Anti-bullying Policy

2026 - 2027

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Anti-bullying Policy – Catholic Values Statement

At St John Plessington Catholic College, we are committed to supporting every child to grow in dignity, respect, and compassion, guided by the Gospel values of love, forgiveness, and justice; bullying in any form is contrary to these values and will not be tolerated. We remind all our community that we should "love your neighbor as you love yourself" (Matthew 22:39).

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1. Aims and objectives

1.1. This policy sets out St John Plessington Catholic College's commitment to providing an environment that enables equal access and engagement for all students, staff, parents and visitors in line with The Equality Act (2010) and Department for Education Guidance on The Equality Act 2010.

1.2. This policy provides guidance so that the College provides a positive experience for everybody it engages with regardless of:

▪ social, ethnic, cultural or spiritual background

▪ physical, emotional or learning need

1.3. The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

1.4. The principle objectives of the Anti-bullying policy are:

- To provide a learning environment free from any threat or fear where students are encouraged to report bullying
- To reduce and eradicate wherever possible, instances in which students are subject to any form of bullying
- To establish a means of dealing with bullying and or providing support to students who have been bullied
- To provide support for students who are accused of bullying
- To ensure that all students and staff are aware of the anti-bullying policy and that they fulfil their obligations to it
- To meet any legal obligations which rest with the school
- To respond effectively to all instances of bullying that are reported
- To ensure a positive learning environment is created in which all stakeholders feel safe.
- To encourage an ethos of pride, respect and determination and support for all

- To engage with all members of the College community to ensure that we create a learning environment in which bullying will not be tolerated

2. Roles and responsibilities

Everyone within school is expected to act in a respectful way towards one another and adhere to and promote the objectives of this policy.

2.1. Staff principles

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident.
- Unpleasantness from one pupil towards another will always be challenged and will never be ignored.
- Staff will always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.
- Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

2.2. Pastoral teams will:

- Provide advice, support and assistance to any student who reports bullying. Where wider family support is required, it will be delivered through the Early Help process or Pastoral Support Plan
- Communicate closely with staff regarding individual students who are causing concern (both recipients and perpetrators of bullying)
- Ensure that bullying is a standing item on line management meetings. These will focus on the issues presented during the term to ensure appropriate tracking and intervention for all students
- Where appropriate (if the student and victim are in agreement) use restorative practice strategies to allow the victim to explain the consequences of the perpetrator's actions to them face to face. Where used, this will be conducted in a safe and supported environment with trained members of staff. Agreements would then be reached which would allow a new relationship to be established
- Where appropriate, assign fully trained anti-bullying ambassadors to support both the recipient and the perpetrator
- Where appropriate, refer vulnerable students to appropriate support services, both in school and external providers

- run discussion groups and work with students who have been identified as perpetrators of bullying to reduce the number of bullying incidents in our College
- In collaboration with the Headteacher and other staff, seek opportunities to promote the anti-bullying culture at St John Plessington Catholic College , e.g. via assemblies, displays and promotion of national awareness campaigns.

2.3. The Senior Leadership Team will:

- Respond to student and parent voice to review and amend anti-bullying practices
- Monitor, review and update anti-bullying policy and incidents of bullying in order to ensure the safety of all members of the College
- Ensure that all staff have a clear understanding of anti-bullying policy
- Ensure that the policy is implemented through
- Strive to enhance the quality of safeguarding work in relation to bullying

2.4. Parents and carers should:

- Regularly speak to their child in order to promote a social conscience and awareness that reporting bullying is the right thing to do
- Be aware of and support the academy's anti-bullying policy and procedures and use these to assist their child in understanding bullying behaviour
- Support the College's actions in dealing with proven cases of bullying
- Work with the College in order to support their child in developing positive responses to incidents of bullying consistent with the academy's anti-bullying procedures
- Engage in the Early Help process if wider support is required
- Be responsible for monitoring their child's communication online and social media use. Should cyberbullying occur, parents are responsible for ensuring that the appropriate reporting mechanism is used. For example, the report feature on Facebook, red flag on Youtube or report to the local police
- Parents and carers should look out for potential signs of bullying such as signs of distress, lack of concentration, feigning illness or other unusual behaviour.
- Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying
- Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or the relevant pastoral team

2.5. Students:

- Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers
- They should never be bystanders to incidents of bullying
- If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult

2.6. The Governing Board will ensure that this policy meets current statutory requirements and that it is reviewed every year.

