



Anti-Bullying and Racism Policy

Head Teacher: Mrs Sarah Young

This policy was adopted on : February 2018

The policy to be reviewed: Annually

POLICY STATEMENT

Every pupil in St Paulinus C E Primary School has the right to enjoy their learning and experiences, free from intimidation. At our school bullying is taken seriously. Victims of bullying, racism, homophobic behaviour and violence are dealt with immediately following the guidelines in this policy.

At St Paulinus we believe that a single incident can constitute bullying, and that it does not have to 'happen on a regular basis'. We recognise, however, that regular or systematic bullying can have greater far-reaching effects.

This policy must be read in conjunction with other school policies such as: Behaviour; Equal Opportunities; Ethnic Minority/English As An Additional Language.

Statement on Racism

Racism is defined by the school as: attitudes and actions directed against a person by virtue of the fact of their colour, culture and/or ethnicity in such a way as to hurt another or to engage in stereotyping. A racial incident is any incident regarded as such by the victim or anyone else. We report all incidents of racism to Bexley LEA.

Notwithstanding the statement above, we regard racism as a form of bullying. The following, therefore, applies to both bullying and racism.

Whilst racism and violence are often clearly observable instances of unacceptable behaviour, the notion of bullying is a more difficult pattern of behaviour to define, detect and deal with. At St Paulinus bullying is defined as shown below: -

- It is *generally* persistent.
- It involves manipulation and the abuse of power.
- It causes distress to another
- It is premeditated and calculated rather than thoughtless or accidental.
- It can involve an individual or become part of a gang's activity.
- It can vary in intensity from horseplay to serious physical assault.

Bullying may include any or all of the following behaviours:-

- Physical – pushing, kicking and other acts of violence or threats of violence.
- verbal - name calling, sarcasm, spreading malicious rumours (either spoken or written), cruel teasing.
- Non-verbal – body language which may be subtle but nevertheless may be threatening and express distaste or rejection.
- Use of the internet or texting - to harass, threat, insult or embarrass.
- Emotional – excluding, tormenting, ridicule, humiliation, racist, taunts, graffiti, gestures or giving other subtle but hostile unspoken messages (any racist implication is dealt with in our anti racist policy).
- Sexual/homophobic – unwanted physical contact or abusive comments

Every pupil has the right to:-

- be treated with respect.
- make mistakes and to be responsible for them.
- refuse requests without having to feel guilty or selfish.
- ask for what they want (realising that the other person has the right to say "No").
- be listened to and to be taken seriously.
- say "I don't understand".
- ask for information.

At St Paulinus, we are committed to providing an environment, which offers our pupils both safety and security in a relaxed, friendly setting. Bullying could destroy our school's positive ethos, adversely affect the atmosphere of a class or the climate of the whole school. Bullying is wrong and damages individual children. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

AIMS AND OBJECTIVES

1. To ensure that all pupils receive their education in a caring environment which is free from verbal and physical aggression, victimisation and humiliation.
2. To increase self-esteem and the skills of assertiveness in all pupils where necessary.
3. To ensure all pupils are aware of the behaviour expectations set out in the 'School Code of Conduct' and of strategies to stop bullying, set out in the 'Anti-Bullying code'.
4. To create a 'Telling School'.
5. To reduce the opportunities for bullying and prevent bullying from taking place.
6. To deal with situations involving bullying in a consistent manner by following the established procedures set out in this policy.
7. To provide support and help to the pupils and parents of pupils involved.
8. To involve Governors, teaching, non-teaching staff and parents in this area of discipline.

POLICY INTO PRACTICE (summarised at Appendix 3)

1. Bullying Procedures

The school will deal with incidents involving bullying the following way:-

- **Investigate the incident, speaking separately to the alleged bully and the victim.** It is important in the meeting with the victim to not only find out what has been happening but also how they feel.
- **Decide on appropriate action.** Depending on the severity of the incident, a formal warning will be issued.
- **Inform staff and parents of the problem and actions taken, including the lunchtime assistants.**
- **When appropriate there will be a meeting of all pupils involved.** All those involved can hear how the victim feels and the children will be asked how to help solve this problem. In the meeting no blame will be given (that has been dealt with). Strategies will be decided by the children and written down by an adult with a decision taken to try these in the following days.
- **When appropriate there will be a further meeting to follow up.** The situation will be assessed. Often the problem will be solved. If not, different strategies will be looked for and reasons for the original strategies not working will be looked at.
- **Support.** The pupils involved may require support from a particular member of staff to think about and talk through their feelings and problems.
- **Records.** A written record of the incident and action taken will be kept in the class incident log and Head Teachers behaviour file.

