

St Paul's Church of England Primary School

Anti-Bullying Policy



Adopted by LGB – Summer Term 2021

Review schedule- Every 3 yrs (or as necessary)

Next review- Summer Term 2024

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even

when they are old they will not turn from it."

Proverbs 22:6

Introduction

In order to fulfil this vision, we have agreed this policy. We recognise that bullying can occur at any school. When it does it can be harmful both physically and emotionally. It can also be a sign that the person carrying out the bullying has underlying issues that need to be addressed.

The purpose of this policy is to enable adults and pupils in the school to recognise bullying when it takes place; to prevent its occurrence and promptly investigate any incidents that are reported. We are committed to maintaining a positive and safe environment for all.

This policy should be read in conjunction with the school's Teaching and Learning Policy, Pupil Behaviour Policy, Child Protection Policy, Disability and Equality Policy, Complaints Policy and E-safety Policy.

We agree with the Anti-Bullying Alliance that the definition of bullying is: the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power*. This could be face to face or online.

*An 'imbalance of power' in primary aged children usually includes physical size and strength, being part of a group or being part of the majority group e.g. for race, religion or gender. There is also a power imbalance between those children who have learning or communication difficulties and other children.

Types of bullying

Emotional: excluding from a group, tormenting, ridiculing, humiliating.

Physical: hitting, punching, pinching kicking or taking someone's belongings.

Verbal: name-calling, insulting, Indirect bullying, through spreading stories about someone, threats, making fun of someone.

Racist/Cultural/religious: racial taunts, gestures, making fun of someone's culture or religion.

Sexual: unwanted physical contact, sexually abusive or sexist comments.

Homophobic: any incident targeting a person's sexuality. People do not have to be lesbian, gay or bisexual to suffer.

Cyber: all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls.

Bullying is not: *a one-off or occasional acts of bad behaviour where the intention is to achieve an aim, rather than to deliberately upset or hurt someone. This could include falling out with peers, saying nasty things, arguments, pushing into line or snatching equipment.*

Children do sometimes fall out or say hurtful things. When occasional problems of this kind arise it is not classed as bullying. Instead, it is often referred to as 'relational conflict'. It is an important part of a child's development to learn how to deal with difficult situations. Through this, children develop valuable social skills.

Effects of bullying

We believe that:

- bullying makes people unhappy and leads to low self-esteem
- pupils who are being bullied are unlikely to concentrate fully on their schoolwork
- some pupils avoid being bullied by not attending school
- pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour
- it is important to build the self-esteem of all pupils, especially bullies and victims.

Developing Resilience, confidence and being assertive

We aim to give children the skills to respond to incidents of poor behaviour or bullying themselves, in the first instance. Through PSHE work in class and through school Worship we encourage children to go through 3 steps if someone is upsetting them:

1. Say "**Stop it, I don't like it,**" in a firm voice. (Show a hand signal too.)
2. If they carry on, **go and get help** from an adult.
3. If the adult cannot help straight away, wait **by their side**.

Note the language is to 'get help', not 'to tell'.

We have found that if children follow this 3-step approach, they can deal with most incidents.

Procedures for reporting repeated or more serious incidents

- Incidents of bullying need to be reported to the class teacher immediately or as close to the time it happened as possible.
- An 'Allegations of Bullying Form' (appendix 1) is available for parents to report bullying.
- Allegations and incidents of bullying will be taken seriously by all staff and dealt with impartially and promptly through a careful investigation.
- All of those identified as being involved will have the opportunity to be heard individually.
- In serious cases, the Headteacher will be involved. Parents will be informed and may be asked to come in to school for a meeting to discuss the situation.
- Staff will support all children involved whilst the allegations and incidents are investigated.
- Serious incidents will be recorded in a log, along with actions taken and parental involvement.

- Anonymised data on serious behaviour incidents is reported to governors, half-termly.

Responding to bullying incidents

- The bully (bullies) may be asked to apologise or to 'make it up to' the child they have hurt/upset.
- If possible, the pupils will be reconciled.
- Extra work in assemblies or PSHE lessons will reinforce the anti-bullying charter that pupils agreed to and consider ways of preventing further bullying.
- Sanctions will take place, in-line with the school's behaviour policy. These will often include missing playtimes or not being allowed to attend after-school clubs. Ultimately sanctions may include fixed or permanent exclusion.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Supporting individuals

- Staff will not advise fighting back or repeat the bullies' behaviour.
- Staff will reassure the victim it is not their fault.
- Staff will reinforce the 'What to do if someone is upsetting you' steps and ensure children are not afraid to ask for help and know who to speak to in school.
- Opportunities will be given for both parties to discuss what has happened and reflect.

Responsibilities of parents

- Parents concerned that their child might be being bullied, or who suspect their child may be the perpetrator of bullying, should contact the class teacher, in the first instance, without delay. The 'Allegations of Bullying Form' (appendix 1) should be completed for parents reporting issues to the school.
- Parents have a responsibility to support the school's policy, actively encouraging their child to be a positive member of the school community.
- If a pupil is involved in bullying out of school e.g. on the street, on-line or by email/ text, parents will be asked to work with the school in addressing their child's behaviour.

Responsibilities of Governors

- The Governing Body will support the Headteacher in all attempts to prevent bullying in our school. Any incidents of bullying will be taken seriously and dealt with appropriately.

Prevention of bullying incidents

- We will deliver activities and lessons based on Christian Values and PSHE themes, within School Worship (assemblies) and class lessons.
- We will take part in national Anti-Bullying Week annually, reviewing the anti-bullying Charter with the children.
- Pupils who have been bullied or have bullied others, will be asked regularly by staff, if they have had a good playtime or lunchtime.
- Children are encouraged to mix with different groups of children during lesson activities and themed days.
- The Headteacher will listen and deal with allegations of bullying seriously.
- Please refer to the Pupil Behaviour Policy which outlines further strategies.
- Staff will undertake any relevant training to increase knowledge in this area.
- Anti-bullying documentation will be reviewed regularly.



Allegations of bullying (peer on peer abuse)

Name of your child _____ Year group or class _____

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*An 'imbalance of power' in primary aged children usually includes physical size and strength, being part of a group or part of the majority group e.g. for race, religion or gender. Also, between those children who have learning or communication difficulties and other children. Where there is no imbalance of power, incidences of poor behaviour are more likely to be relational conflict.

Please list all incidents, giving as much detail as you can. Please start with the most recent.

Incidences in the last 2 weeks (please circle)	1	2 or more
Details of imbalance of power		

Date	Time (e.g. morning break)	Details of the incident	Was a member of staff made aware? If so, what action did they take?

What specific actions do you feel might resolve the problem at this stage?	
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A member of staff will investigate these allegations and report back to you within 3 working days.