We proactively promote an 'Upstander' culture in school.

3. What is Bullying?

3.1. The defining features of bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Different types of bullying:

Electronic / Cyberbullying – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services) hate websites.

Physical - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings.

Verbal - name calling, insulting, threats of physical violence, spreading rumours, constantly putting a person down etc.

Indirect (known as emotional/psychological) - spreading rumours, excluding somebody from social groups, sending malicious messages

Racist - Racism means you are subjected to abuse and harassment because of your race, colour or beliefs. (e.g. insulting language/gestures based on a person's actual perceived ethnic origin or faith, name calling, graffiti, racially motivated violence)

Sexual - sexually insulting language/gestures, name calling, graffiti, unwanted physical contact.

Homophobic – insulting language/gestures based on a person's actual or perceived sexuality,name calling, graffiti, homophobic violence.

4. Creating an anti-bullying culture at SJP

4.1. Our mission is to be a Catholic College where every individual is highly valued and where care and concern for others are central to our work. All our pupils are supported to achieve their potential and become active agents of change in the world.

At SJP everything we do is guided by Gospel values of; faithfulness, compassion, humility, truth, forgiveness, holiness, peace and service.

The College Mission statement -"To build an inclusive Catholic community founded on the Gospel values."

4.2. Our behaviour policy supports the aims and objectives of this policy

Our curriculum is used to:

- raise awareness about bullying and our anti-bullying policy
- develop PSHE schemes of work and enrichment days to highlight bullying related issues and how to deal with them.
- develop self-esteem through, for example:
    - displays of work
    - verbal praise and other rewards
    - encouraging students to stand up for themselves and not to allow others to make their lives unhappy
    - students being given responsibilities within school
    - students being encouraged to express their opinions and ideas
- school assemblies/academic review to be used to reinforce bullying will not be tolerated.
- posters on the school notice boards/form rooms/classrooms/computer screen savers to be used to remind students that bullying is not acceptable.
- A summary of this policy is in all student planners.
- Provide written guidance to our students to explain what they should do if they are being bullied or if they see another student being bullied.
- Students must realise that they must not stand by and let bullying happen. If they witness bullying taking place and take no action, they become part of the problem and as such are condoning it.

5. Prevention

- The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy.

- Seating plans will be organised and altered in a way that prevents instances of bullying.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.
- All members of the school will be made aware of this policy and their responsibilities in relation to it.
- All staff members will receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone (Student Support). The teacher supervising the area will speak to pupils to find out the cause of any problems and follow these up with the Head of Learning.
- All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

5.2. Preventing child-on-child abuse

What is Child on Child Abuse?

The DfE states that: "All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online."

Child on child abuse is the term chosen by the DfE and, by definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

The designated safeguarding lead and senior leadership team member linked with the year group must be made aware of any instances of child on child abuse. St John Plessington Catholic College has a zero-tolerance approach to all forms of child-on-child abuse, including harmful sexual behaviour.

Zero tolerance in practice requires taking all allegations seriously. It does not mean that the same actions will always be taken if a report is upheld; instead there should be a range of options with proportionality being a principle in determining consequences. As a school it is essential that all staff are able and feel safe safe, no matter their position or contractual status, to be active in shaping a climate where child-on-child abuse is never ignored, minimised or excused.

Zero-tolerance means an ambition to create contexts and cultures where child-on-child abuse is not tolerated, and taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases, and where sanctions may be considered, schools

and colleges should ensure that they do not disproportionately impact racially minoritized children, those with disabilities and those already known to local authority children's social care. (Faber & Co)

Harmful sexual behaviour (HSB)

Harmful sexual behaviour is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two. (Faber & Co)

- **Sexual harassment**
  Harmful sexual behaviour – including upskirting, sexual jokes, sexual comments, suggestive looks, staring or leering, sexual gestures e.g. non-consensual sharing of nude and semi nude images and/or videos and revenge pornography.

- **Sexual violence**
  Harmful sexual behaviour such as: rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, threatening all of tis behaviour, whether in person or by digital communications.

