



# St John the Baptist Church of England Primary School

<b>Anti-bullying Policy</b>	
Date policy approved:	March 2024
Date due for review:	March 2027

This policy is available at: \_\_\_\_\_

[www.stjohnthebaptistprimary.co.uk/information/policies](http://www.stjohnthebaptistprimary.co.uk/information/policies)

From the school office

Student friendly version displayed in all classes.

## Anti-Bullying Policy

### Introduction

At St John the Baptist C of E Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

We expect children to act safely and feel safe in school. We teach children to understand the issues surrounding bullying behaviours and to feel confident to seek support if needed.

Anti-Bullying Policy - March 2024

We want parents and carers to feel confident that their children are safe and cared for in school and that incidents when they do arise are dealt with promptly.

At St John the Baptist C of E Primary we are aware of our legal obligations and therefore in line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St John the Baptist C of E Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the staff should report their concerns to their Local Authority's safeguarding team.

#### Principles

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

We aim to support pupils in developing respect for others, building a trusting environment and nurturing friendships.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at St John the Baptist C of E Primary School. They are:

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

#### Aims

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

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

### Bullying Definition

Bullying can take many forms and can sometimes be motivated by prejudice. At St John the Baptist C of E Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and across the curriculum. We agree that:

- Bullying includes, but is not limited to, physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced.
- Bullying can be on-going: Several Times On Purpose.

### Types of Bullying

#### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying. Children are encouraged to speak out to safe adults in school in order to gain support they may need.

#### Racist Bullying

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

#### Homophobic, Biphobic and Transphobic Bullying

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

This can affect:

- Young people who are lesbian, gay or bisexual or are perceived to be LGBT
- Young people who are different in some way – they may not act like other boys or girls
- Staff who may identify as lesbian, gay or bisexual
- Young people who have gay friends, family members or their parents/carers are gay.

Transphobic language are terms of abuse towards transgender people. Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic and transphobic language in our school even if it appears to be being used without any homophobic or transphobic

intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

### Vulnerable Groups

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

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language
- Children who are perceived to be/identify as, gay, lesbian, bisexual, queer or questioning
- Children who have been through or may be considering gender reassignment

### Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' and Equality and Diversity is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. Internet safety day is held every year.

### Behaviour Policy

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

### Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or Deputy Headteacher or senior member of staff and be dealt with in line with principles of Restorative Practice:

*Repairing the harm caused by undesirable behaviour, through cooperative processes that allow all willing stakeholders to meet - leading to transformation of people, relationships and communities.*

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

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the effect of their actions on the victim(s), and apologise. Both parties should be clear that a repeat of these behaviours will not be acceptable and be supported by staff to ensure that there is a positive plan in place to move on from the incident.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations, boundaries and an action plan which would be shared with the pupils involved and delegated staff, who will ensure agreed actions are undertaken. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and actions as deemed necessary, until the bullying has stopped.

### Signs of Bullying

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

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

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

Behavioural: asking to be taken to school, taking longer to get home, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour.

- 1) If a child feels they are being bullied they are encouraged to speak to their teacher or other identified safe adult. The incidents will be recorded on CPOMS and parents informed. Restorative practice will be used to support the children involved. If a child prefers they can ask their parent to talk to the teacher.
- 2) Parent to contact class teacher before or after school. If preferred parents can speak to a member of the office team or email and this information will be passed to the child's teacher or Senior leadership team.

## Anti-Bullying Policy – March 2024



### STOP Bullying

The Head, the Governors and the staff will work together to:

- Make our school a place where everyone can feel safe and happy. That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are

We promise to always treat bullying seriously.

Bullying Can be..... Emotional: Hurting people's feelings, leaving you out.  
Physical: Punching, kicking, spitting hitting, pushing.  
Verbal: Being teased, name calling.  
Written: Letters, notes, graffiti. Cyber: saying unkind things by text, e-mail, online gaming and on the internet.  
Sexual: Unwanted physical contact/inappropriate touching, Name calling with regard to sexual identity.

### When is it bullying?

Several  
Times  
On  
Purpose

If you are bullied:

TELL SOMEONE.

Ask them to STOP if you can.

Use eye contact and tell them to go away.  
Walk away and find different friends to play with.

Find an adult to tell or talk to a friend who can go and speak to an adult for you.

What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying.
- Let the bully know what is happening.
- Tell the bully to stop if it is safe to do so. • Don't stay silent – tell someone or the bullying will keep happening.

Who can I tell?

- A friend
- Mum, Dad, Carer or family member
- Teachers
- Teaching Assistants
- Lunchtime Staff
- Any other adult

**MOST IMPORTANTLY:**

If you are being bullied:

Start

Telling

Other

People!



