

Statutory Policy

**St Paulinus Primary Catholic
Voluntary Academy**



SAINT PAULINUS
PRIMARY CATHOLIC
VOLUNTARY ACADEMY

Anti-Bullying Policy

Written By Mr S Geaves

Date Written January 2018

Approved by: _____ **Date** _____

(Governing Body)

Approved by: _____

(Head Teacher)

Adopted Date: **February 2018**

Review Date: **March 2019**

Consultation (if required)

Children **November 2017**

Staff **September 2017**

Other (Standards) **November 2017**

St Paulinus Primary Catholic Voluntary Academy

Anti-Bullying Policy

St Paulinus Primary Ethos Statement

The school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and the teachings of the Roman Catholic Church and in accordance with the Trust deed of the Diocese of Middlesbrough and in particular:

a) religious education is to be in accordance with the teachings, doctrines, disciplines and general and particular norms of the Catholic Church

b) religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic church; and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Mission Statement

‘Love One Another As I Have Loved You’ In our school we help each other to be the best person we can be. We achieve this through: Respect Enjoyment Acceptance Love

Statement of Intent

The Governors and staff of St Paulinus School are committed to creating an environment where all members of the school community feel valued, cared for and encouraged to develop their full potential. Furthermore, the Governing Body recognises its legal responsibilities under the Children Act 1989, the School Standards and Framework Act 1998, the Human Rights Act 1998, the SEN and Disability Act 2001 and Every Child Matters, the Next Steps 2004 and other legislation to have an Anti-Bullying Policy and a set of related procedures.

We believe that all members of the school community should be healthy and safe and that children should enjoy their learning, achieve well and make positive contributions to school life. The aim of this policy is:

To try and prevent behaviour deemed as bullying and to take prompt and appropriate action to create an environment based on Gospel values, where everyone is treated with respect, is able to work, to play and express themselves.

However, we recognise that bullying does happen with some children being more susceptible than others. All pupils are encouraged to tell when they have a problem. When bullying occurs, it will be dealt with promptly and effectively.

Definition of Bullying

Bullying includes a range of behaviour that is deliberate, makes someone feel hurt, upset, frightened or threatened. It is repeated over a period of time and it is very difficult for the victim(s) to defend themselves.

Bullying can be:-

- **Emotional:** being excluded, tormented, ridiculed, humiliated, having rumours spread or having lies told about you.
- **Verbal:** being called names, subject to sarcasm or unpleasant rumours, being threatened, teased, being the subject of offensive or insulting remarks or being made fun of.
- **Physical:** being pushed, pulled, kicked, hit or any other form of violence, having possessions taken or hidden.
- **Racist:** racist taunts or gestures, having culture or religion ridiculed.
- **Sexual:** unwanted physical contact, sexually abusive or sexist comments.
- **Homophobic:** focussing on sexuality.
- **Cyber:** being sent offensive text messages or emails, being harassed in chat rooms such as, Twitter, Instagram, Facebook, Youtube and MSN. Being photographed or videoed during a violent attack.
- **Peer on peer abuse** – bullying, cyber bullying and gender issues which includes girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence – see safeguarding and child protection policy

Governors' Responsibilities

1. To consult staff, parents and pupils and then clearly state the school's policy to prevent and deal with bullying.
2. To provide for training of school staff in identifying and responding to bullying.
3. To review the way that the school communicates with parents about bullying and its prevention. This is to be done every year or more if needed.
4. To ensure that effective systems are in place to deal with allegations and incidents of bullying.
5. To ensure, through effective financial planning, that where deemed necessary, there is funding available for involvement of support agencies and to work with victims and/or perpetrators of bullying.
6. To monitor and evaluate this Policy, via the Standards Committee, annually or earlier if indicated and then present it to the next meeting of the full Local Management Board.

Head Teacher's Responsibilities

1. To contribute to and implement the Anti-Bullying Policy
2. To create an environment where all members of the community feel valued, respected in accordance with the school's Mission Statement.
3. To identify where it is appropriate to refer children who suffer from bullying or who are bullies to support agencies and to liaise and work with those agencies.
4. To ensure that there is adequate supervision of pupils at all times.
5. To ensure that there are adequate procedures for dealing with allegations and incidents of bullying and that these are adhered to.
6. To ensure consistency of approach from members of staff.
7. To ensure that bullying is included in the PSHE programmes.
8. To report to the Governors termly about the effectiveness of the Policy and the number of alleged and actual incidents of bullying.