- **Misogyny/misandry**
- **Misogyny** is commonly defined as dislike of, contempt for, or ingrained prejudice against girls and women. Schools and colleges nationally have reported a rise in the number of incidents involving misogynistic language and behaviour, including incidents of sexual harassment even among very young students. Allowing such rhetoric and behaviour to persist can lead to the acceptance or normalisation of bullying, sexual violence and sexual harassment towards girls and women, and to harmful victim-blaming narratives. Misogynistic rhetoric is also commonly connected to extreme machismo or harmful ideas about masculinity which can impose damaging and unrealistic expectations and pressures on male students. There are concerns about such content being promoted or endorsed online, for example, by online influencers using TikTok or other social media platforms. The PSHE Association has commented that "The entry point for young people's first engagement with such content can often seem quite superficial, but social media algorithms can then lead them to increasingly problematic and extreme content. This all comes at an age when young people may be particularly insecure and vulnerable to persuasive narratives. For example, much of this content taps into insecurities about body image and agency. The focus on money, success and power also plays on financial and status insecurities that may lead to risky and even illegal behaviours.
- **Misandry** is commonly defined as dislike of, contempt for, or ingrained prejudice against boys and men.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of harmful sexual behaviour or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE / RSE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE / RSE lessons, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That harmful sexual behaviour is always wrong
- Addressing cultures of sexual harassment and harmful sexual behaviour

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as “banter” or “part of growing up”. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Integrated Front Door (IFD)

6. Responding to bullying incidents

6.1.Strategies/Responding to incidents when they occur

- Students who have been bullied should report this to their Form Tutor, Learning Coach, Head of Learning or any other member of staff
- Students who see others being bullied should report this to their Form Tutor, Learning Coach and /or Head of Learning or any other member of staff
- Incidents of bullying can be directly reported to the Assistant Headteacher for the year group
- Members of staff who receive reports that a student has been bullied should report this to the appropriate Head of Learning.
- Minor incidents will be reported to the Head of Learning, who will investigate the incident, set appropriate consequences for the perpetrator and log the outcome on CPOMS.
- When investigating a bullying incident, the following procedures will be adopted:
    - The victim, alleged perpetrator and witnesses are all spoken to separately
    - Members of staff ensure that there is no possibility of contact between the pupils being spoken to, including electronic communication
    - If a pupil is injured, members of staff take the pupil immediately to First Aid for a medical opinion on the extent of their injuries
    - A room is used that allows for privacy when students are being spoken to
    - A witness is used for serious incidents if available
    - If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
    - Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
    - All concerned pupils are informed that they must not discuss with other pupils
- Reports of bullying will be logged by the member of staff and recorded on CPOMS
- Designated school staff will monitor the information shared and recorded on CPOMS, analysing and evaluating the incidents recorded
- The designated safeguarding lead will produce termly reports summarising the information, which will be reported to the school's Governing board
- Designated school staff will liaise with parents of both the victim and the perpetrator
- Designated school staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school

All serious cases will be reported to the assistant headteacher for the year group, deputy headteacher and the headteacher.

6.2. Students who are bullied will be:

- Listened to and taken seriously and the incident will be discussed only with the necessary people
- Assured that it was right to report the incident(s)
- Reassured that they do not deserve to be bullied

- Involved in the process of deciding what action is to take place to help and stop the bully
- Able to discuss strategies to deal with emotions and feelings and to understand and cope with bullying
- Discouraged from hitting back or retaliating in any way
- Offered the chance to talk with other staff that can support – e.g. Student Support staff, SWIS, Chaplain
- Engaged in follow up meetings to ensure the any action taken is working
- Staff will always try to ensure student safety
- Supported by their form tutor and pastoral team
- Guided on restorative justice, if the victim is ready for this

6.3. Students who have bullied others:

- Will have their behaviour challenged
- Will be treated fairly
- Given the opportunity to change behaviour and encouraged and supported in doing so
- Will be told that consequences may be imposed
- Will be supported by their form tutor and pastoral team
- Guided on restorative justice, if the victim is ready for this

7. Cyberbullying

The school has an Online Safety Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

8. Consequences

- If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the pupil of the type of sanction to be used in this

instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

- If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- Parents are informed of bullying incidents and what action is being taken.
- The head of learning informally monitors the pupils involved over the next half-term.
- Where there have been serious or consistent incidents of bullying, the school will act in line with the suspension section set out in our Behaviour Policy and take into consideration the DFE - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

9. Support

- For a 3 week period after the initial complaint of bullying, the pastoral team will hold an informal discussion with the victim, on a regular basis, to check whether the bullying has stopped. These informal meetings will continue to take place until the head of learning and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated. These meetings will be logged in CPOMS.
- If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.
- The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

10. Monitoring and evaluation

The policy will be updated again in September 2026 and will involve all students, staff and parents. The policy will then be monitored by key staff i.e. Heads of Learning and Assistant Headteachers who have overall responsibility for Year groups.

