St. Paul's School Anti-bullying Policy
Reviewed August 2022
Executive
SLT & JLT
School Council
Prefects

Mission Statement
St. Paul's provides a high quality British and Brazilian education for the personal and academic development of pupils and students within a framework of a caring and united community. We share the core values of Aspiration, Adventure, Resilience, Responsibility, Inclusion and, above all, Kindness.

Introduction

There is no place at St. Paul's School for bullying behaviour or any form of unkindness. Kindness is our prime value at the school and is embedded in the expectations we set pupils.

Our Anti-bullying Policy aims to make our community safe and welcoming. We wish to develop and sustain a culture where our whole community is supportive, caring and active in challenging prejudice, hatred and unkindness, especially when these take the form of bullying behaviour.

We take a zero-tolerance approach. This does not mean that bullying behaviour never occurs, but it does mean that we deal robustly with incidents and support everyone affected by an incident. We always act immediately on any information regarding bullying behaviour.

This policy is informed by:
2. our Safeguarding Policy,
3. our Equality, Diversity and Inclusion policy and
4. We Care, our strategy for active support of mental health throughout the school community.
5. Personal, Social, Health & Economic Education (PSHEE), Relationships and Sex Education (RSE) policy and Personal Social and Emotional Development (PSED) curriculum
5. E safety policy

Definition of bullying and individuals involved in bullying

At St. Paul's behaviour which includes the following elements is defined as bullying:

- Hurtful
- Repeated
- Intentional
- Power imbalance

Bullying behaviour can take many forms, but one or more of the four elements above will be a feature.

When we discuss bullying with children we use STOP where appropriate:
- Bullying is often when negative behaviour is **S**everal **T**imes **O**n **P**urpose
- When this happens, children are encouraged to **S**tart **T**elling **O**ther **P**eople

Bullying is complex. Individuals can become targets of bullying, and the bullying can often be a group behaviour, with individuals acting as ringleaders, reinforcers, assistants and active bystanders. At St. Paul's we seek to educate our community in the different forms that bullying can take, the different roles individuals can play in encouraging and discouraging bullying behaviour and how we can create a culture where bullying is identified as unacceptable, reported and discouraged.

Forms of bullying
- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Relationship between bullying and safeguarding
Under Brazilian and British law, St. Paul's has a duty to protect children and actively promote their well-being. Bullying harms children in a range of ways, both short-term and long-term:

- Undermines learning
- Causes children to miss school
- Encourages retaliation and escalation of poor behaviour
- Can lead to self-harm, depression and other mental health concerns
- Can have significant long-term impact on the future of children who experience bullying as targets and perpetrators.

These are all child-protection issues. Bullying itself should be seen as a form of peer-on-peer abuse. At St. Paul's we regard child protection and peer-on-peer abuse as serious safeguarding matters.

Places & Spaces

Bullying can take place in school or outside of school as well as online and in virtual environments.

While at school, children can count on adult supervision across the campus. Adults also remain vigilant around areas where children congregate without adult supervision, such as bathrooms and changing rooms. We also patrol potential hotspots during breaks and lunchtimes.

There are designated spaces in all sections of the school, where children can find respite and support. These are monitored by both adults and peer mentors with safeguarding training to allow opportunities for children to confide in trusted adults or peer mentors.

Where anyone in our community reports a bullying incident that takes place outside of school, we log and respond with interventions and support. Staff, pupils and parents are informed that bullying behaviour is not tolerated in or out of school.

Prevention

We work across all year groups, with our prefects and student leaders, with teachers and parents to tackle bullying behaviour and where possible, to prevent it. We use the following approaches:

1. Raising awareness
   a. Tutorials, key messages about inclusion and kindness delivered through PSHEE and RSE curriculum, circle time and year group presentations for pupils.
   b. Anti-bullying campaigns, including Anti-Bullying Alliance Anti-Bullying Week and ongoing activities led by prefects and peer mentors.
   c. External speakers, training and briefings for pupils, parents and staff, including regular parent forums and talks with the Social and Emotional Learning Team.
   d. Ensuring that all our community understands our commitment as a school to prevent bullying and the steps that we take when bullying occurs.
2. Modelling by staff of healthy relationships and communication
   a. Training in conflict-management and difficult conversations for staff
   b. Regular meetings between school management and staff forum
   c. Induction and support for new staff in school culture, vision and values
3. Dialogue and feedback
We monitor and meet regularly to evaluate our safeguarding, behaviour and anti-bullying strategies through the following channels:
   a. Pupil, parent and staff surveys
   b. School Council
   c. Prefect team feedback
   d. Staff forum
   e. Whole school Social and Emotional Learning working group
   f. Safeguarding team
4. Restorative conversations and interventions
   a. Tutors, teachers, year leaders and senior leaders across the school will have restorative conversations with pupils and their parents, depending on the seriousness of the incident.
   b. Interventions are intended to:
      i. Resolve conflict and where possible heal relationships and address harmful behaviours
      ii. Help pupils define a way forward
      iii. Provide an outlet for those who have been harmed to express their needs and views

                 iv. Provide those who have caused harm an opportunity to explain their point of view, take responsibility for their actions and make amends.

        c. We use the following questions:

                 i. What has happened?

                 ii. What were you thinking and feeling at the time?

                 iii. What have you been thinking and feeling since?

                 iv. Who else has been affected and how?

                 v. What needs to happen to put things right?

                 vi. What have you learnt?

                 vii. What could you do differently in future?

