@hotmail.com.

Web:

If the bullying is on a website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging:

- Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write - don't leave yourself open to bullying.

REMEMBER: Always tell an adult.

Aims and Objectives:

At St John's CE Primary School, bullying is not tolerated. It is hurtful and damages children, therefore we do all we can to prevent it happening through the promotion of our Christian values and education. We want our school community to demonstrate respect towards each other, creating a safe, secure, supportive environment where everyone to learn.

At St John's CE Primary School, pupils are taught how to recognise different types of bullying behaviours, what to do to prevent bullying and how to respond if they suspect/witness any. This is done through the PSHE curriculum and is also reinforced through Collective Worship themes. Additional assemblies and activities take place during the Anti Bullying Alliance annual "Anti Bullying Week" in November. From time to time, pupils also participate in workshops organized and facilitated by outside agencies who visit the school.

When teaching pupils how to recognize bullying, we reinforce the STOP (Several Times On Purpose) motto. Although individual and singular acts of unkindness are not classed as incidents of bullying, these are dealt with appropriately following the school "Positive Behaviour Procedures".

Reporting Bullying:

Pupils:

Pupils should not take part in any kind of bullying behaviour and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying. They should offer support to the victim and encourage them to report it. If a child feels they are the target of bullying or they suspect that another child is being targeted, they should report their concerns immediately to a member of staff or to a peer who they can trust. Pupils are encouraged to speak to an adult who they feel comfortable with (usually their class teacher or teaching assistant). This can be done in a safe environment and away from other pupils. Worry Boxes are available in each KS1 & KS2 class as well as an additional one in the whole school wellbeing area. Pupils can use these as a way of communicating concerns with adults in school. There is also a Postbox for contacting Pastoral Support. These boxes are checked regularly by class teachers and members of pastoral care & their use is monitored on a regular basis by the PSHE/Mental Health Lead.

Staff:

All staff have a duty to challenge bullying. They should be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. If a member of staff receives any reports of bullying or has suspicions that bullying could be taking place, it is their responsibility to tackle this in line with the school's Positive Behaviour Procedures or, in some cases, report this to a member of the Senior Leadership Team.

Senior staff:

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the Anti-Bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents/carers:

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration etc). Parents and carers should encourage and support their child to report the bullying. If a parent is concerned about bullying, they should report this to their child's class teacher.

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Responding to Bullying:

If instances of bullying occur, they will be dealt with using the St John's Positive Behaviour Procedures:

Consequences for Inappropriate Behaviour:

When deciding on the consequence card for inappropriate behaviour, staff will consider:

- The extent to which the school's values have been neglected.
- The pupil's honesty regarding their actions.
- Any remorse shown by the pupil.
- Any historical reports of similar behaviour – incidents will be recorded on MyConcern.
- The pupil's age, emotional and additional needs.

Behaviours	Consequences
Low level behaviours which are not resolved after receiving a 'stop and think' card (eg disrupting the learning environment, shouting out, poor effort, not completing set tasks, not displaying the school values).	<p>A 'consequence card' will be given: *15 minutes to be spent in 'Reflection Time'. This can take place in the classroom or another named place in the school eg Head teacher's office.</p> <p>This will be logged using the ClassDojo system.</p> <p>* Adjustments will be made for age / personal circumstances eg SEND.</p> <p>If a child reaches 4 consequence cards within a half term, and may lose their half termly reward, parents will be informed.</p> <p>5 occasions in reflection time will result in removal from the half term reward, and parents / carers will be informed.</p> <p>If there are any further incidents of unacceptable behaviour, other loss of privileges will apply, for example school disco / school trips / school events.</p>

<p>More severe behaviours eg stealing, threatening / aggressive behaviours, refusal to cooperate, telling lies (persistent), disrespectful language towards others, answering back, bullying (including cyber bullying) behaviours.</p>	<p>The ‘stop and think’ card will be bypassed and an immediate ‘consequence card’ will be issued leading to reflection time. This can take place in the classroom or another named place in the school eg Head teacher’s office.</p> <p>5 occasions in reflection time will result in removal from the half term reward, and parents / carers will be informed.</p> <p>Suspension may apply.</p> <p>If there are any further incidents of unacceptable behaviour, other loss of privileges will apply, for example school disco / school trips / school events, or further suspensions may apply.</p>
<p>Serious behaviour incidents eg serious assault, vandalism, damage to school property, physical / verbal threats made to staff, violent outbursts verbal or physical, leaving school without permission.</p>	<p>The Good to be Green system will be bypassed, parents / carers will be contacted, the incident will be recorded on MyConcern, and exclusion may apply.</p> <p>Immediate removal from the half termly reward.</p> <p>Suspension or Permanent exclusion will apply.</p>

The seriousness of bullying and the negative impact it has on individuals is reflected by the level at which such behaviours are dealt with.

Monitoring and Review:

The Headteacher / Assistant Headteacher are responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying on a termly basis – a copy of which is returned to the QEGMAT Trust, and the Governing Body.

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld.

The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If amendments/improvements are required the school policies and anti-bullying strategies should be reviewed.

This policy is reviewed annually.

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