Key staff will monitor the effectiveness of the policy and will consider:

- Regular consultation and communication (policy available on website).
- The views of parents and students
- The process for reporting bullying
- The number of students reporting bullying and types of incidents; the system of storing records via CPOMS
- The numbers of incidents that are reported to staff over a given period.

- From the comments received from the School Council
- Students' perception of bullying in school through questionnaires/discussions etc.
- The number of days of absence which are thought to arise as a consequence of bullying. This will be monitored through daily attendance monitoring and attendance aim.
- Number of complaints/compliments that we receive from Parent/Carers and feedback from questionnaires.
- Comments made by visitors and other people connected with the school.

11. Training

The designated safeguarding lead is responsible for ensuring that all school staff, both teaching and support staff receive regular training on all aspects of bullying.

12. Specialist organisations to support the anti-bullying policy

12.1. General

• **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk

• **Beat Bullying:** www.beatbullying.org

• **Childline:** www.childline.org.uk

• **Family Lives:** www.familylives.org.uk

• **Kidscape:** www.kidscape.org.uk

• **MindEd:** www.minded.org.uk

• **NSPCC:** www.nspcc.org.uk

• **The Diana Award:** www.diana-award.org.uk

• **Young Minds:** www.youngminds.org.uk

• **Young Carers:** www.youngcarers.net

12.2. Cyberbullying

• **Childnet International:** www.childnet.com

• **Digizen:** www.digizen.org

- **Internet Watch Foundation:** www.iwf.org.uk
- **Think U Know:** www.thinkuknow.co.uk
- **UK Safer Internet Centre:** www.saferinternet.org.uk

12.3. LGBT

- **EACH:** www.eachaction.org.uk
- **Pace:** www.pacehealth.org.uk
- **Schools Out:** www.schools-out.org.uk

12.4. SEND

- **Changing Faces:** www.changingfaces.org.uk
- **Mencap:** www.mencap.org.uk

12.5. Racism and Hate

- **Anne Frank Trust:** www.annek.org.uk fran
- **Kick it Out:** www.kickitout.org
- **Report it:** www.report-it.org.uk
- **Stop Hate:** www.stophateuk.org
- **Show Racism the Red Card:** www.srtrc.org/educational
- **Kids of Colour:** https://kidsofcolour.com/
- **Anthony Walker Foundation:** https://anthonywalkerfoundation.com/

13. Reporting a concern on our website

Students can now report concerns on our school website under the report a concern section and selecting the relevant form.

https://stjohnplessington.com/safeguarding-at-sjp/report-a-concern/

St John Plessington Catholic College

Child-Friendly Anti-Bullying Policy: Feeling Safe and Happy at School

Last updated: September 2025

At St John Plessington Catholic College, we are committed to supporting every child to grow in dignity, respect, and compassion, guided by the Gospel values of love, forgiveness, and justice; bullying in any form is contrary to these values and will not be tolerated.

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1. Feeling safe and happy at school

At St John Plessington Catholic College, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.
- Telling you names of adults that you can speak to.

What is bullying?

A bully is someone who hurts another person more than once, by using behaviour which is meant to scare, hurt or upset that person.

It is important to remember that single problems and falling out with friends are not bullying.

Bullying is behaviour which is repeated on purpose and is meant to upset someone.

2. Types of bullying

Bullying can be different things, and isn't just hitting or kicking another person.

