



ST PAUL'S SCHOOL
Juniors

Anti-Bullying Policy

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1. Introduction

- 1.1 St Paul's Juniors expects all members of the school community to treat other people with courtesy and respect. Everyone has the right to feel safe and secure, whether at school or elsewhere, and to be protected when vulnerable, so that all may flourish without fear of unfair treatment or harassment.
- 1.2 The school's approach to bullying is clear: it is always unacceptable. Any form of bullying (including cyber-bullying) is unacceptable and totally against our ethos. It damages children and causes fear and distress for the victim(s) and may distract from their school work. It may also affect other pupils who witness it and it can damage the atmosphere in a class or even in the entire school. The school will therefore do all it can to prevent it.
- 1.3 Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated and taken seriously. Acting against bullying is part of every member of the school community's duty to one another, on and off site.
- 1.4 Bullying is viewed as a serious offence, which in extreme cases, may result in permanent exclusion from St Paul's Juniors.

2. Background

- 2.1 It is believed that in schools across the UK bullying affects many thousands of pupils. It can cause psychological damage and can even cause suicide. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

3. Definition of Bullying

- 3.1 Bullying is any behaviour which is intended to hurt someone in any way or to make someone feel uncomfortable or unhappy. It is behaviour that a reasonable bystander would say was calculated or intended to hurt or upset the victim. Bullying can take place inside and outside the classroom, and inside and outside school. Bullying can take many forms and can include:
 - Emotional, psychological or physical abuse and other forms of victimisation;
 - Threatening or aggressive behaviour;
 - Making offensive comments about someone (including comments related to their gender, appearance, health conditions, home circumstances, nationality, race, religion or culture, sexuality, disability or a special educational need);
 - Taunting, mocking, name calling, teasing or saying untrue things about a person;
 - Pushing, hitting or kicking;
 - Taking money or other things from a person, without their consent or by use of force or pressure;
 - Excluding people from groups;
 - Spreading hurtful and untruthful rumours;
 - Initiation ceremonies intended to cause pain, anxiety or humiliation; and
 - Cyber-bullying (see below).

- 3.2 Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, and over a period of time.
- 3.3 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

4. Cyber Bullying

- 4.1 Cyber bullying is the use of information and communication technology (e.g. mobile phones, email, social media, text messages, cameras and the internet) to deliberately upset someone else. It may occur in or outside of school and can happen at all times of the day, with a potentially large audience and/or more accessories, since others are able to forward on bullying content easily.
- 4.2 The term cyber-bullying includes:
- Bullying by messages or calls on mobile phones;
 - Use of mobile phone cameras to cause distress, fear or humiliation;
 - Posting threatening, abusive, defamatory, or humiliating material on websites;
 - Hi-jacking email accounts and social media (using someone else's identity);
 - Making threatening, abusive, defamatory or humiliating remarks in chatrooms;
 - Posting threatening, abusive, defamatory or humiliating material on reunion or networking sites.

5. Examples of Bullying Behaviour

- 5.1 Physical bullying may include: hitting, kicking, fighting, damaging or hiding someone else's belongings or clothes.
- 5.2 Emotional or psychological bullying may include: being deliberately unfriendly, excluding someone from a group, activity or place, tormenting someone, spreading rumours, inciting others to do the same, unpleasant emails or telephone calls or unpleasant material placed on websites.
- 5.3 Verbal bullying may include: aggressive name calling, teasing, mockery, insults, use of homophobic, racist, sexist and other types of discriminatory language. It is important to consider the effects that the name calling has upon the victim, rather than simply the actual words used which may seem to others to be harmless.
- 5.4 Sexual harassment or sexual bullying may include: making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery.
- 5.5 Sexist bullying may include: physical, verbal or emotional abuse against a person or group because of their gender.

5.6 Racist bullying may include: physical, verbal or emotional abuse against a person or group because of colour or ethnicity.

5.7 Religious or cultural bullying may include: physical, verbal or emotional abuse against a person or group because of religious belief or other cultural issues.

6. The Signs of Bullying

6.1 It is not always easy or even possible to tell whether someone is upset. Young people who feel under emotional pressure may find it hard to talk.

6.2 There may be changes in behaviour such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change, they may lose their appetite or they may become easily upset or irritable, despondent or appear unhappy. There may be a lack of concentration or withdrawal, and a pupil who is being bullied or feels vulnerable may be reluctant or unwilling to attend school. They may have physical marks such as scratches, bruises, missing or ripped clothing and they may complain that their belongings keep going missing. The bullied person may spend a lot of time alone or find themselves left out of activities. Other pupils may snigger or nudge one another when the pupil being bullied enters the room or answers a question.

7. Expectations of Staff, Pupils, Parents and Governors

7.1 All those involved in the school (staff, pupils, parents and governors) have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example which reflects this view.

7.2 All members of the school should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken to openly, taken seriously and responded to with an appropriate action. All members of the school community have a duty to report unkind or bullying behaviour.

