



St. Paulinus Catholic Primary Academy

Part of the Blessed Peter Snow Catholic Academy

Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)



Anti-Bullying Policy

Version control

Version number	Date	Revisions made	By who?	Approval date
V1	10.1.23	Updated policy in line with changes to staff	SHayes	24.1.23

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Anti-Bullying Policy

School Mission

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Introduction

At St. Paulinus Catholic Primary Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness, and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Paulinus Catholic Primary Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, school expectations, class rules and the school's Vision, Mission and Core Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'respect for others resulting from active listening, trust, and honesty.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at St. Paulinus Catholic Primary Academy.

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They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.
- pupils learn to be strong and independent through positive relationships.
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially, and personally through learning and playing in a safe and secure environment.

Bullying Definition

At St. Paulinus Catholic Primary Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying can be physical hurting, name calling, nasty looks or leaving people out.
- Bullying happens when the relationship is imbalanced, with one party having more power than another
- Bullying happens more than once or twice, is on-going, constant and can be relentless.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This 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.

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Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people (LGBTQI+).

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual (LGBTQI+)

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as RPSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. Year 6 study bullying in more depth through their dare 25 programme.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. It is important to ensure that the victim in the case of bullying is also looked after and both parties may need access to nurture support following the outcome and resolution of the incident(s).

All bullying incidents must be recorded using the schools CPOMs recording system. Parents of both parties should be informed.

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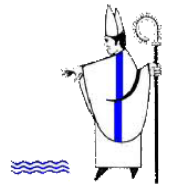


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If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, wanting to go home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy or not wanting to come to school.

Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

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