

Anti-Bullying Policy

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Linked policies and procedures:

Policy Name
SEND Policy
Behaviour Policy
Child Protection and Safeguarding Policy
Confidentiality Policy

1. Philosophy

'Love one another as I have loved you, so shall all men know you are my brothers, that you love one another'.

This is what sets St Paul's apart, that as members of God's family through baptism we recognise our call to love and to service.

Consequently, each member of the school undertakes to maintain the highest standards of courtesy, co-operation and honesty, working to the best of our ability to enable us to grow into our full potential.

At St Paul's we recognise the right of every individual to be safe at all times and accept the responsibility of ensuring that we never cause a person to feel unsafe by our actions or by our failure to act.

2. Aims

The aims of this policy are to:

- Increase awareness and to encourage pupils to report concerns regarding bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.
- Develop self confidence and self-esteem in all pupils.
- To explain to all pupils involved actions taken, so that pupils understand the reasons why decisions have been made.

3. Definition

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Behaviour can be classified as bullying behaviour if:

- it is repetitive, wilful or persistent;
- it is intentionally harmful, carried out by an individual or group; and,
- there is an imbalance of power leaving the person who is bullied feeling defenceless.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments, this includes peer on peer behaviour as well as adult on child.
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber
 - All areas of internet, such as email and internet chat room misuse
 - Mobile threats by text messaging and calls
 - Misuse of associated technology, i.e. camera and video facilities

This policy acknowledges that bullying can take place between staff members, if a staff member feel they have been bullied they should speak with their direct line manager / Headteacher. A full investigation will follow as outlined in our confidential reporting and staff grievance policy.

4. Signs and Symptoms

A child may indicate by signs or behaviour that he or 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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

This is not an exhaustive list of symptoms; these signs and behaviours could indicate other problems, but when these symptoms are identified bullying should be considered a possibility and should be investigated.

- All staff are aware of the importance of modelling positive relationships.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

5. Post incident responses for the victim of bullying

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- befriending
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to review progress
- Rearrangement of seating plans
- Ensure relevant class teachers are made aware

Additional support is available from the form tutor, Year Leader, Chaplaincy and Pastoral Leaders, and the Designated Safeguarding Leads. In addition, the child's parents will be informed.

As a Catholic school we acknowledge that people make mistakes and through forgiveness can be supported to change their behaviours. A number of strategies can be put in place to support change in the student responsible for bullying behaviour with the intention of preventing reoffending, these include but are not limited to:

- Mentoring conversations
- Communication and meetings with parents
- Work with external agencies including the Police and Children's social care.
- Counselling
- Confidence building
- Mediation
- Weekly report
- Use of the inclusion room
- Exclusion
- Alternative Education
- Permanent exclusion

6. Staff Responsibilities

- To model positive behaviour and build positive relationships with all pupils which enables a safe environment for pupils to inform staff members of concerns.
- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to Tutor/Head of Year/Chaplaincy and Pastoral Leader/Senior Leadership as appropriate

- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values we believe in
- To promote the use of interventions which are least intrusive and most effective.

7. Recognising bullying and taking action

If a member of staff becomes aware of any bullying incident then they should in the first instance speak to the pupils Year Leader and Chaplaincy/Pastoral Leader. A full investigation will take place.

Any evidence of bullying will be recorded following the referral process which is outlined in the 'Child Protection and Safeguarding Policy'.

Both the Designated and Deputy Safeguarding Leads are available to discuss any incidents of bullying further.

8. Curriculum

During PSHE pupils are taught to be assertive, considerate and confident. Work is also carried out to raise awareness of bullying issues, with contextual issues also shared during safeguarding collective worships with it appropriate at times to deliberately do some extra or specific work for whole groups in response to incidents at times.

Some of the topics delivered during PHSE which aim to educate pupils on the topic of bullying are below:

- Healthy friendships
- Healthy relationships
- Online safety
- Prejudice and discrimination
- Identity and self
- Sexual relationships

Each year the school also celebrates and promote the national 'Anti-Bullying Week', providing pupils with a range of opportunities to discuss bullying further at both year group and whole school level.

9. Parent involvement

If a child is involved in a serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.