

St Paul's Catholic Primary School



We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

Safeguarding:

The Governors, staff, parents and pupils of St Paul's Catholic Primary School are committed to safeguarding children and take their responsibility for this seriously. The safeguarding and well-being of all pupils in the school is the top priority. In conjunction with this policy, the reader is encouraged to read the school's *Behaviour and Discipline Policy* and *Safeguarding Policy*.

Preamble:

At St Paul's, we encourage all children to aim high and fulfil their potential by creating a stimulating environment in which all pupils can thrive, regardless of their background. Holding the children to exceedingly high expectations, in-line with the *Home-School Agreement*, the staff, governors and parents work as a seamless community, challenging and inspiring all, and nurturing the talents of the children, allowing them to develop spiritually, academically, physically and emotionally.

Jesus said, "Love one another as I have loved you." At St Paul's we consider it is our responsibility to ensure that education takes place in an atmosphere that is caring and protective, where individuals feel safe and are free to develop, as they should. We strive to foster respectful and caring relationships between all persons in the school and to encourage positive behaviour.

This policy is based on our Mission Statement, acknowledging that we are all journeying together, and the importance of therefore promoting positive relationships between all of our children.

Guiding Principles:

Our children feel supported because they know the adults in the community take time to listen to them and respond to their needs. They develop qualities of trust, confidentiality and respect in an environment where they feel safe to ask for help. Our children recognise that respect of others, their beliefs and values is fundamental to the happiness of the school community, and to citizenship as a whole.

This policy was formulated in consultation with the whole school community, with input from members of staff, governors, parents and children. Pupils contribute to the development of the policy through Pupil Voice and class discussions.

Bullying is unacceptable and will not be tolerated, in any form, in our School.

At St Paul's, we follow the Government's guidance (<https://www.gov.uk/bullying-at-school/bullying-a-definition>) that bullying is **repeated** and **intentional**.

Page 11 of our school's *Behaviour and Discipline Policy* states the following:

Bullying can take many forms, but there are four main types:

- Physical: hitting, kicking or taking belongings
- Verbal: name calling, insulting, use of derogatory or aggressive language, racist or prejudiced-based remarks
- Indirect: spreading nasty stories about someone, excluding someone from social groups
- Cyber: via Social Media, message-based apps, emails or the internet in general

This Anti-Bullying Policy will now unpick these various forms in more detail.

Definitions of Bullying

Bullying is behaviour by an individual or group that is an intentional act of intimidation, to hurt, threaten or frighten someone else physically or emotionally over a period of time and against which the victim finds it difficult to defend him/herself.

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers, children who are looked-after, or otherwise related to home circumstances.

Bullying can include:

- Physical violence, such as hitting or pushing
- Taking or damaging belongings
- Name-calling
- Teasing or spreading rumours

- Taunting or mocking
- Excluding people from groups
- Producing offensive graffiti
- Misusing technology (whether internet or mobile phones) to hurt or humiliate another person

...amongst others – this is not an exhaustive list.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Although bullying can occur between individuals, it can often take place in the presence of others who become the ‘bystanders’ or ‘accessories’.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Behaviour that is not bullying

Bullying is not:

- One-off falling out with people resulting in name calling, threats or physical violence.
- Short-term arguments.
- A fight or a quarrel between children of equal power and strength.
- Occasional teasing.

This behaviour is not acceptable and will be dealt with appropriately, but we do not consider it bullying. Whilst most bullying is deliberate, some may not be, especially where very young children are involved. Sometimes, children are unaware of the effect their behaviour is having on others.

One-off incidents

Occasionally an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when people with disabilities are involved. If the victim might be in danger, then intervention is required urgently.

Vulnerable children

Children with additional needs may not be able to articulate the problems they are experiencing as well as other children. Therefore, they are often at greater risk of being bullied, both directly and indirectly, as a result of their individual difficulties. Vulnerable children include children from disadvantaged backgrounds and children with Special Educational Needs or Disabilities (SEND).