7.3 The school expects staff, pupils, parents and governors to:

- Treat other people with respect and sensitivity, including (but not limited to) members of the school and the wider community, members of other schools and visitors;
- Think carefully before speaking or acting (whether face-to-face or via any form of media) to avoid causing upset or hurt;
- Respect and celebrate differences and variety;
- Be sensitive to the fact that what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual);
- Show kindness and consideration to those who appear unhappy or vulnerable;
- Make a stand against those who ignore or go against these aims.

7.4 The school raises staff awareness to these issues through training and discussion in staff meetings and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, such as changing rooms, school buses and on the playground and school playing fields.

8. Pupils

- 8.1 If you are being bullied or suspect someone else is being bullied it is very important that you tell someone who may be able to help. This may be a friend, a family member, a Monitor, your Form Tutor, Head of Year, the Pastoral Deputy Head, the School Counsellor, a School Nurse, the Head or anyone else you feel you can confide in. It is important to share with another person any concern about bullying which is worrying you. You could place a note in the Welfare Box or you could use Tootoot to report it.
- 8.2 Pupils who are being bullied will be suitably supported and pupils who bully others will also be given suitable help and guidance.

8.2.1 Bystanding

A bystander is someone who is aware that bullying is happening but does nothing about it. As a school, we believe all members of the school community have a duty to report any unkind or bullying behaviour. It is unacceptable for any member of our community to watch bullying taking place and to do nothing about it. We encourage all pupils to bring their concerns to the attention of a member of staff and / or their parents.

We create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed and that the action taken will be swift but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies, and gives them the message that they can continue to act in this way.

9. Staff

- 9.1 Staff are responsible for ensuring that bullying remains totally alien to the culture of St Paul's Juniors.
- 9.2 Staff who have concerns about bullying should tell an appropriate person. In most cases this will initially be the pupil's Form Tutor or Head of Year.
- 9.3 Staff are required to keep records of bullying cases. The records are regularly reviewed by the Heads of Year and Pastoral Deputy Head to enable patterns to be identified. All records should be using the appropriate section of the Pastoral Module on iSAMS.
- 9.4 Regular INSET training maintains staff awareness about bullying and its potential consequences.

10. Parents

- 10.1 The school aims to involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- 10.2 Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the pupil. The school expects all parents to reinforce the value of good behaviour at home.
- 10.2 Parents who have concerns about bullying should tell an appropriate person. In most cases this is likely to be your son's Form Tutor or Head of Year. Where there is a cause for serious concern, the Pastoral Deputy Head should be informed in writing.

11. Promoting Positive Behaviour

- 11.1 Positive values of mutual respect and consideration are promoted within the school in a wide range of contexts from assemblies, Form Tutor periods to informal discussions. Each week a different positive character attribute is celebrated as 'Value of the Week', for example teamwork, honesty, kindness. The value is celebrated in assemblies, Form Periods, The Grapevine (the weekly newsletter at St Paul's Juniors) and on noticeboards around the school.
- 11.2 The PSHE curriculum addresses the topic of bullying periodically and e-safety and cyber-bullying are also explored as part of the Computing curriculum.
- 11.3 Form Tutors remind pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness or suspect bullying. In every classroom there are posters explaining what to do if you are being bullied. There are also Pupil Welfare Boxes where pupils can record their concerns and we use Tootoot to enable pupils to report concerns anonymously and remotely.
- 11.4 The School consistently implements disciplinary sanctions for bullying behaviour. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- 11.5 We aim to provide effective and regular staff training in anti-bullying. We understand that policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- 11.6 We work with the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have been committed, including working with other agencies and the wider community to tackle bullying that is happening outside school.
- 11.7 The school draws on the experience and expertise of anti-bullying organisations with proven track records and which provide resources for dealing effectively with certain forms of bullying.
- 11.8 We aim to sustain an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- 11.9 We aim to make it straightforward for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils are also encouraged through PSHE and assemblies to report bullying which may have occurred outside school including cyber-bullying.
- 11.10 Every year the school conducts a pupil safety survey which asks the pupils to provide their opinion on the school's policies, procedures and culture with regard to safeguarding, behaviour and bullying. All pupils are given the opportunity to disclose whether they have been bullied and a member of the pastoral team will discuss this with the pupil if they provide their name.
- 11.11 We aim to celebrate success in addressing bullying issues. Celebrating success is recognised by the school as an important way of creating a positive ethos around the issue. Boys who speak out when witnessing the bullying of another boy may receive an award and their actions are commended by their Form Tutor and/or by Heads of Year.

11.12 The School debates the issue of bullying throughout Anti-Bullying week and boys work in teams to create visual materials (posters, movies) that educate and give practical advice to each other. The week is noted in the school calendar so that parents and boys are aware in advance. It also features age-appropriate assemblies about preventing bullying and follow-up information is given in the parent newsletter The Grapevine.

11.13 We run parent information evenings on: friendship as boys grow older; e-safety; our pastoral care and adolescence. We use specialist speakers as necessary.

12. Identifying Patterns

12.1 The Pastoral Deputy Head and the Heads of Year identify any patterns and decide what action needs to be taken to prevent further recurrences of bullying behaviour.