9. To organise continuing professional development opportunities to empower staff to be vigilant about incidents of bullying and to deal with incidents effectively.
10. To ensure that a record of all incidents and allegations of bullying is maintained.
11. To work in partnership with parents to support victims or potential victims of bullying.
12. To ensure that children and parents are aware of the Anti-Bullying Policy.

Teachers' Responsibilities

1. To know and understand what bullying is and to be cognisant of the contents of the School Policy.
2. To contribute to the formulation of the policy and procedures for the prevention of and dealing with incidents of bullying.
3. To comply with the procedures for the prevention of and dealing with incidents of bullying.
4. To be consistently vigilant for signs of bullying.
5. To tackle incidents of bullying promptly and firmly without over-reacting.
6. To consider the needs of both the victim and the bully in incidents of bullying and respond appropriately to those needs.
7. To work in partnership with parents to support victims or potential victims of bullying.
8. To deal with allegations of bullying promptly, consistently and fairly in accordance with school policy.
9. To support victims by providing strategies to help them cope with or prevent incidents of bullying.
10. To support bullies in changing their behaviour.
11. To ensure that incidents of bullying are recorded.
12. To deliver teaching about bullying as part of the PSHE programme and foster a 'telling' culture.
13. To contribute towards the creation of an environment where all children are respected and have equal chance to learn, work and play.
14. To regularly raise awareness with pupils about bullying through Anti-Bullying Week, assemblies and story time.

Support Staff's Responsibilities

1. To know and understand what bullying is and to be familiar with the contents of the school Policy.
2. To contribute to the formulation of the policy and procedures for the prevention of and dealing with incidents of bullying.
3. To comply with the procedures for the prevention of and dealing with incidents of bullying.
4. To be vigilant consistently for signs of bullying and to respond to incidents or allegations in line with the school's Policy and Procedures.
5. To contribute towards the creation of an environment where all children are respected and have an equal chance to learn, work and play.
6. To monitor the actions and behaviour of individual children or groups of children, as requested by a class teacher or the Head Teacher.
7. To report or keep a record of the actions and behaviours being monitored.
8. To check the Behaviour Management Book daily.

Children's Responsibilities

1. To contribute to the formulation of the Policy through consultation.
2. To understand what bullying is and the school's response to bullying.
3. To behave in a way that is respectful and supportive towards other children and adults in the community.
4. To not behave in a manner which could be considered as bullying.
5. To tell a member of staff, parent/carer/guardian or friend you can trust about all incidents of bullying
6. To recognise that bullying is likely to carry on if they do not tell.
7. To not join in with bullying.
8. To tell people who are bullying that you do not like their behaviour.
9. To try and support and be a friend to a person who is being bullied.
10. To behave towards others as you would have them behave towards you.
11. To be careful in the way you speak to people so they don't think you are meaning to hurt.
12. To not retaliate to bullying but to seek help.
13. To not hide but be open about what is happening to you.
14. To keep away from a person if advised by a member of staff.

Parents' and Carers' Responsibilities

1. To support the ethos and values of the school.
2. To contribute to the formulation of the Policy and procedures for the prevention of and dealing with incidents of bullying.
3. To stress to their children the importance of not acting in a way that could be construed as bullying or threatening to another person nor acting in a way that could make a situation worse.
4. To encourage their children to report any situations or behaviour which may be described as bullying.
5. To ensure that children understand that revelations about or allegations of bullying cannot be kept secret but will be shared with the school.
6. To report concerns about either victims or perpetrators of bullying to school as soon as possible.
7. To actively endorse and support the Anti-Bullying Policy by acting responsibly and calmly and by discussing the Policy with their children ensuring that they understand that the school does not find bullying acceptable.
8. To not dismiss situations where the school reports concerns about their child's potential involvement in a bullying situation.
9. To work with school and such support agencies as may be involved to deal with situations where their child(ren) are considered to be or may be victims or bullies.