5. Social and emotional education

        a. We monitor our pupils using STEER Education AS Tracking to identify vulnerabilities and risks across KS2-KS5.

        b. Staff embed opportunities to develop in the curriculum, in subjects and in PSHE and in co-curricular and enrichment activities the five areas of competence identified by the Collaborative for Academic, Social and Emotional Learning (CASEL):

                 i. Self-awareness

                 ii. Self-management

                 iii. Responsible decision-making

                 iv. Relationship skills

                 v. Social awareness

6. Peer mentoring and support

        a. Training in active listening and safeguarding for prefects and volunteer peer mentors across all sections of the school

        b. Training in conflict resolution to help pupils act as mediators

        c. Encouraging pupils to participate by delivering presentations and lessons in PSHE and SEL topics.

Reporting

There are two aspects to managing the reporting of bullying behaviour:

        1. Creating a culture where children and adults feel safe, supported and able to disclose bullying behaviour, whether they are direct targets, bystanders, observers or defenders of targets.

        2. Ensuring that all know how to make a disclosure or report an incident.

Creating a culture is an ongoing process of emphasising our core values through formal and informal education and discussion. We use a range of opportunities from assemblies, presentations, lessons and one-to-one interaction to foster kindness, respect, tolerance and trustworthiness in our whole community.

We encourage pupils to speak regularly to trusted adults (class assistants, teachers, tutors and heads of year), we try to provide quiet places where children can communicate their concerns privately and we contact parents and engage them in interventions and restorative processes. We seek to reassure children disclosing to us that we take their concerns seriously.

We also encourage parents to communicate directly with the school to report possible bullying incidents.

- In Junior School the first point of contact is the class teacher.
- In Senior School the first point of contact is the tutor.

All staff are trained to use the school safeguarding and behaviour management software, CPOMS, to record a wide range of incidents that include low-level behaviour concerns and possible bullying behaviours or impacts.

Responding

We respond to all reported cases of unkind or bullying behaviour at the school. The Safeguarding Team includes pastoral leaders across all sections of the school and is used to log incidents. These are reviewed daily by the DSL and the deputy DSL team. Where children have disclosed bullying behaviour, this is investigated. It is important that we follow proper process, which can take time, as we must have all the facts before we act. We also need time to allow our pastoral teams to work with our pupils so that they fully understand and improve their behaviour.

Our investigation process may lead to a range of interventions and restorative approaches.

1. Incident is reported through CPOMS and then assigned to a member of the Safeguarding Team.
2. The Safeguarding Team member will then investigate and record action taken, support from school, contact with parents and external providers, including referrals for further intervention, and monitoring.
3. The Safeguarding Team member will reassure any child or adult reporting bullying that they will be taken seriously and any actions taken will be in line with our policies.
4. The Safeguarding Team action plans may include individual discussions and meetings, meetings with parents and class or year group interventions.
5. Ongoing concerns are discussed at weekly Safeguarding Team meetings for monitoring.
6. Incidents are reviewed to identify steps to prevent reoccurrence of bullying.
7. In line with best practice we will protect the confidentiality of all involved.

Consequences and sanctions

At St. Paul's, we will use the full range of sanctions and consequences available to us.   Please follow the links to the Junior and Senior School Behaviour Policies below for more detailed information.

In the rare case of repeated aggressive, dangerous or socially unacceptable behaviour, children may be asked to stay at home for a period of time. If such a case occurs, it will always be handled sensitively on an individual basis to take into account each child's circumstances. This includes the child's response to our previous strategies and the level of support we are receiving from parents. As a last resort, we may permanently exclude a pupil. This includes incidents which would seriously harm the education or welfare of the pupil or others in the school if the child were allowed to remain.

Measuring Progress

We generate a monthly report of recorded incidents including bullying behaviour which is reviewed by the Safeguarding Team and shared with the Board Members and School

Executive. We use this information to identify trends and prepare training, education for our whole community and adjustments to our anti-bullying policy and strategies.

Communication

We undertake to communicate our anti-bullying policy clearly to all stakeholders: Board Members, pupils, staff and parents. We tell all new members of the community where and how to find the policy and check that they understand it.

British Schools Overseas (BSO) Standards
In addition to supporting the School's commitment to a culture of kindness, respect and inclusion, it has been written to meet the requirement of Part 3 of the UK Government's BSO standards regarding the promotion of welfare, health and safety for pupils, in particular 3.4.

Policy review
This policy is to be reviewed annually by the leadership of the school and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors
Signed:

Philip Reade   Titus Edge
Chairman of Board of Governors   Headmaster

December 2022