12.2 Online, the school monitors and filters anything connected to the St Paul's Juniors and St Paul's network or to the wireless (Café) network. The School cannot monitor personal devices connected to other networks but through the ICT Acceptable Use Policy and computing lessons, pupils are educated regarding how to use digital technologies safely and respectfully.

12.3 The School regularly evaluates and updates its approach to take account of developments in technology, for instance by updating 'acceptable use' policies for computers and regularly reviewing and updating this policy.

13. Anti-Bullying Procedures

13.1 Every effort will be made to keep parents informed if and when it may be dealing with a significant bullying situation. The parents of all parties should be kept informed of what is happening and told of any action which is taken at the end of the investigations.

13.2 Parents are asked to let the school (usually the Form Tutor) know directly if they have cause for concern, either on behalf of their own son or because of rumours about incidents involving others.

13.3 The school always tries to handle information discreetly, and although what staff are told will be in confidence, the school cannot promise secrecy. If matters need to be followed up the staff will do so with sensitivity. It is much easier to counter problems at an early stage.

13.4.1 Procedure if a child or parent reports alleged bullying to a member of staff

- The member of staff investigates by questioning the child in a sympathetic way. A written record of the incidents leading up to the report of bullying should be compiled by the member of staff, including what was asked and what was said. The written record should be completed during or immediately after the meeting has taken place with the alleged victim of bullying.
- A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, the member of staff will report his/her concerns in accordance with the School's Safeguarding and Child Protection procedures to the Designated Safeguarding Lead (DSL) and/or the Pastoral Deputy Head as appropriate. In such

instances, the school will not investigate further before advice has been sought from children's social care services and/or the police.

- For all other cases in which bullying is suspected, at the earliest possible opportunity, the member of staff should discuss the incident with the alleged victim's Form Tutor and upload the notes for the Form Tutor and the Head of Year on the Pastoral Module of iSAMS.
- The Form Tutor discusses the incident with the Head of Year and a decision is made as to whether the Form Tutor investigates further or whether the incident is sufficiently serious that the Head of Year should investigate. If this is the case, the Pastoral Deputy Head should be informed.
- The investigation should be carried out in a sensitive and timely manner. Written records of all meetings with should be kept.
- Once the investigation is complete, a decision needs to be taken by the member of staff investigating as to whether bullying has taken place, whether both parties were at fault or the incident was not as serious as initially described. The definition of bullying in the introduction to the policy should be used to make this judgement. If bullying is not judged to have taken place, then the Form Tutor or Head of Year should take charge of the incident and resolve it amicably with both parties.
- If bullying is judged to have taken place, then:
 - a record should be made by the Head of Year on the bullying register which is held within the SLT folder on the school network. All copies of notes taken should be placed on the boys electronic files on the Pastoral Module of iSAMS of the boys involved. This essential record keeping is necessary so that patterns of bullying can be identified. The Pastoral Deputy Head will be informed and consulted on possible further action.
 - If appropriate, the perpetrator and the victim should be encouraged to meet in the presence of their respective Head of Year. This will allow the victim the opportunity to tell the bully how he has been made to feel as a result of the bully's actions and give the bully the opportunity to apologise in person. Both should be told that, now the incident has been resolved, there must not be a repeat of the bullying behaviour: if there is, the victim must report it and the bully will be dealt with extremely severely.
 - Disciplinary sanctions should be considered in line with the School's Behaviour, Rewards and Sanctions Policy to discourage any further bullying behaviour.
 - The respective Form Tutors should follow the situation up with both parties after a few days and later to monitor progress. The Head of Year should be kept informed.
 - For particularly serious cases of bullying, or where a boy continues to bully the victim after a previous incident has been addressed, the Head of Year will inform the Pastoral Deputy Head who will in turn brief the Head.
 - Serious disciplinary sanctions will be employed in accordance with the Behaviour, Rewards and Sanctions Policy; if necessary, the Head will permanently exclude the individual from the School.

13.5.1 Guidelines for interviewing

- The member of staff will choose a place which is quiet with no interruptions.

- The interview should be non-confrontational. The main theme is that there is a problem to be solved.
- There should be a mutual agreement that the pupil being bullied is unhappy and everyone should try to improve the situation.
- It is not possible to promise that everything the child says can be kept confidential; any action taken will necessarily involve others. However, any boy who is prepared to tell a teacher that he feels he is being bullied must be offered support and protection.
- The victim of bullying must understand that revenge is never the correct response, and that to confront the alleged bully constructively is more likely to achieve change.
- It should be recognised that the alleged perpetrator may himself be or have been a victim of bullying or even be suffering significant harm (see the School policy on Safeguarding and Child Protection). Further investigation and/or support may be necessary to help this individual
- Careful notes should be taken (see procedure above).

14. Bullying Outside School Premises

- 14.1 Where bullying outside school is reported to school staff, it will be investigated and acted on in accordance with the procedure in 13.4.1. The Pastoral Deputy Head or DSL will also consider whether it is appropriate to notify the police or other agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- 14.2 In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Teachers have legal authority to discipline pupils for misbehaving outside the school premises in accordance with the Behaviour, Rewards and Sanctions Policy. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, during an educational visit or in Hammersmith or Barnes centres or online.