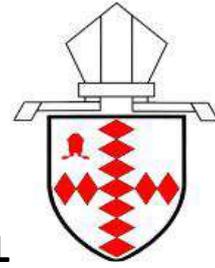




St PAUL'S (C OF E) PRIMARY SCHOOL



Anti-Bullying Policy
FAITH – HOPE – LOVE

Reviewed September 2021

Next Review September 2022

At St Paul's C of E Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

This policy focuses on pupils and is part of our whole school development and improvement plan. This policy is to be read in conjunction with our SEN, complaints, equality, behaviour, whistle blowing and staff conduct policies and documents.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated with input from members of staff, governors, parents/carers, children, and School Council and is available on our school website and learning platform.

Pupils contribute to the development of the policy through the school council, class discussions, Anti-Bullying week, etc.

The School Council have developed a child friendly version of actions you can take if you think you or someone else is being bullied which is displayed in classrooms, the playground and around the main parts of the school.

Parents/Carers are encouraged to contribute by: taking part in written consultations, parent meetings, parent forums,

Parents and pupils are encouraged to sign the home/school agreement which states expectations of behaviour and keeping safe from bullying.

Roles and Responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Headteacher's responsibilities' are:-

- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

The Headteacher and her DDSL team oversee incidents of bullying and communicate all 'record of concerns' in monthly meetings or as they happen via CPOMS if appropriate. The data gathered informs staff. All concerns from children, parents and staff are recorded on CPOMS.

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is Donna Mustafa.

The Anti –Bullying Coordinator in our school is Tracey Crannitch.

The Coordinator's responsibilities are:-

- Policy development and review involving pupils, staff, governors and parents/carers.
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Monitoring, in conjunction with the Learning Mentor, pupil notes deposited in the worry box

All staff at this school have a responsibility to model respectful behaviours both towards pupils and towards other adults.

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic or transgender bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

■ **Bullying around racism, religion and culture**

'Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.'

■ **Homophobic bullying**

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

■ **Cyberbullying including peer on peer abuse online**

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

It could include:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

■ **Bullying involving Children with Special Educational Needs (SEN) and Disabilities**

Children with SEN and disabilities may be adversely affected by negative attitudes to disability and perceptions of difference. They may find it more difficult to resist bullies, not understand that what is happening is bullying and have difficulties telling people about bullying.

■ **Sexist, sexual, biphobic and transphobic bullying**

Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying is bullying behaviour that has a specific sexual dimension and may involve suggestive sexual comments. Transphobic bullying stems from a hatred or fear of people who are 'transgender', which describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

What does bullying look like?

Bullying can include:

- physical bullying (e.g. hitting, pushing, unwanted physical contact)
- direct verbal bullying – (name calling or sarcasm, including comments related to race, disability, sexual orientation, gender, etc)
- derogatory and discriminatory language
- relational bullying
- bullying related to special educational needs or disabilities
- taunting
- mocking
- making offensive comments
- taking or damaging belongings
- cyber bullying – the use of information and communication technology, particularly mobile phones and the internet, deliberately to upset someone else.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- sexist / transgender / homophobic bullying
- bullying related to race, religion or culture.
- bullying of young carers or looked after children or otherwise related to home circumstances

Please note in the school council version of this policy this section is worded in child friendly terms agreed by the school council.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Point of contact: Class teacher or Headteacher.

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

Pupils are consulted during Anti-Bullying week as to the actions that they could take if they felt they or someone else was being bullied. A meeting by the School Council resulted in the following actions being agreed and displayed across the school. Other stakeholders were consulted on their views. Awareness of Cyber-bullying is taught in the curriculum through e-safety and can also be reported in school using any of the systems outlined below.

If you see someone being bullied you could:

- Find a friend or member of the school council and talk to them about what is happening and what you should do
- Remind the children involved of the school rules and our golden rule 'love one another'
- Tell a grown-up – you could report this to someone who works in the school who would do something about it or an adult in your family
- Write a note and give it to an adult in school

If you are being bullied you could:

- Find a friend or a member of the school council and ask them to help you.
- Remind the children involved of the school rules and our golden rule 'love one another'
- Tell a grown-up – you could report this to someone who works in the school who would do something about it or an adult in your family
- Write a note and give it to an adult in school

If your child is being bullied you could:

- Talk to your child and record what they say
- Inform the class teacher
- Arrange an appointment to see the class teacher
- Maintain a regular time to see the class teacher until the matter is resolved

Communication

The Headteacher communicates incidents of behaviour in half termly Action Group meetings with the MAT, through staff meetings and with the DSL team. The Headteacher and Deputy Headteacher maintain an ongoing update of policy which is particularly affected by changing legislation, parent view and comments and school council input. We welcome parents' comments and feedback at all times regarding the behaviour and welfare of our pupils.

