



## Anti-Bullying Policy

**Principal: Mrs. C. Rhodes**

**Assistant Principal: Mrs. K. Sukonik**

**Chair of Governors: Mrs. J. Joynes**

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**‘As children of God at St Paulinus, we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.’**

***“Having gifts that differ according to the grace given to us, let us use them” (Romans 12, 6)***

***NURTURE: Knowledge, Curiosity, Resilience, Respect, Spirituality, Creativity & Love***

### POLICY STATEMENT

Every pupil at St Paulinus C E Primary School has the right to be happy and enjoy their learning and experiences, free from intimidation. We believe that every child and adult in the school should be able to work and study in a bully-free environment. Everyone should feel confident when coming to school that they can spend the day in a friendly place where we’re all working together to help one another.

At our school, bullying is taken seriously. Victims of bullying, racism, homophobic behaviour, anti-transgender behaviour and violence are dealt with immediately following the guidelines in this policy.

### AIMS AND OBJECTIVES

- To ensure that all pupils receive their education in a caring environment which is free from verbal and physical aggression, victimisation and humiliation.
- To increase self-esteem and the skills of assertiveness in all pupils where necessary.
- To ensure all pupils are aware of the behaviour expectations.
- To empower our children to speak up and speak out.
- To deal with situations involving bullying in a consistent manner.
- To provide support and help to the pupils and parents of pupils involved.
- To involve Governors, teaching, non-teaching staff and parents in this area of discipline.

### What is bullying? – A definition

Bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

(Anti-bullying alliance)

Every pupil has the right to:

- be treated with respect.
- make mistakes and to be responsible for them.

- 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.

### **Procedures for addressing**

All accusations of bullying will be taken seriously. There are a variety of reasons why children and adults bully one another. Time should be spent not only with the victim but also considering the reasons why someone becomes a bully. There are ideal times during the school week when issues related to bullying and children can be discussed in class. These include:

**Class discussion time** is the perfect opportunity to address issues relating to bullying and why people bully and are bullied

#### **PSHE/RSE**

Discussions about bullying are part of our PSHE/RSE teaching incorporated into our curriculum across all classes in the school.

### **Our school culture**

It is important that we set a good example as adults in and around the school. The way we work with one another and our own productive and supportive relationships will provide a model for children. In the teacher/ child relationship we should also be alert to how we address children, the language and tone that we use and the response that we expect.

A general tone of respect around the school where care and consideration is expressed for others is part of building a culture in which bullying can be acknowledged and dealt with.

In addition, we request class teachers:

- Reward children who help prevent bullying
- Emphasise that it is the bullying behaviour we dislike and not the child
- Involve children in helping to solve problems and address topical issues
- Develop children's social skills generally within the class
- Teach and encourage confidence-building and assertiveness
- Find constructive ways to help children who are bullying to change their ways

A written record of all incidents and action taken will be logged onto CPOMS and the SLT will be notified

### **Signs of bullying**

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying. The victim might be:

- frightened or unwilling to come to school
- absent from school more than usual

- withdrawn and anxious
- starting to stammer
- crying at night or having nightmares
- performing less well at school
- coming home with damaged belongings or has possessions going missing
- asking for money or stealing money
- losing money on a regular basis
- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause.

### Special Needs

Children with specific special needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have. Once more, class discussion time can provide opportunity for children to share the responsibility of looking after one another.

In some cases, the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case support should be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced significant bullying at home, this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

### Equal opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

## **POLICY INTO PRACTICE**

### 1. Bullying Procedures

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

- **Investigate the incident, speaking separately to the alleged bully and victim.** It is important in the meetings with the victim and bully to not only find out what has been happening but also how they feel.
- **Decide on appropriate action.**
- **Inform parents of the incidents and actions taken** (this will generally be in the form of a meeting or in some cases a phone call). Both sets of parents will be informed. During this discussion, support strategies may be agreed for either child and a follow-up meeting may be arranged to review this.
- **Inform staff including the lunchtime assistants of the incident and any actions that will take place in school.**
- **When appropriate, and after consulting with parents, 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.**

If the problem continues, 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 recorded on CPOMS.

## **ROLES AND RESPONSIBILITIES**

### **The role of governors**

- The governing body supports the Principal 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 every half term as part of the half-termly Safeguarding Meeting, and reviews the effectiveness of this policy regularly. The governors require the Principal 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 Principal**

- It is the responsibility of the Principal 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 Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Principal 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 Principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Principal 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 report all incidents on CPOMS and 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 a member of the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied.
- 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 their action was wrong, and that child is encouraged to change their behaviour in future. The Principal is informed and records are logged onto CPOMS and kept in the class teacher's files. Teachers will then invite the parents of the pupil's involved into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Principal may contact external support agencies, such as 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. Time is given to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents**

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come to school with their concerns and speak to either the class teacher or senior member of staff.

- 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 Head of Key Stage, the Assistant Principal or Principal. If they remain dissatisfied, they should follow the school's complaints procedure. We would always prefer that difficulties in relationships between children were sorted out in school and would discourage parents from intervening themselves.
- 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.