ANTI-BULLYING CODE

This code is designed through consultation with the children drawing on their ideas and thoughts. Children are actively involved with making posters so that the code is displayed and known throughout the school

Staff will refer to it within the classroom and in assemblies, so that all pupils are aware of its implications for them.

CURRICULUM

Throughout the year children's learning will include work about self-esteem, assertiveness, bullying and strategies on coping with bullying. It may be delivered as part of another subject, as PSHE lessons, in Assemblies, through discussion, literature and role play.

ROLES AND RESPONSIBILITIES

The role of governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Senior members of staff draw the attention of children to this fact at suitable moments.
- The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves and also refer it to the Head Teacher or Deputy Head. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then the teacher consults the Head Teacher who informs the child's parents.
- When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. The Head Teacher is informed and records are kept if the class teacher's files. If a child is repeatedly involved in bullying other children, we inform the Head Teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as the social services.
- Teachers use a range of methods to help prevent bullying and to establish a

climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy Head Teacher or the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are supported and trained to understand they should not tolerate any form of bullying.
- Pupils are supported and encouraged to report any bullying or behaviour they deem to be unkind and unacceptable.
- Children who have been deemed as behaving in any manner that can be construed as bullying are dealt with following the schools behaviour policy. Support is put in place for those pupils. The school works in partnership with parent to improve such behaviour.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire.

EVALUATION

Key Stage Leaders need to be constantly aware of the effectiveness of the Anti-bullying policy. It can then be ascertained whether any individuals need additional help or support.

Written evidence will be kept to help this process:-

- A diary will be kept to record any signs that bullying may be developing.
- A list of pupils to observe will be kept.

RESOURCES

Resources are available for staff reference, which contain information about bullying and suggestions for increasing self-esteem and assertiveness, and strategies for coping with bullies. Resources are stored with other PSHE material in the Resource Mobile

THE ROLE OF THE P.S.H.E. CO-ORDINATOR

(Appertaining to Anti-bullying issues)

The P.S.H. E. Co-ordinator will:-

- demonstrate good practice and provide support/guidance to colleagues.
- be aware, as time allows, of the delivery of the curriculum across the whole school.
- attend relevant in-service training courses and disseminate latest information on new developments.
- Update resources as necessary.

SIGNS OF BULLYING

A victim of bullying might display any or all of the following signs and symptoms:-

- Unwillingness to go to school or attend certain lessons.
- Reluctance to participate in unstructured/less supervised times of the day.
- Avoidance of usual places or routines.
- Regular / frequent theft of books or private possessions.
- Become withdrawn or tearful.
- Social isolation.
- Mood swings.
- Might suddenly hit out, become jumpy, nervous or forgetful.
- Development of irrational fears.
- Feelings that everyone is against them or talking about them.
- May complain of real or imagined ailments.
- Changes in eating routines.
- Sleep problems, fatigue or listlessness.
- Regressive behaviour, e.g. thumb sucking, bed wetting, clinginess or over dependency on adults.
- Unexplained bruises, scratches or other physical marks.
- Reluctance to discuss how they happened or acknowledge their existence.
- Difficulty with concentration and attention.
- Deterioration in performance or achievement.
- Depression, loss of self-esteem or confidence.
- Reluctance to participate in social activities.
- Loss of confidence or trust in adults.
- Rejection of adult conversation or company.

A SUMMARY OF BULLYING PROCEDURES AT St Paulinus C E Primary School

The school will take the problem seriously:-

1. Investigate the incident, speaking separately to the pupils involved.

There will be a meeting with the victim to find out what has been happening and how they feel.

2. Decide on appropriate action.

Depending on the severity of the incident, a written warning will be issued.

3. Inform staff and parents of the problem and actions taken, including the Lunchtime Assistants.

4. When appropriate there will be a meeting of the victim and all those involved.

All those involved can hear how the victim feels and the children will be asked how to help solve this problem. In this meeting, no blame will be given (that has been dealt with). Strategies will be decided by the children and written down by an adult, with a decision taken to try these in the following days.

5. When appropriate there will be a further meeting to follow up

The situation will be assessed. Often the problems will be solved. If not, different strategies will be looked for and reasons for the original strategies not working will be looked at.

6. Support

The pupils involved may require support from a member of staff to think about and talk through their feelings.

7. Records.

A written record of the incident and action taken will be kept.