



Anti-Bullying Policy

Our Mission Statement

"Do everything with love."

(St Paul's first letter to the Corinthians 16:14)

This means that we will...

- *Show our love for Jesus in everything we say and do*
- *Respect everyone by recognising that God made us all different but equally valued.*
- *Strive for excellence and find ways to share, develop and celebrate our talents.*
- *Promote a safe, happy and enjoyable environment.*
- *Actively support our school, parish and the wider community.*

At St Paul's School we are committed to providing a caring, safe secure environment for all our children. Our Mission Statement clearly states "Do everything with love", therefore, bullying of any kind is unacceptable at our school

1 Introduction

- 1.1 It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's behaviour and Anti-Bullying policies. The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying – A Charter for Action*, has been followed by *Preventing and Tackling Bullying – Advice for school leaders, staff and governing bodies (2011)*. This policy reflects this guidance and the principles enshrined therein.
- 1.2 DFE guidance defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

2 Aims and objectives

- 2.1 To raise awareness of bullying so that it is properly understood and regarded as unacceptable by everyone.
- 2.2 To ensure measures are in place to reduce the likelihood of bullying.
- 2.3 to ensure a consistent, whole school response to any bullying incidents that may occur.

3 The role of the teacher and support staff

- 3.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 3.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents or carers.
- 3.3 In the SLT room, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. Any adult member of staff who witnesses an act of bullying should record it in the logbook.
- 3.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve an investigation into the situation. Counselling and support will be offered to the victim. Time will be spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Headteacher will invite the

child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may issue an internal or external exclusion.

3.5 Teachers and other members of staff are aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make children and parents/carers aware of the dangers of unsupervised use of mobiles phones or the Internet

3.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use assemblies, liturgies, role-play and circle time to help pupils understand and empathise with the feelings of children who are being bullied.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school's anti-bullying policy and related strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy, on request.

4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly or a story from the bible in whole school liturgy, as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The Headteacher sets the school climate of mutual support and praise for success, thereby making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of governors

5.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

5.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

5.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

6 The role of parents and carers

6.1 Parents and carers 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 immediately. If they are not satisfied with the outcome of this, they should contact the Headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure.

6.2 Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.

- 6.3 Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.

7 The role of pupils

- 7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.
- 8.3 This policy will be reviewed every three years or sooner if necessary.

Signed:

Date: March 2014

Initial investigation into a hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Target (victims name):

Perpetrator/s:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyber-bullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support need for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/Weight		
Class/Socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Appendix 2

Bullying Incident Logging Record Form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/Weight		
Class/Socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)
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Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)		Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class teacher		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.