Roles and Responsibilities

Governors

The Governing Body takes bullying and its handling by the school seriously and supports the Headteacher and staff in their actions to address and eliminate it. The lead Governor for Safeguarding is in regular contact with the Headteacher on all safeguarding matters, including bullying and the handling of any related parental complaints.

The school's Bullying Log is shared by the Headteacher at every Curriculum and Pupil Welfare (CPW) sub-committee meeting, and at every Full Governing Body Meeting (half-termly). The school's bullying policy is reviewed, and where necessary, amended and approved by Governors on an annual basis and the Safeguarding Governor, in conjunction with the Headteacher and the Designated Safeguarding Leads, is responsible for ensuring that any changes in national policy or good practice advice are reflected in all the policies relating to Safeguarding, pupil well-being and bullying.

The school commissions an annual external audit to review Safeguarding issues, which includes bullying, and the Governing Body is committed to taking forward any recommended actions where they arise.

Headteacher and Senior Leaders

The Headteacher has overall responsibility for this policy and its implementation, liaising with and reporting to the Governing Body, parents/carers, Local Authority and outside agencies.

The Headteacher, together with the Leadership Team, will:

- Liaise with parents, pupils and governors
- Liaise with outside agencies to promote good anti-bullying practices, including training
- Monitor and assess the policy's effectiveness in practice, developing and reviewing where appropriate
- Co-ordinate strategies to prevent bullying
- Manage bullying incidents, including the reporting and recording of bullying incidents
- Assess and co-ordinate training and support for staff and parents/carers where appropriate
- Promote events such as Anti-Bullying Week

All Staff

It is the responsibility of all staff to promote positive behaviour and relationships in and around school, establishing a climate of respect. All staff will:

- Foster in pupils self-respect and respect for others
- Demonstrate by example high standards of personal and social behaviour
- Be alert to signs of distress and other possible indications of bullying
- Listen to pupils who feel they have been bullied, take what they say seriously and act to support them
- Follow school procedures by recording incidents promptly and reporting to the Headteacher

Class teachers specifically must ensure that pupils understand what bullying is, and the procedures to follow, who to tell and what sanctions may be given should be made clear. Children should be made aware that they must tell an adult if they have been/are being bullied or have witnessed a bullying incident.

Pupils

- Refrain from becoming involved in any kind of bullying
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying

Parents

Parents are encouraged to support the School in its Anti-Bullying Policy and procedures, and to share our understanding of what behaviour can constitute bullying. Parents have the responsibility to adhere to the school's Behaviour Policy by promoting our values and sharing these with our children. If parents are concerned in any way, they must speak to the Class Teacher in the first instance.

- Watch for any signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Advise their child to report any bullying to a member of staff
- Advise their child not to retaliate violently to any forms of bullying
- Arrange a meeting with the Class Teacher at the earliest opportunity if you feel your child is being bullied or could potentially be bullying someone else

Visitors, Volunteers or Any Adult in School

Any adult working within the school is expected to be vigilant with regard to bullying. All disclosures by children must, in the first instance, be passed on to the class teacher, who may then decide to involve the Headteacher, so that appropriate action can be taken.

Responding to Bullying

We have clear systems for the whole school community (including staff, governors, parents and children). All incidents are dealt with immediately, taken seriously and investigated fully. Staff listen to all pupils' accounts and help them to interpret and understand what has happened. This may include helping some pupils to appreciate the need to 'let go' and not remain negative about something that happened a long time ago.

Parents are contacted on the day the incident is reported, and are kept fully informed of the outcome of the investigation. In the event of a parent feeling that a bullying incident has not been dealt with to their satisfaction or that of the victim, they are referred to four documents, which can be found on our school website: <http://www.stpauls-thamesditton.surrey.sch.uk/school-life/behaviour-and-discipline>

- 1) 'What to do if you are Worried' pamphlet
- 2) Anti-Bullying Leaflet, created by School Council
- 3) The school's Behaviour and Discipline Policy
- 4) The school's Complaints Procedure

Staff Processes

Teachers will deal with bullying in the first instance. They will follow the plan as outlined in Appendix 1. They will keep a record of the incident that involves children in their class using the Bullying Log (Appendix 2).