Complaints

Any staff member or parent who feels that an incident has not been dealt with to their satisfaction is encouraged at all times to discuss this with senior leaders and Governors. Should their complaint not be addressed they are directed to follow the procedures set out in the Complaints Policy. The school will deal promptly with complaints in line with the complaints procedure.

Using a Restorative Approach

This school promotes responsible behaviour and deals effectively and fairly with all pupils.

It involves expectations, agreed and understood by all, and consists of four distinct parts:-

- i) A concise list of rules for all pupils to follow (our Golden Rule and CALM code)
- ii) A systematic approach to positive recognition of good behaviour (Go for Gold display)
- iii) A graded list of the consequences of failing to keep the rules (see behaviour policy)
- iv) A plan that seeks forgiveness and restoration (see behaviour policy)

The five themes of the restorative approach will be followed:-

Theme 1 & 2 – What’s happened/what is the matter? What were you thinking/feeling? (Each child)

Theme 3 – Anything to add? Who has been affected?

Theme 4 – What do you need so things can be put right/to move on?

Theme 5 – What can you do to stop this from happening again?

Repeated incidents action plan

In the highly unusual event that bullying incidents persist after initial intervention from staff, involvement with parents and use of restorative approach the Headteacher, senior leaders and Governors will contact the LA. Suspensions and even exclusions are possible at this stage. It should be noted that the school’s ethos does not reflect these actions and would only be used in a last case scenario.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. Our school will:-

- First report of bullying - Interview all parties, either separately or together. This will be decided by the victim. The children involved will be invited to bring a staff member to support them.
- Repeated report of bullying by the same perpetrator – A restorative meeting with all involved parties with the staff member supporting them. Parents will be informed.
- A third report will culminate in a restorative meeting with parents involved.

During these meetings a decision will be made on the consequences and school sanctions agreed. These will follow the appropriate response to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate. Support will be provided for both the victim and the bully and followed up by a member of the leadership team with feedback to the person who reported the situation and parents/carers

For children who consistently require corrective actions, the following should occur in order:

1. Reduce the number of corrective actions
2. Have an individual behaviour plan negotiated with parents
3. Involve the Inclusion Lead or DHT in developing a further behaviour plan with parents

4. Involve outside agencies in a Pastoral Support Plan
5. Temporary exclusion
6. Fixed term or permanent Exclusion.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident on CPOMS and this will be reviewed by the Anti-bullying coordinator and SLT. The information recorded will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the Headteacher's report at the end of each term.

The policy will be reviewed and updated every other year, more often if this is required. All incidents of bullying will be recorded on CPOMS.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at St Paul's C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Proactive strategies

- Anti-Bullying week annually in November.
- PSHE Pupil voice
- Parent information events/information
- Staff training and development for all staff
- School Council
- Parent forums
- Collective Worship
- School values
- Playground activities developed by MMS and supported by whole team
- Learning Mentor regularly meets with vulnerable pupils

Reactive strategies

- PSHE – circle time
- Restorative Justice
- Counselling by Learning Mentor
- Parental involvement
- School values

Both playgrounds are zoned into different types of activities, including ball games, skipping and fitness related equipment and reading and colouring in at lunch times to reduce bullying during playtimes.

Links with other policies

Behaviour Policy

Safeguarding and Child Protection Policy

On-Line Safety and Acceptable Use Policy - Cyberbullying and internet safety

Equality Policy

Complaints Policy and Procedures

Staff Behaviour (Code of Conduct) Policy

Whistleblowing Policy

If unhappy with the outcome please refer to the complaints procedure policy accessible on the school website.

Reference Documents and Related Policy/Guidance

National Documents

- DfE – Preventing and Tackling Bullying – Advice for Headteachers, staff and governing bodies
- DfE – Cyber bullying: advice for headteachers and school staff
- DfE – Advice for parents and carers on cyber bullying
- The Church of England ‘Valuing All God’s Children document:

<https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report%200.pdf>

Childnet International - Young People and Social Networking Sites (Leaflet) - A guide for parents, carers and teachers about the safe and responsible use of social networking sites.

School Council's Anti-Bullying Charter

This policy should be read in conjunction with the School Council's Anti Bullying Policy which is underpinned by the children's Anti-Bullying Charter. This Charter sets out the children's vision for St Paul's C of E Primary and sets out the St Paul's C of E way.

St Paul's C of E Anti-Bullying Charter

St Paul's, St Paul's, we are the best,
Stamping out bullying is our quest,
Tell the teacher, write it down,
Or you'll end up with a frown.

Stamp out bullying, stamp it out,
That is what we're all about,
Don't be mean, just be nice,
Or you'll have to pay a price.