

St Paul's Church of England Primary School Policy



Anti-Bullying Policy

Date adopted:	1.1.2021	Last reviewed:	1.1.2024
Review cycle:	Every 3 years	Is this policy statutory?	No
Approval:	SLT	Author:	Juliette Dean
Local approval*:		Local author*:	
Next review Date	1.1.2027		

* only for policy/procedures that are templates and require local adaptation.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	1.1.24	JD		Removal of BFGs – no long applicable due to OPAL play

Anti-Bullying Policy

We believe that St. Paul's School should provide a secure environment in which a child can flourish as a learner, grow in self-confidence and learn tolerance and mutual respect. Through this children will learn to take responsibility for themselves and others. We aim to ensure that all children feel safe from bullying and are confident to seek support from adults should they feel unsafe.

This policy has been written in consultation with children, parents and governors.

Aims and Objectives

- To raise the awareness of children, parents/carers, Local Committee Members and whole school staff about bullying behaviour
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for both victims and those who are perpetrators of bullying.
- To build an emotionally literate school where telling can be done without fear of repercussions and all children feel safe.
- To support a school culture where differences and diversity are accepted and celebrated.

Policy Links

This policy links to the following school policies:

Behaviour, SEND, Health & Safety, Equal Opportunities, Equality, Diversity and Community Cohesion, Internet safety and Child protection and safeguarding.

Definition of Bullying

- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance or exclusion of one child by another, or group of others

The following definition is displayed in all classrooms:

I have been bullied when:

1. I have been deliberately hurt, with words or actions, by the same child or group of children,
2. This has happened several times.
3. I don't know how to stop it happening.

Bullying may include:

- Physical (pushing, hitting, kicking, pinching, any form of violence, threats)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, abusive comments which may have homophobic / sexist messages)
- Unkindness verbal / physical / emotional / cyber due to Special Educational Needs (SEN) differences

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- being easily distressed
- damaged or incomplete work
- Is frightened of walking to or from school.
- Begins truanting.
- Feels ill in the morning.
- Begins to under perform in school work.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

NB this is not a definitive list but suggests some of the signs and symptoms. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

When a disclosure is made, it will always be listened to and carefully investigated.

Preventing Bullying

We will endeavour to:

- ensure that all children know who to speak to if they have concerns that they or some-one else is being bullied
- Provide opportunities for children to share if they being bullied without having to tell anyone, such as through a worry box.
- look for signs of bullying and act promptly and firmly involving parents / carers where appropriate
- raise children's awareness of what bullying behaviour actually is

- promote themes such as friendship, conflict resolution, power and trust, through circle time, social skills, assemblies and throughout all lessons where possible
- use drama and role play to explore and prevent bullying behaviour
- teach children to be assertive and to resolve conflict constructively
- encourage children to tell someone – a friend, class teacher, member of staff, parent – if they are being bullied or made unhappy
- encourage parents to contact the class teacher immediately if they are worried that their child may be being bullied – if this does not resolve the bullying then to contact Base Leader or a member of the SLT
- ensure careful supervision, including engaging physical activities over the lunchtime in the playground and be alert for bullying behaviour
- ensure staff communicate possible bullying to relevant colleagues
- provide a range of lunchtime clubs that the more vulnerable children may choose to join thereby giving them the opportunity to discover they share similar interests with other children and developing their social strengths to feel more comfortable outside
- provide books and literature in class libraries which support good behaviours and inclusion of everyone
- ensure that staff are equipped with a range of strategies for responding to bullying behaviours and promoting positive, inclusive behaviours, so there is consistency in the anti-bullying message and approaches.
- ensure that staff and other adults model good social behaviours across the school community
- demonstrate that bullying behaviour will not be condoned or tolerated and that all incidents will be taken very seriously

Dealing with Bullying

1. Once the behaviour is identified as bullying, the incident will be reported to a senior member of staff (Key Stage Leader or member of the SLT) who will investigate fully and take actions which may include:

- Interviewing the victim and bully separately.
- Reassuring the child that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything will be done to re-establish the victim's self-esteem and self-confidence.
- Speaking to the bully and identifying the reasons why s/he has acted in the way s/he has. The bully will be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour. The victim will also be given support to become more assertive and thereby less vulnerable to bullying.

2. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.

3. On other occasions the bully will be told firmly to stop his/her antisocial behaviour immediately and to stay away from the victim.

4. The parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they will be invited into the school to discuss the matter. The timescale for resolving an incident where parents/carers are involved is 5 working days.

5. Serious or prolonged bullying will always be reported to the Head Teacher and could result in one or more of the following sanctions:

- meeting with the Head Teacher which may also involve the parents / carers of both children
- writing an explanation or apology for the incident
- withdrawal of break or lunch time privileges
- removal from the class to work on an in-school exclusion
- fixed term suspension
- permanent exclusion

6. Follow up meetings with the victim and bully will be arranged to find out whether the solution has been effective or not, and the situation will be monitored.

7. A written record will be made of every incident of bullying using the Record of Reported Bullying (appendix 1). The report will indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. These are kept in the Head of School's office.

Promoting an Anti-bullying Ethos

1. Social skills sessions and circle time will be used to explore issues around bullying including: What is bullying? What causes people to bully each other? How does it feel to be bullied or to bully? What are the effects of bullying behaviour? What would our school be like if bullying was acceptable? Why will we try not to bully each other? What can we do to stop bullying?

2. The PSHE Wellbeing curriculum programme incorporates elements themed around the prevention of bullying.

Advice for children who are being bullied

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell a teacher or friend what has happened - don't suffer in silence
- Tell your family
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

Advice for children who observe bullying

- Don't allow someone to be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the victim to join in or play with you or your friends
- Tell the bully to stop what they are doing
- Show the bully that you disapprove of his/her actions
- Never support a bully or be tempted by a bully to do what s/he is doing

3. Children are consulted regularly to perceive their view of bullying in the school and to implement their ideas for preventing bullying.

4. Posters are displayed around the school to promote an anti-bullying ethos.

Appendix 1 Record of Reported Bullying

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	
Follow up action (including dates)	
Signed (name)	