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**St Paul's Cathedral School
Anti-bullying policy
September 2021**

AIMS & PRINCIPLES

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

Bullying is behaviour or action which deliberately or repeatedly causes physical or mental hurt to another.

Preamble

Everyone at St Paul's Cathedral School believes that bullying is wrong. As a school community we do not tolerate bullying of any kind. Nevertheless, we know that such behaviour can occur from time to time. This policy is intended to help everyone spot bullying behaviour and to deal with it in the correct way.

The policy takes into account the **Guidance for schools on preventing and responding to bullying (July 2017)**.

The policy applies to all pupils in the school including those in the Early Years Foundation Stage and boarding pupils.

Aims and objectives

Bullying is wrong and damages individual children. This damage can be physical and emotional. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incident that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What Counts As Bullying & Where Do Bullies Operate?

Bullying is "behaviour or action which deliberately or repeatedly causes physical or mental hurt to another".

Bullying includes these three things:

- it is deliberately hurtful behaviour,
- it is repeated over time and
- there is an imbalance of power which makes it hard for those being bullied to defend themselves.

Bullying is behaviour which harasses, humiliates, intimidates or oppresses other people. It may take the form of abuse of person or property, verbal criticism, teasing or taunting, psychological pressure, or sexual harassment.

- Examples of physical bullying may include: kicking; pushing; fighting; damaging or hiding someone else's belongings or clothes; setting up someone else to get the blame for a breach of school rules; initiation ceremonies.

- Examples of psychological bullying may include: excluding someone from a group, activity or place; aggressive name-calling; negative peer pressure; unpleasant e-mails or telephone calls or unpleasant material placed on websites and social media; racism, negative remarks about appearance, nationality, religion, disability, including those with special needs, gender (e.g. male chauvinism) or sexuality (e.g. homophobia); ridicule for cultural differences (music, language, food or dress); or because a child is adopted or is a carer.
- Examples of sexual harassment include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery.
- **Cyberbullying:** Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. (See *Cyber bullying: advice for headteachers and school staff (DfE-00652-2014)*)
 - The school has the following in place in respect to anti-bullying and safeguarding with respect to cyberbullying:
 - EYFS and Pre-Prep policy for the use of cameras and mobile phones.
 - Mobile phones brought to school by day pupils must be handed in at the office at the beginning of the day and can be collected at the end of the day. Choristers have arrangements as outlined in the Boarding Handbook.
 - The Designated Safeguarding Lead and his Deputy take the lead in online safety, although all teachers and parents are asked to be vigilant when it comes to the safeguarding and protection of pupils online.
 - Parents are allowed to take photographs of their own children at events in school.
 - Pupils are not allowed to bring in electronic devices unless they have the permission of the Headmaster. Devices used in the classroom will belong to the school.
 - The internet system is filtered and monitored.
 - When available, City of London Police give talks and advice to older pupils, parents and staff about the safe use and dangers of communication technologies. The PSHE programme also includes this topic.
 - The school will always endeavour to work with parents in helping educate pupils in the safe use and dangers of communication technologies.

Reference should be made to the following policies:

- Staff behaviour Policy and Code of Conduct
- Use of internet, email systems and internet policy
- Social networking policy
- ICT policy

Bullies can operate anywhere, but the “hidden” areas are more popular. These can include the lavatories, changing rooms, music practice rooms and less visible parts of play areas. The Duty Staff need to be aware of this and to take care when patrolling.

Passages are also used for the sly kick, push or hiding of books. The role of 'onlookers' in bullying is important to establish also, since, particularly in respect to cyberbullying, the passing on of information is part of the bullying process and those associated with it need to recognise their culpability.

For Boarders in particular, but not exclusively, staff need to be alert to pupils' use of social networking sites in a way which does not compromise confidentiality.

How to Recognise Bullies and Victims

- Anyone can be a bully. As bullies enjoy being popular and finding weaker children to do their dirty work for them, a bully may appear to be well liked. Watch Out!
- Victims may be crying or have bruises, but they may also be performing less well in the classroom or on the games field. They may look tired and withdrawn or they may simply have lost their "joie de vivre". Watch Out!

PROCEDURES

What Should Children Do About Bullying?

- If any child is bullied, or suspects that bullying is taking place, he, or she, must tell an adult (any adult) that he or she trusts. He or she should also support the victim and stick up for what he or she knows is right.

What Should The Adult Do?

- Staff in the school must understand their legal responsibility: 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 child is suffering, or is likely to suffer, significant harm'.
- If a member of staff has any concerns about bullying, he or she should tell the Deputy Head.
- The Deputy Head will inform the victim's Form Teacher.

What Should the Victim's Form Teacher Do?

- He or she should comfort the victim, explain how to stand up to a bully and generally keep a friendly eye on him or her. The Form Teacher needs to find out the facts of the case: if it is a serious case take the action outlined below; if less serious, talk it through with the victim and work out how to cope with it in the future. At all stages the Form Teacher of the victim and of the bully must communicate their findings to the Deputy Head and, if necessary, sanctions must be imposed with the agreement of the Headmaster.

