



St Paul's Church of England Primary School Anti-Bullying Policy

Adopted by: Full Governing Board

On: 3rd March 2016

Review: March 2020

Statement of intent

St Paul's is committed to providing a caring, friendly, safe environment for all pupils so that they can learn in a relaxed, secure and happy atmosphere. Bullying of any kind is deemed unacceptable at St Paul's. All pupils should know that we are a **Telling School** and understand that all incidents of bullying will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to **tell** either their teacher, another member of staff or the designated support staff who mentor pupils within the school.

What is bullying?

Bullying is the deliberate and repeated action by an individual or group directed against those who cannot defend themselves in the situation. Those who are on-lookers and do not support the victim or tell are also considered to be part of the bullying group.

Bullying can be any of or a combination of the following:

- Emotional – excluding, tormenting, teasing, refusing to acknowledge, threatening, making gestures.
- Indirect – spreading stories, rumours, excluding from a group.
- Physical – punching, hitting, spitting, taking, kicking or any other use of violence.
- Racial – racist comments, graffiti, gestures, mimicking accents and or behaviours.
- Verbal – name-calling, sarcasm, teasing, provocative language, rumours.
- Sexual – gender related, inappropriate name-calling, gestures, exclusion, mimicking.
- Homophobic – gender related, name calling, exclusion from group/s, teasing and or mimicking, gestures.
- Cyber – negative communication by text, email, twitter, camera, face book or any other electronic device.

Why is it important to respond to bullying?

Bullying can have long lasting and sometimes a fatal affect on a young person's life. Therefore we do all we can to prevent bullying and promote a school ethos in which bullying is regarded as unacceptable and telling is considered acceptable.

As a school we aim to respond promptly and effectively to all issues of bullying.

Objectives of anti-Bullying policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that bullying will not be tolerated.

Signs and symptoms – what to look for:

- Being unwilling to go to school
- Feeling ill in the mornings
- Changes to their usual routine
- Being frightened of walking to and from school
- Not wanting to go on a public bus
- Becoming anxious and withdrawn
- Crying themselves to sleep at night
- Nightmares
- Truancing
- Beginning to do poorly at school
- Coming home with clothes/books torn
- Having possessions going missing
- Asking for money or stealing
- Continually losing pocket money
- Unexplained cuts and bruises
- Coming home starving (lunch money/lunch box stolen)
- Becoming withdrawn, lacking confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above
- Attempted or threatened suicide
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received

The above signs and behaviours are not exclusive but they could indicate that there is a problem with bullying. They should be investigated and acted upon in all incidences and especially if bullying is the cause.

Procedures

What do you do if you know someone is being bullied?

- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.
- Pupils are encouraged to use the Bullying Box if there is an issue they require help with – located outside the school offices.
 - or
 - Pupils are encouraged to report any incidents of bullying to the designated member of staff.
 - Any incidents are to be recorded on the behaviour log format.
 - If parents report any of the above concerns about a child it must be passed on to the head teacher or deputy head teacher. The head teacher or deputy head teacher will record and respond to all reports and monitor the outcomes.
 - The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
 - Every effort will be made to help the bully/bullies change their behaviour.

Teachers attempt to support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating success of all children we aim to prevent incidents of bullying at St Paul's.

Outcomes

Incidents will be investigated using the following criteria:

- Interviewing all children involved – bully, victim, bystander & any other pupil/s.
- Identifying the issues and discussing with each party involved.
- Notifying parents and or carers if necessary.
- Discussing solutions.
- All parties agreeing to resolution/s discussed.
- Monitoring all of the involved parties to ensure bullying does not re-occur.
- Mentoring of individuals and or groups set up as deemed necessary.
- Follow up meeting/s with all involved.
- Apologising - The bully/bullies would be asked to genuinely apologise and reform their behaviour.
- In serious cases, suspensions or even exclusions will be considered after discussion with parents and or carers and associated governor.

- Incidents of bullying are a standing item on the Children, Families and Communities committee of the Governing Board. They are reported to the committee by the Headteacher.

All staff have a responsibility to monitor behaviour and to deal effectively with incidents of bullying as set out in this policy. If resolution cannot be arrived at by any member of staff, they should forward their concern to a member of the school's SLT immediately. It is important to act quickly with acts of bullying. There is further advice for staff and governors in the appendices of this policy

Prevention

As and when appropriate, the methods for helping children to prevent bullying will include:

- Following the borough and national guidelines on anti-bullying.
- An annual assembly devoted to bullying during anti-bullying week in November.
- Additional assemblies as and when the need arises.
- Writing a set of class/school rules.
- Signing a behaviour contract.
- Providing associated bullying resolution tasks – reading stories, drawing pictures, acting out scenarios for discussion, puppet work, class stories
- Anti-bullying displays and posters.
- School mentors – designated members of staff with whom children can confide in privately and or seek help.
- Anti-bullying box – confidential messages – box only opened by mentors who will respond and follow up the issues.
- INSET – so that all staff are aware of procedures using the policy information.
- Parents, pupils and head teacher to all agree and sign the school's home school agreement, which establishes behaviour expectations.