Procedures for Reporting and Responding to incidents of Bullying

1. All allegations of or incidents of bullying should be reported to a member of staff as soon as possible. Children will be reassured that reporting bullying is acting responsibly and not 'telling tales'.
2. The staff member will immediately ensure that the victim(s) is and feels safe.
3. Appropriate advice, reassurance and support will be given to help the victim and any witnesses.
4. The member of staff receiving an allegation or witnessing an apparent incident of bullying will obtain information from the children involved and any witnesses in a non-threatening, non-judgemental way as soon as possible. If not being passed on to a senior member of staff immediately, this should be recorded in writing for the time when it can be passed on.
5. The incident will be reported to a senior member of staff as soon as possible, usually the Head Teacher, and the matter will be dealt with as described in the next points.
6. Children involved and children who have witnessed the (alleged) incident will be asked for their understanding of the event separately. The children will be listened to, taken seriously and treated with respect.
7. The children's accounts will be written down, agreed with the children and signed by them if appropriate. This is particularly important if there are conflicting accounts of the incident, if there have been previous allegations/incidents involving the same children, if a child has been hurt or if the outcome of the alleged incident is potentially serious.
8. The senior member of staff will inform the class teacher of the outcome of the discussion. The class teacher will inform parents of both the alleged victim(s) and bully(ies) and invite them to contribute to the resolution of the situation.
9. A record of the allegation and the outcome will be recorded on the school's 'Allegation of an Incident of Bullying' form which will be kept in a locked drawer in the Head Teacher's Office.
10. It will be reinforced to the bully (if proved) that the behaviour is unacceptable and support will be planned to help them understand and change their behaviour.
11. Wherever possible, the problem leading to the bullying will be identified and solutions decided upon by the senior leaders. These will be documented and their outcomes monitored. Where punishment is deemed necessary and appropriate, it will be carried out in accordance with the school's Behaviour Management Policy; the children involved and their parents will be informed of what action will be taken.
12. Allegations and incidents of bullying will be reported to the Governing Body through the termly Head Teacher's report.

Recording Incidents of Bullying

The following information should be recorded:

1. The allegation/incident/reason for the investigation
2. The investigation carried out
3. The action taken and reasons for it.

Curriculum Awareness

The school is committed to preventing bullying altogether. In order to do this the school will:

- Have an Anti-Bullying Week in November each year, to promote the school's anti-bullying policy and strategies;
- Deliver anti-bullying lessons in Citizenship and RE lessons, Circle Time and other relevant subject areas;
- Raise awareness of anti-bullying through the SEALS programme and assemblies;
- Ensure that all parents/carers have a copy of the Anti-Bullying Policy available to them on the school website;
- Provide Friendship Stops on the playground, where children can go if they have problems or concerns;
- Promote a 'no-touch' policy.

The written record should be made at the time of the incident by a senior member of staff, usually the Head Teacher. A record should be made for all allegations even if it is decided that bullying has not occurred.

This Policy should be read in conjunction with:

St Paulinus Policy for Equality

St Paulinus Policy for Teaching and Learning

St Paulinus Policy for Behaviour Management

St Paulinus Policy for Safeguarding

St Paulinus Policy for Dealing with Abusive Behaviour from Adults

St Paulinus E-safety Policies

Consultation with School Staff: September 2017

Consultation with Pupils: November 2017

Updated by Head Teacher November 2017

Signature of Chair of the Governing Body _____

Review date: January 2019

Bibliography

Anti-Bullying Alliance Bullying Audit Toolkit User Guide (June 2007)

Children Act 1989

Every Child Matters: The Next Steps 2004

The Human Rights Act 1989

Kidscape (2005) Anti-Bullying Policy for Schools www.kidscape.org.uk
Redcar and Cleveland Children's Services Department Anti-Bullying Policy
School Standards and Framework Act 1998
Special Educational Needs and Disability Act 2001
Education Act 1996, 2002, 2011
School Standards and Framework Act (1998)
Education and Inspection Act (2006)
Equality Act 2010
The Education (Independent School Standards) England Regulations 2014

United Nations Convention on the Rights of the Child (Article 12)

These guidelines were agreed by the Standards Committee and are reviewed annually.

Signed _____ Date _____

Approved by the Standards Committee Date _____

Chair of Governors _____

Appendix 1: Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school;
- Wants to be driven to school;
- Starts going to or returning from school at an earlier or later time or starts using a different route;
- Is reluctant to attend school;
- Starts refusing to go outside at break or lunch times;
- Becomes withdrawn, clingy, moody, aggressive, uncooperative, non-communicative, anxious or lacking in confidence;
- Starts stammering;
- Shows signs of immature behaviour e.g. thumb sucking;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to perform poorly and lacks concentration;
- Comes home with clothes torn or books damaged;
- Have possessions which are damaged or 'go missing';
- Asks for extra money or starts stealing;
- Has dinner or other monies continually 'lost;'
- Has unexplained cuts, bruises, aches or pains;
- Comes home feeling hungry;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.