



Anti-Bullying Policy

Principal: Mrs Rhodes

Assistant Principal: Mrs Sukonik

Chair of Governors: Mrs S Smith

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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

Section 1: Aim

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. Incidents of bullying, racism, homophobic behaviour, anti-transgender behaviour and violence are dealt with immediately following the guidelines in this policy and **in conjunction with our Behaviour Policy.**

ALL FORMS OF DISCRIMINATION ARE TAKEN AS SERIOUSLY AS ANOTHER.

Section 2: Objectives

Our policy sets out the rights of all stakeholders in relation to bullying. It contains definitions of bullying and signs and signals for staff, children and other stakeholders to be vigilant of the signs that may indicate that a person has been, or is being bullied. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat bullying. Our policy takes into consideration consultation with stakeholders, as well as guidance that exists, data available and training undertaken. The implementation of the policy is the responsibility of all staff and stakeholders. **This policy is supported by and links closely to other policies such as our school’s Behaviour Policy, APAT Safeguarding Policy, Online Safety, Child on Child Policy,** all of which safeguard and promote the welfare of children in this 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.

Whole school strategies to prevent bullying behaviour include:

- Having a “Telling School” ethos
- Belief that bullying does happen, whether we know about it or not.
- Careful implementation of the Behaviour and Safeguarding policies, SEND, and PSHE Policies, in addition to this policy.
- The encouragement and development of good relationships between children and between staff and children.
- The use of collective worship, PSHE lessons and circle time to explore those relationships, areas of conflict, feelings, ideas and opinions.
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns.
- Working with children to help them grow in understanding the consequences of their actions.
- Working with other agencies – e.g other schools, Behaviour Support Services, Educational/clinical psychologists, CAMHS, Social Services.
- All staff who work with children to have appropriate training and a clear understanding of the school’s approach to behaviour management and tackling bullying.
- Regular staff monitoring of behaviour during lesson time, at break time and lunch time.

Supervision

We ensure that key areas of the school are adequately supervised and staff are vigilant. Children are given opportunities to take responsibilities and demonstrate initiative (play leaders, peer mentors, prefects). The school should regularly ask students via a map of the grounds and vicinity where vulnerable places might be and act upon this appropriately.

Section 3: Definition of Bullying.

Although there is no legal definition of Bullying, at St Paulinus CE Primary School, we define it as behaviour that is:

- **Several Times On Purpose- STOP**
Bullying is repetitive and persistent. Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle.
- **intended to hurt someone either physically or emotionally**
The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **often aimed at certain groups, for example because of race, religion, disability, gender or sexual orientation**
- **Involves an imbalance of power**
Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures.

It takes many forms and can include:

Physical - for example, hitting, kicking, theft

Verbal – for example, racist, sexist or homophobic remarks, threats, name-calling

Emotional - for example, isolating an individual from the activities and social acceptance of their peer group

Cyber – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.

Homophobic bullying - for example, prejudice motivated towards students who are LGBT lesbian, gay, bisexual or transgender.

Child on child abuse: *Context and Definition:* Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable children are at particular risk of harm

Anyone can practice bullying behaviours/be a bully.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time. However, individual incidents will be monitored to ensure that they are not repeated, as if undealt with these can become bullying over time.

Section 4: The Signs Of Bullying

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible. The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes to normal behaviour or attitudes
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport

- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".
- We also recognise the role of children, staff and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveller Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender/ non-binary/ children
- Young Careers

Section 5: Procedures for dealing with Bullying.

We encourage children to report any incidents of bullying to any member of staff in the setting. We strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible.

The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Meet with the victim and remain calm, using patience and understanding.
- Encourage them to talk about incidents, issues and feelings.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Identify the alleged bully/bullies. Obtain witnesses if possible.
- Discuss options to resolve the situation, agree actions and advise the victim of what happens next.

Potential options for resolution:

- Meet with the child/ren alleged to have been involved in bullying behaviour, accurately recording their words.
- Where bullying behaviour has taken place, explain that it is totally unacceptable and encourage the child to acknowledge that the behaviour is wrong and needs to stop.
- Arrange a programme of support for both children to ensure that there is no reoccurrence. Mediation can be used ensure that both parties are heard. However, in serious cases this may not be suitable.
- The key phase leader will ensure that parents are informed of the incident on the day it has happened. Children will be offered the opportunity of having their parents involved to support the process throughout.
- Inform the relevant staff in the appropriate phase (eg Midday Supervisors and other relevant staff who work with both victim or culprit).
- Staff to record all incidents and actions taken on school electronic recording system.
- Arrange to meet the parents/carers of all of those involved in the incident(s) and any subsequent follow up meetings to facilitate support for the school's actions and so that we can work together.
- Plan regular monitoring and check-ups to ensure the bullying has ceased.
- Any bullying incidents that occur are reported to the Governing Body on a termly basis through the Principal's report.
- **Should any incidents of bullying behaviour be deemed of a particularly serious nature the Principal or Assistant Principal will inform parents immediately of the possibility of exclusion.**
- **The Principal may take the decision to exclude a child immediately for serious bullying behaviour. Parents have a right of appeal to the Governing Body and the LA.**

In order to support all pupils within the school, we focus on each individual. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates, Team around the Child/ Family, Early Help meetings, pupil's voice in addition to targeted support for students.

We are aware that the school has a responsibility to help to safeguard children outside school and it is our responsibility to safeguard and take action, providing evidence that we have done so. We teach our pupils about staying safe online and internet safety and the consequences of inappropriate actions.

- The use of collective worship, PSHE lessons and circle time to explore those relationships, areas of conflict, feelings, ideas and opinions.
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns.
- Working with children to help them grow in understanding of the consequences of their actions.
- Working with other agencies – e.g other schools, Behaviour Support Services, Educational/clinical psychologists, CAMHS, Social Services.
- All staff who work with children to have appropriate training and a clear understanding of the school's approach to behaviour management and tackling bullying.
- Regular staff monitoring of behaviour during lesson time, at break time and lunch time.

Staff Responsibility

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every child and other colleagues within the school community as individuals
- be aware of vulnerable pupils
- criticise the behaviour rather than the child
- avoid favouritism

- be seen to be fair
- avoid labelling
- have high expectations of pupils
- never give children ammunition to use against each other
- actively seek to develop a praise culture within the school.

Children's responsibility

Children also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow students and adults working within the school community;
- support and be sensitive to others when they may be feeling vulnerable;
- actively seek to develop a praise culture within the school;
- actively support the school anti-bullying policy;
- take responsibility for their own behaviour.

Parent's responsibility

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 their child's class teacher.

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** in the first instance.

If they are not satisfied with the response, they should **contact the appropriate Phase Leader for their child's year group**.

The Assistant Principal or Principal would be the next appropriate person to contact following this course of action.

If they remain dissatisfied, they should follow the school's complaints procedure, which can be found on our school website.

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.

Appendix:

Definitions:

Racial discrimination

Any discrimination against any individual on the basis of their skin colour, or racial or ethnic origin. Individuals can discriminate by refusing to do business with, socialise with, or share resources with people of a certain group. This includes name calling and alienation due to race.

Homophobic Bullying

Homophobic bullying can be through name calling, spreading rumours, cyberbullying, physical or sexual and emotional abuse

Disability discrimination

Any discrimination, including name calling that directly relates to a disability.

Discrimination by association – When a pupil is treated unfairly on the basis of another person's protected characteristic. For example, it is discriminatory for a child to be the subject of abuse because one of their parents is disabled.

Child on child abuse (see Child on child Abuse Policy for more detail)

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised, including intimidation, between children/young people both on and offline. This includes certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.