- Children will be listened to and the class teacher should talk to both the victim and perpetrator/s together to resolve the incident.
- The bullied child/ren must be made to feel safe and secure; the bullying child/ren need to know that their behaviour is both inappropriate and unacceptable.

All behavioural incidents are dealt with in a fair way, ensuring that everyone is given a voice. Teachers will exercise their professional judgement on each individual case with regard to the definition of bullying. This may include involving parents. A range of approaches appropriate to the situation are utilised including:

- The support group approach (circle of friends)
- Supporting the student who has been upset in explaining to the perpetrator the hurt they have caused
- Individual work with the victim
- Use of the school's ELSA (Emotional Literacy Support Assistant)
- Referral to outside agencies, if appropriate

Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme, with clear behavioural targets agreed between the class teacher, parents, children, Headteacher and possibly other agencies, will be implemented.

If children with SEND are involved, then the SENDCo will also be part of this process.

Possible consequences are outlined in the Behaviour Escalation Scale which is part of the school's Behaviour and Discipline Policy. The school ensures that whatever the necessary outcome, the incident has been dealt with. There is always a 'fresh start'.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils, at St Paul's, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Restorative Approaches
- Involvement in SEAL (Social and Emotional Aspects of Learning), including following their Anti-Bullying Unit

- Anti-Bullying week annually in November
- EPR (Education in Personal Relationships) / PSHE (Personal, Social and Health Education) /citizenship
- Specific curriculum input on areas of concern, such as cyber-bullying and e-safety
- Pupil Voice (School Council promote 'anti-bullying' on their agenda annually)
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information evenings
- Staff training and development for all staff
- ELSA (Emotional Literacy Support Assistant)
- Worry Boxes

Reporting and Accountability

The member of staff dealing with the incident is also responsible for recording it on the school's Bullying Log, and on CPOMS: the Child Protection Online Management System. CPOMS reports and details of the follow-up review information are used by the class teacher and Headteacher to evaluate consequences and the impact. They are also used to identify trends and inform preventative work. This information will be presented to the governors in an anonymous format as part of the Headteacher's report.

Staff Training

Opportunities are provided for staff to identify individual training needs on a yearly basis, and relevant support is provided. New staff will be given full details of the school's Behaviour and Discipline Policy, the Anti-Bullying Policy and further necessary information in the Staff Handbook.

All staff will receive annual Safeguarding training. All staff will benefit from issues incorporated into the staff INSET programme, and will be involved in the review process on a yearly basis. All teaching staff will receive annual training on matters relating to Online Safety.

Lists of vulnerable children are discussed weekly in Leadership Team meetings and Safeguarding Team meetings, and shared where necessary amongst the wider staff.

Links with other policies:

Behaviour and Discipline Policy
 Safeguarding & Child Protection Policy
 Keeping Children Safe in Education
 On-line Safety Policy
 Equality Policy
 EPR Policy
 Responding to Parental Complaints and Concerns Policy

National Websites:

www.childline.org.uk - Childline offers a free 24 hour helpline for children in distress or danger on 0800 1111

www.cyberbullying.org - plenty of useful advice on combating cyber-bullying, including how to take screenshots of online bullying for evidence

www.kidscape.org.uk – specific website on bullying, providing advice and guidance for parents

www.nspcc.org.uk - the NSPCC site includes information on bullying as part of the Full Stop campaign

www.thinkuknow.co.uk - provides information for children and young people, parents, teachers and trainers on staying safe online

Appendix 1

Staff Procedures When Dealing with Bullying

Where bullying is reported or suspected, the teacher must follow the steps below. Bullying may be reported by anyone. If a parent reports bullying, a meeting will be arranged as soon as is possible with the parent and class teacher.