**Respect**



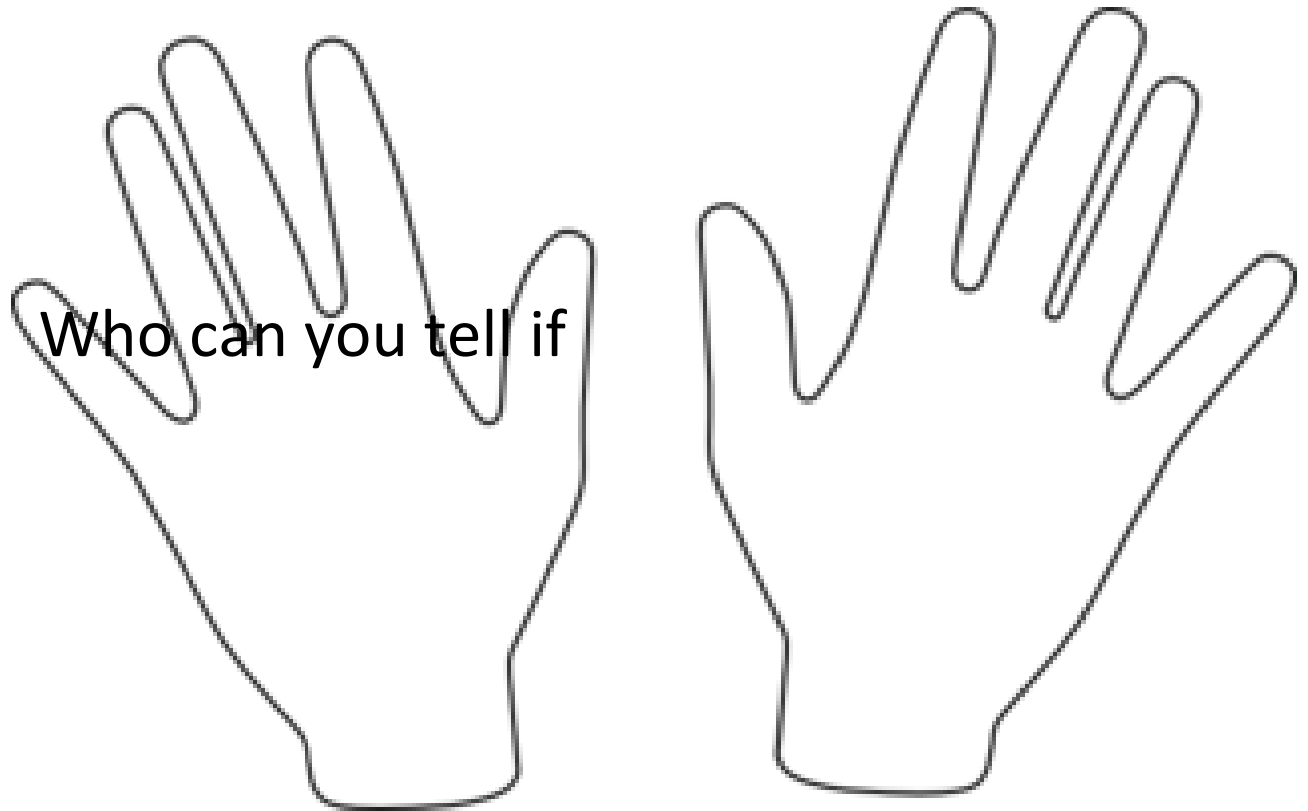
**Friendship**



**Trust**



Who can you tell if



being bullied?

you

List 5 adults you can speak to at home    List 5 adults you can speak to at school



PSHE 2020-2021

<p><b>Subject Aims (National)</b></p>	<p>The national curriculum for PSHE aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</li> </ul>		
<p><b>Subject Aims (St John's)</b></p>	<p>To teach PSHE in line with Government Policy and Church Of England values. This is closely linked to our core school values of Trust, Friendship and Respect.</p>		
	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>	<p><b>Vocabulary</b></p>
<p><b>R</b></p>	<p>With adults as guides and role models, children learn to develop anti-discriminatory attitudes.</p> <p>Children are encouraged through St John's core values, to have a positive self image and positive attitudes to learning. Children are encouraged to make the most of learning opportunities, to communicate effectively and to explore the world around them.</p> <p>Children learn about different kinds of relationships. opportunity to develop relationships that promote social competence.</p> <p>With adult help communicate about things that may worry them. Name 5 safe adults.</p>	<ul style="list-style-type: none"> <li>Children can communicate to others about friendship and being kind to each other.</li> <li>Children in Year R have knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong selfimage. They can talk about this to each other, an adult or to the whole class</li> <li>Children have knowledge of different family backgrounds.</li> </ul>	<p>Trust, Friendship and respect. Resilience, ambition, creative enthusiasm safe</p>
<p><b>1</b></p>	<p>With adults as guides and role models, children learn to develop anti-discriminatory attitudes. They learn about different family backgrounds and the importance of love and stability in their lives a family brings.</p> <p>Children learn to make informed choices that improve their physical and emotional health.</p> <p>Children learn to recognise that choices can have good and not so good consequences. This is linked to teaching children to make positive relationships with others and understand different communities.</p> <p>independently or with adult support can express feelings and talk to an adult when worried. Name 5 safe adults.</p>	<ul style="list-style-type: none"> <li>Have a basic understanding of equality and diversity and be able to communicate about this.They understand family life may look different from their own family.</li> <li>children understand what the term bullying means and how to seek help.</li> <li>children understand how to make and keep positive friendships.</li> <li>How to use mindfulness to relax.</li> <li>Understand and demonstrate how to stay safe, understanding how to manage risks</li> <li>Children can make sensible choices with food and exercise and understand why this is important.</li> </ul>	<p>Mindfulness, stress, relax, resilience, respect trust friendship respect safe</p>
<p><b>2</b></p>	<p>Children at St John's learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Children learn to maintain healthy relationships with others and to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>Children understand that they belong to different groups and communities such as</p>	<ul style="list-style-type: none"> <li>Children listen to other people and play and work cooperatively. They have learned strategies to resolve simple arguments through negotiation and where necessary restorative practice.</li> </ul> <p>Children know how to ask for help if friendship issues arise and who their 5 safe adults are.</p>	<p>Trust, Friendship and respect. Resilience, ambition, creative enthusiasm safe</p>