What Should the Bully's Form Teacher Do?

- He or she must investigate fully the cause for complaint. The first step is to get the bully to empathise with the victim, the bully then acknowledges that he, or she is at fault and finally he or she (the bully) suggests redress or compensation. Many bullies do not regard their actions as bullying, and a sharp reminder is often going to be enough. The bully's Form Teacher must keep the victim's Form Teacher and the Deputy Head informed of everything that is said and done so that the two can work in harmony.

Who Else Should Be Told?

- All members of staff need to be made aware of any bullying and the outcome of any disciplinary action. Respective Form Teachers should deal with most cases of bullying. Please do not be afraid to seek advice and support.
- The Deputy Head needs to be kept informed at all stages and the Headmaster, should the particular case warrant it.
- If it is a serious case of bullying, particularly one which involves abuse by one or more pupils against another pupil, the Headmaster or Deputy Head must be told at once. If it is felt necessary, both sets of parents will be informed.
- Serious cases which reach the threshold of a safeguarding concern must be reported to the DSL who will then lead a safeguarding investigation.
- Severe cases may lead to criminal investigations for which outside agencies such as the Police and Children's Services may be involved. Such a referral will be made by the Deputy Head.

Recording

- If a child reports an incident of bullying, the victim should be interviewed, the incident written down and a copy given to the Deputy Head. When recording an incident it is important:
 - not to ask leading questions;
 - not to promise confidentiality;
 - to state that no blame is attached;
 - not to promise that things will get better.
- The information should then be passed on to the Form Teachers of the victim and the perpetrator, the Deputy Head and Headmaster.
- Each incident of bullying, including cyberbullying outside of school, will be recorded to evaluate the effectiveness of the approach adopted and enable patterns to be identified.

Sanctions

Once investigated, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s). In serious cases parents will be informed and consulted. This process will normally be carried out by the Form teacher or Deputy Head.

For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will normally be applied, and this may extend to suspension, required removal or - in the gravest cases of severe or persistent bullying - expulsion. Counselling may, however, be maintained for both parties even after sanctions have been applied.

Incidents of bullying are dealt with as individual cases. The sanctions that are appropriate for one may not be relevant for another. These are possible examples of sanctions:

- Bullies may be monitored during their free time.
- Bullies may be put on a behaviour report card.
- Bullies may be given a Formal Warning by the Headmaster in serious cases.
- As soon as an incident has been investigated, a plan of action is agreed and put into place.

Practical steps to achieving the aims of this policy:

The school wishes to enhance pupils' self-esteem without making them arrogant. It aims to provide pupils with a secure and caring environment in which bullying is neither ignored, condoned nor tolerated. It cannot do this alone; all members of the school - and this includes staff, parents and governors, as well as pupils - have a responsibility to show that they believe that any form of bullying is unacceptable - and to set an example which reflects that view.

All members of the school should help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. Anyone who is being bullied should tell his/her parents, and preferably his or her tutor or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels able to talk to. The school wants to help, and has many years' experience of doing so.

Within the school, the following practical ways of discussing the issue of bullying are used regularly:

- Lessons such as PSHE and the DARE course are used to involve whole year groups through discussion, circle time and role play promoting considerate behaviour towards each other. Promote positive attitudes and care towards each other throughout every part of the curriculum and school life. .
- Assemblies can highlight acceptable and unacceptable behaviour.
- Tutor sessions and Form Time, where children have the opportunity to talk about their feelings in a small group or individually.
- Outside speakers on relevant topics to be brought in to talk to children.
- Other possible resources include projects, drama sessions, stories and literature, and other opportunities highlighting the need to avoid prejudice-based language.
- Regular inset for staff on anti-bullying and discussions at staff meetings so that staff understand the principles of the policy and responsibilities are known.
- Heightened awareness of the needs of pupils who may be more vulnerable, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The school will keep parents informed when it is dealing with a significant bullying situation. Parents are asked to let the school (normally the Form teacher, Deputy Head or Headmaster) know directly if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others, even when they may find themselves as bystanders. The school always handles information discreetly, and while it likes to follow up such matters it does not do so without careful consultation first. It is much easier to counter problems at an early stage.

Records of allegations of bullying are collated by the Deputy Head, and kept by the Headmaster.

Bullying outside school premises

The school is aware that bullying which involves its pupils can take place outside the school premises. This is most likely to happen, but not necessarily exclusively, within the context of cyberbullying. If the school is made aware of such incidents, it will treat each case on its own merits and, if necessary, follow the procedures outlined above.

Positive behaviour

The school celebrates positive behaviour and achievement through its housepoint system and announcements in assemblies. To encourage pupils to behave positively, the school expects its members to:

- treat each other with respect and sensitivity;
- think carefully before speaking/acting in ways which may cause argument;
- respect differences and variety (of origin, personality and interests) - remembering that everyone has both rights and responsibilities;
- realise that sometimes what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual);
- work together to create a school in which people live harmoniously;
- help protect and build up those who are unhappy or vulnerable;
- make a stand against those who ignore or go against these aims.

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