Bullying outside of school

School's are not directly responsible for bullying off their premises. Our school's anti-bullying policy encourages pupils to 'tell' and not to suffer in silence. Where a pupil reports bullying off the school, premises, a range of steps may be taken:

- Talk to parents so that they can deal with the issue.
- Talk to the local police/community officer about problems on the local streets.
- Talk to the transport companies about bullying on trains and or buses.
- Direct parents to support networks – local and or national.

Working with other agencies

At times, incidents of bullying may raise concerns of child protection or potential criminal activity. When investigating incidents of bullying, the school's leadership team may liaise with the Police, Social Care or other relevant professional groups where relevant.

If there is a safeguarding or criminal aspect to bullying investigations, the school may leave elements of the investigation to the relevant professional to ensure that investigation and outcomes are arrived at by the appropriately trained professionals.

Parents

On occasions, parents may become aware of incidents of poor behaviour or bullying. These should be reported on to the child's class teacher as soon as possible. Parents should always encourage their child to speak to the adults at school when things go wrong.

Behaviour difficulties are most effectively addressed immediately after an incident has occurred, so reporting at school first is the swiftest way to resolve a problem.

Appendix 1

Suggestions for teachers

- Tell the children that any form of bullying is not tolerated in school. Everyone is expected to ensure that it does not happen and has the responsibility to *tell*. Ensure that the children understand that this is not telling tales but an important issue.
- The children need to discuss bullying and define:
 - what it actually is
 - what it means
 - what can be done if it occurs
- The children need clear expectation of behaviour – agree class rules and behaviour policy rewards and sanctions.
- Children will be need to be reminded of the school agreement signed on entry to the school along with their parents and the head teacher.
- Discuss ways forward to help bullies reform and become part of the class group.
- If bullying occurs find out the facts, talk to all involved individually – bullies, victims, onlookers – seek further advice and support from co-ordinators (PHSE and or Behaviour), deputy head teacher and head teacher.
- It maybe necessary to discuss the issues with the parent or parents involved and solicit their support.
- If the bullying is related to an issue – death of a family member, parental splits or arguments etc mount an educational programme about the problem, but focused on a particular child. Inform the head teacher and seek support from the school mentor.
- If necessary break up group dynamics by assigning places. Most bullying groups have a leader with other children being frightened of the bully/bullies. Use peer pressure against them.
- Teach children to be assertive using learning programmes – such as SEAL resources and website. Differences should be accepted and never a causes for bullying.
- Reward and encourage children for individuality.

Appendix 2

Suggestions for head teachers, all staff and Governors

- Work with children to make a list of playground rules – focus on appropriate ways to behave towards each other – to run in conjunction with existing rules.
- Use assemblies for children to present rules decided upon.
- Photocopy rules and have every child sign them. Keep a copy on display so that no-one can say “I don’t know the rules!” Ensure that new comers to the class are informed and understand the code of conduct agreed upon.
- Zone the playground – so that the children understand where to play certain games and the types agreed upon. Ensure that a quiet space is set aside.
- Deal with bullying and intimidation immediately. ‘Sorting it out’ is the responsibility of the member of staff supervising the playground – seek help if necessary.
- All members of staff should have clear procedures to report bullying incidents.
- All members of staff have a role in monitoring children’s behaviour. Staff should inform and liaise with one another if a problem arises.
- Incidents of bullying should be recorded in an incident book so that certain types of behaviour can be monitored.

Appendix 3

Procedures for Teaching Assistants and auxiliary staff including SMSA's

- Be aware of any children appearing to be picked on or spending a lot of time on their own.
- Keep a record of any events in a notebook.
- Ask child/children if there is a problem – ask if they would like to speak to you or another member of staff.
- All incidents must be reported and recorded on the behaviour log sheets (details in the school handbook) – these should be completed and handed to member of the SLT.
- If there are immediate concerns seek the support of a teacher who can deal with the issues or will report the issues to designated member of staff responsible for behaviour/ anti-bullying.

SMSA's should be notified of any children experiencing difficulties and given strategies to support, monitor and look out for incidents during the lunchtime.

SMSA's should be advised of outcomes of any incidents reported.

Appendix 4

Procedures for dealing with repeated incidents

These procedures should happen to every person in the school, and pupils should understand what will happen if they persist with bullying.

- take the problem seriously
- investigate all incidents
- interview the bully/bullies and victim/s separately
- interview any witnesses
- decide on appropriate actions
- obtain an apology from bully/bullies
- hold class discussion about bullying
- provide a support teacher and or mentor for victim
- encourage bully/bullies to change their behaviour
- inform the deputy and head teacher about incidents
- the head teacher will make the decision to involve parents on all sides
- the head teacher will inform staff and the action taken
- a written record of incident, interviews and action must be kept
- the head teacher to arrange follow up meetings with parents to report on progress
- organise follow up meetings for all parties involved

It is important to remind the children regularly that:

We are a 'telling school'