	<p>family and school. They understand that we are all equal and diverse and respect and discuss this.</p>	<ul style="list-style-type: none"> <li>• Have a basic understanding of equality and diversity and be able to write and talk about this.</li> </ul>	
3/4	<p>Children learn about the way they change throughout the human life cycle.</p> <p>Understand why families are important.</p> <p>Understand we are all equal and unique. We have differences in opinions and likes and dislikes. Learn to respect this.</p> <p>Children learn what positively and negatively affects their physical, mental and emotional health . How to make informed choices.</p>	<ul style="list-style-type: none"> <li>• Children can use mindfulness to help them relax.</li> <li>• As a group or 1:1 children can discuss and express opinions</li> <li>• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• Understand we are all different. We have different family backgrounds.</li> <li>• Have a good understanding of restorative practice and why this helps them with friendship issues.</li> </ul>	<p>Trust, Friendship and respect.</p> <p>Resilience, ambition, creative enthusiasm Diversity equality</p>
4	<p>Children learn to research, discuss and debate topical issues, problems and events that are of concern to them.</p> <p>Children learn the importance of hygiene. Children learn the correct names body parts. Children learn that their body belongs to them. Children learn about staying safe both on and off line.</p> <p>Children are taught a deeper understanding of feelings. children learn how to recognise if relationships make them feel unhappy and how to seek advice for this.</p>	<ul style="list-style-type: none"> <li>• Children understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the UN Declaration of the Rights of the Child</li> <li>• Children can extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>• Children understand the importance of personal hygiene.</li> <li>• They understand their body belongs to them and they have a right to say 'No'. They understand who to talk to if they are worried.</li> </ul>	<p>Equality, rights, listen</p> <p>Trust, Friendship and respect.</p> <p>Resilience, ambition, creative enthusiasm relationships</p> <p>Democracy, vote, election, influence, organisation, council, government, resources, British Values, Customs</p>
5	<p>Children can use technology to research other cultures.</p> <p>Children recognise that they may experience conflicting emotions and when they might need to listen to adults to overcome these</p> <p>Children understand their bodies are going through changes as they enter puberty.</p>	<ul style="list-style-type: none"> <li>• Children are able to consider the lives of people living in other places, and people with different values and customs</li> <li>• Children recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>• Children understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. Children understand that this can be a same sex relationship.</li> </ul>	<p>prejudice unique rights</p> <p>Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.</p>



<p><b>6</b></p>	<p>Children learn to recognise and challenge stereotypes about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>Children are confident to express their own opinions and speak up for things they consider right and wrong.</p> <p>Children recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<ul style="list-style-type: none"> <li>• Children understand and can explain in age appropriate terms Equality Act 2010. They have a good understanding of Children’s rights. Children understand behavioural expectations.</li> <li>• Children understand responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share;</li> </ul>	<p>rights responsibilities talent unique jealous individual</p> <p>Equality, rights, listen</p> <p>Trust, Friendship and respect.</p> <p>Resilience, ambition, creative enthusiasm</p> <p>Mental health, mood, feelings, mind, strategies, support stigma discrimination</p>
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PSHE 2020-2021

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<p><b>6</b></p>	<p>Children learn to recognise and challenge stereotypes about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>Children are confident to express their own opinions and speak up for things they consider right and wrong.</p> <p>Children recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<ul style="list-style-type: none"> <li>• Children understand and can explain in age appropriate terms Equality Act 2010. They have a good understanding of Children’s rights. Children understand behavioural expectations.</li> <li>• Children understand responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share;</li> </ul>	<p>rights responsibilities talent unique jealous individual</p> <p>Equality, rights, listen</p> <p>Trust, Friendship and respect.</p> <p>Resilience, ambition, creative enthusiasm</p> <p>Mental health, mood, feelings, mind, strategies, support stigma discrimination</p>
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# St John the Baptist C of E Primary - PSHE Subject Progression



Appendix - SCARF long term plan 2022

# St John the Baptist C of E Primary - PSHE Subject Progression



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes  
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

