

**ST. PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



**ENGAGE - INSPIRE - ACHIEVE**

**The Christian family of St Paul's... moving forward together.  
A caring, exciting and happy school where everyone  
succeeds!**



**Anti-Bullying Policy**

**April 2022**

**We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:**

**Article 13: Your right to information.**

**Article 19: Your right to be kept safe.**

**Article 28: Your right to learn and go to school.**

**Article 29: Your right to be the best you can be.**

**Article 36: Your right to be protected from things may cause you harm.**

## **POLICY STATEMENT**

The Government has made tackling bullying in schools a key priority and the DfE has made it clear that all forms of bullying, including those motivated by prejudice, must not be tolerated. No-one should suffer the pain and indignity that bullying can cause. St Paul's Church of England Primary School fully recognises its responsibilities for tackling bullying behaviours at all levels. This policy applies to pupils, staff and all stakeholders of St Paul's Church of England Primary School.

## **LINKS TO OTHER POLICIES**

- Restorative Behaviour Policy
- SEND Policy
- Child Protection Policy
- Prevent Policy
- E-Safety Policy
- PSHE and RSE Policy

**The following national guidelines should also be read when working with this policy:**

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

## **AIMS AND PRINCIPLES**

The aims of the school's anti bullying strategies and intervention systems are:

- To prevent, de-escalate and /or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the person (victim) who has experienced bullying behaviour and to trigger sources of support for them
- To apply disciplinary sanctions to the person (perpetrator) causing the bullying behaviour and ensure they learn from the experience, possibly through multi- agency support
- To prevent, react and stop incidents of peer on peer abuse

**‘Every Child Matters’** at St Paul’s because:

- Everyone has the right to feel welcome, secure and happy
- We should treat everyone with consideration
- If bullying happens it will be dealt with quickly and effectively
- It is important to tell someone

**Bullying of any kind is unacceptable at our school.**

## **WHAT IS BULLYING?**

**The Government defines bullying as:**

‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’

## **DIFFERENT TYPES OF BULLYING**

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse. Mobile threats by text messaging and calls. Misuse of social media and associated technology ie: camera and video facilities including those on mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others. Pupils not directly involved in bullying behaviour can be unsure of what to do.

**Different roles within bullying behaviour have been identified:**

- The ring leader, the person who through their social power can direct bullying behaviour
- Assistants/associates, who actively join in the bullying behaviour (sometimes because they are afraid of the ring leader)
- Reinforcers, who give positive feedback to the perpetrator, perhaps by laughing or smiling
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying behaviour or comfort those who experience bullying behaviour. There is no hierarchy of bullying behaviour and all forms of bullying behaviours will be taken equally seriously and dealt with appropriately.

## **HOW DOES THE SCHOOL TACKLE BULLYING BEHAVIOUR?**

### **The law empowers:**

- Members of the school staff to impose disciplinary sanctions for inappropriate behaviour
- Use of Child and Family Support advisors to support the victim
- Head teachers, to such extent as is reasonable to regulate the behaviour of pupils when they are off school site
- School staff to use physical force in certain circumstances

### **Preventative strategies include;**

- Effective school leadership that promotes an open and honest anti-bullying ethos in line with the UN Rights of The Child
- Use of curriculum opportunities in particular PSHE and RSHE
- Regular Worshipers will be used to highlight the issues surrounding bullying and the school's non tolerance of it
- Worship themes will continue to reflect the importance and value of each person as a member of the school community
- Use of the Inclusion Manager to put in place programmes where and when appropriate at a child and even at family level
- Use of opportunities throughout the school calendar and school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November; and whole school worships
- Areas of the school will be regularly supervised throughout the school day.
- All staff undertaking supervision of the children will be aware of the policy and given appropriate in service training as part of their induction

## **REPORTING AND RECORDING EXAMPLES OF BULLYING BEHAVIOUR**

**Our school will respond promptly and effectively to reported incidents of bullying.** We encourage all stakeholders to report bullying behaviour in confidence; however if a person's safety is at risk then school staff cannot keep the information confidential. A range of strategies are used by the school to encourage the reporting of bullying behaviour:

- Posters all around school signposting children to DSL and other agencies such as childline
- 'Help Me' boxes/ Worry Monsters - which are emptied daily by class teachers and acted upon
- SCARF Team - who have been nominated by each class
- Key workers for every child - as another significant adult in school
- School Council
- Talking to the class teacher or another member of school staff
- PSHE lessons

- Mindfulness books, activities and sessions which enable to communicate and embed coping strategies as well as building resilience.
- CPOMS to ensure recorded communications between staff and pupils and staff and SLT

**All pupils:**

- Will have the confidence that their concerns will be treated promptly and seriously and that action will be taken which will not make the situation worse
- Will be able to access reporting routes easily
- Know that their class teacher, Unit Heads and Leadership Team / Inclusion Manager will deal with their concerns and have trust both in them and the systems which the school uses

**Reporting arrangement for parents/carers**

- Parents/carers are often the ones to report bullying incidents to the school and the school has systems in place to ensure they are dealt with:
- The office staff and other staff taking phone messages, notes or receiving visitors have clear procedures to records reports made by parents
- CPOMS to ensure recorded communications
- All staff are sensitive to the emotional needs of the parents making contact regarding an incident of bullying behaviour
- Parents have confidence that staff will act promptly and take the concern seriously
- Staff will take actions to agreed timescales and report back to parents on the progress
- Parents have the right to take further action if they do not feel their concern has been properly addresses through the school's Complaints Procedure

**RESPONDING TO BULLYING BEHAVIOUR****Procedures for recording and reporting bullying behaviour:**

- Allegations of bullying behaviour will be dealt with as thoroughly and as quickly as possible.
- Disclosures will be handled sensitively and discretely in order to reassure and protect the child.
- Next steps will be discussed with the child in order they feel safe and supported.
- The Head teacher will be informed of the details and next steps agreed.
- The incident will be recorded.
- Incidents reported by parents or other children will be recorded and investigated.

**Procedures for dealing with incidents including follow up:**

Incidents are investigated and appropriate personnel informed. Interviews will take place with the perpetrator and strategies employed to resolve the bullying behaviour.

**These can include:**

- Awareness raising- explaining the effect of their behaviour is having on someone else.

- Mediation- where there is an issue of conflict or a long standing grudge, efforts will be made to remove this barrier to improve relationships, including letting other children know that the conflict /grudge has been removed.
- Playground Pals/SCARF team- For the victim to have people to turn to when they feel vulnerable; these teams can also become the eyes and ears in the playground.
- Support groups- can be set up to work with the perpetrator to change behaviour.
- Counselling/Nuture Groups- For either victim or perpetrator to find ways of addressing their situation.
- Education welfare service- In extreme cases where children have difficulty accessing school.

The strategy used will depend on the age of the child and the degree of bullying behaviour but will conform to the following general pattern:

- Parents will be informed as necessary.
- A time scale will be agreed in advance.
- Further follow up will take place after a short interval.

#### **Procedures for dealing with complaints:**

When a parent feels an issue of bullying has not been suitably resolved by the school following discussions with the Headteacher, parents can put their concerns in writing to the Chair of governors. The complaint will be dealt with within 21 days.

#### **POLICY REVIEW**

The Anti Bullying Policy will be reviewed every two years.

This policy will be ratified by the Governing Body in April 2022

**Signed by** *Mr W Aitkín* (Chair of Governors)

**Date:** April 2022

**This policy will be reviewed on or before the following date:** April 2024



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