- **Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.**
- **Physical bullying is punching, kicking, spitting, hitting or pushing someone.**
- **Verbal bullying is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be racist or homophobic.**
- **Racist means bullying someone because of their skin colour, race or what they believe in.**
- **Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.**

- **Sexist means bullying someone because of their sex (whether they are a boy or a girl).**

- **Cyber bullying involves sending horrible messages over the internet or by text message.**

- **Bullying can be done through another person, by one person asking another person to say nasty things.**

4. What should I do if I am being bullied?

If you are being bullied, the first thing you should do is tell the bully to stop.

You can also:

- **Make eye contact and tell the bully to leave you alone.**
- **Ignore the bully and walk away.**
- **Tell an adult, such as your parent, carer or teacher.**

You should try not to:

- **Do what the bully says.**
- **Let what the bully says or does upset you.**
- **Get angry or hit them.**

- **Always remember that if you are being bullied, it is not your fault and you are never alone.**

- **You shouldn't be scared to talk to someone if you are being bullied. If you talk to an adult, we can make the bullying stop.**

- **You should speak to your Form Tutor, Head of Learning or any member of staff in school to let them know this is happening.**

3. What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you help that person.

- **You should never walk away and ignore the bullying if you see someone else being bullied, because the bully will keep on upsetting that person. At SJP we are a family, we all work hard to ensure that everyone is treated fairly and respectfully.**

- **If you can, and it is safe, tell the bully to stop, but never get angry or hit them.**

- **Adults can stop the bullying and make that person feel happy again.**

- **You should never feel scared to tell someone about bullying. You should speak to your Form Tutor, Head of Learning or any member of staff in school to let them know this is happening.**

4. Who can I talk to?

It is important that you tell someone as soon as you are being bullied, or you notice someone else being bullied.

Speaking to someone like your mum, dad, carer or teacher will mean that we can make sure the bullying stops and doesn't happen again.

You can speak to any member of staff in confidence and they will support you and ensure that everything is dealt with.

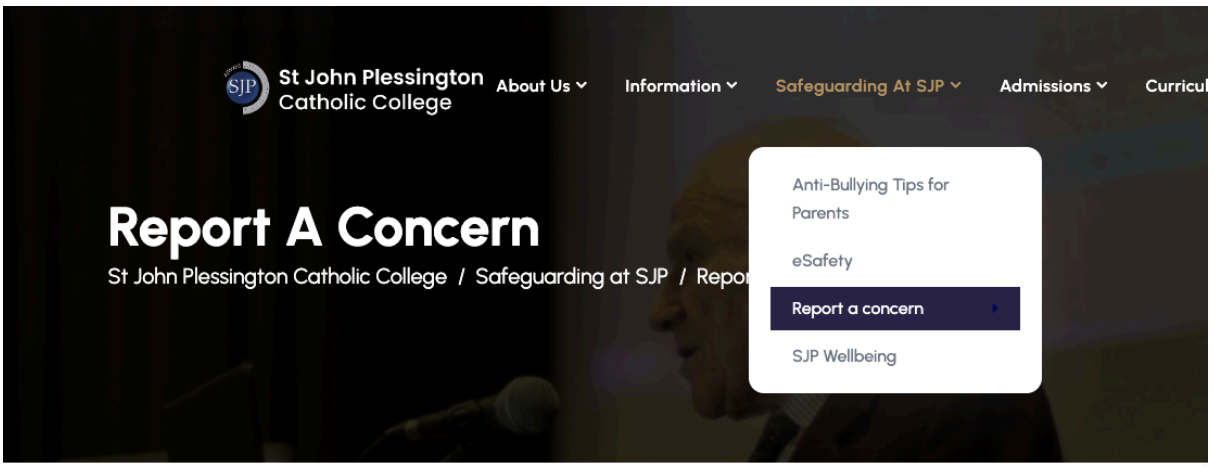
5. How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- **Making sure we keep to the rules in this guide.**
- **Helping others when they are in need.**
- **Being kind, friendly, respectful and safe to others.**
- **Thinking about people's feelings before we say or do something.**
- **Taking part in PSHE / RSHE sessions and anti-bullying week.**

6. <u>Reporting a concern on our website</u>

Students can now report concerns on our school website under the report a concern section and selecting the relevant form. https://stjohnplessington.com/safeguarding-at-sjp/report-a-concern/



Report a concern



Click this icon to report any concerns about your **wellbeing** or that of a friend or a family member.

Click this link to report **bullying** (repeated behaviour that hurts someone either emotionally or physically).