If a child has reported bullying without parental knowledge, then parents will be contacted and informed that the school will proceed with the procedures outlined in its anti-bullying policy.

Step 1 – Observation

- An observation book will be implemented for 5 full school days, observing all unstructured playtimes and lunchtimes
- It is imperative that the children are not aware they are being watched, so as to avoid an artificial setting

Step 2 – Speak to the alleged victim

- Note any incidents and talk to the victim about his/her feelings
- Ascertain who was involved, including non-participant spectators
- With older children, ask the victim to write about the incidents, in as much detail as possible, including how it makes him/her feel. With younger children, scribe their words and read back to them, ensuring an accurate account has been obtained
- Ask the child to write their name and date on the piece of paper

Step 3 – Meet with all children involved

- Arrange to meet with the group of pupils who have been involved
- Include some bystanders or colluders who joined in, but did not initiate any bullying
- Include one or two friends, of the bullied child, who were not involved
- Ask all older children (member of staff unpicking the incident to decide whether this is appropriate), silently and independent of each other, to write their own accounts of what has happened
- Younger children will share their accounts, one at a time

At this stage, by using the written evidence from adults in the observation book, alongside the views of multiple children, it should become clear as to whether or not bullying has taken place. If bullying has not been evidenced, the incident will be dealt with as a one-off issue of unkind behaviour, following the processes as outlined in the Behaviour and Discipline policy, and entered on CPOMS (Child Protection Online Management System). Parents will be notified of the outcome.

If, however, there is evidence of bullying, the following steps will be followed:

Step 3 – Group Work

- Explain to the children how the victim is feeling, using the words of the victim, to emphasize the victim's distress (if appropriate)
- Unpick the incidents with the group, using words from their accounts (anonymously)
- Ask the children to explain how they were feeling at the time and how they are feeling now
- Ask the children for their help in solving the problem and moving forward: ask each individual member of the group in turn to suggest a way in which the victim could be helped to feel happier, and provide positive responses ("That's a very good idea." "That will help.") Do not accept 'I won't do it again' as a response

Step 4 – Share responsibility

- During the meeting, write down the actions the children are going to take
- End the meeting by passing over the responsibility to the group to solve the problem – the children must be responsible for committing to their actions
- Arrange to meet with them again, individually, a week later to see how things are going

Step 5 – Inform parents

- Meet with victim's parents
- Meet with perpetrators(s)' parents
- Explain steps which were taken, results from investigation and processes which have been implemented as a result

Step 6 – Second meeting with children

- One week later, discuss with each child, including the victim, how things have been going. Speak to them individually to gain their honest views
- Continue to monitor the situation with weekly meetings, and keep the children involved in the process
- Allow longer intervals between the meetings when confident that the situation has improved and is not likely to deteriorate

Step 7 – Follow-Up, and Escalation

If the situation has not improved, report the process to the Deputy Headteacher, who will decide with the Headteacher what further action should be taken, in-line with the school's escalation chart from the Behaviour and Discipline Policy.

Appendix 2

Bullying Log

All staff complete this form, the moment:

- 'Bullying' has been alleged
- Bullying has been witnessed

Name of child who was alleged to have been bullied	Date of incident	What was alleged to have happened and who were accused	Full name of teacher who carried out investigation (no initials)	Detail of outcome

This form is routinely scrutinised by the Headteacher and members of the Leadership Team, and is reported upon, anonymously, half-termly to the Governing Body.

Appendix 3

Child-Friendly Anti-Bullying Policy

The link to the Child-Friendly Anti-Bullying Policy, put together by St Paul's School Council 2018-2019 can be found here:

http://www.stpauls-thamesditton.surrey.sch.uk/application/files/4515/6042/7259/Anti-Bullying_Child-Friendly_Policy_-_School_Council.pdf