Anti-Bullying Policy

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.

Anti-Bullying Policy and Procedure

Scope: This policy applies to all day and boarding pupils in the school including those in the Early Years Foundation Stage.

This policy aims to set out how the school will respond to all incidents of bullying including cyberbullying, prejudice-based and discriminatory bullying.

Anti-bullying statement

At St Paul's Cathedral School we aim to provide a safe and caring environment that is free from all forms of violence and harassment allowing children to thrive both emotionally and academically. The whole school community is involved in developing and maintaining an open atmosphere based on respect and mutual tolerance.

In our school community bullying of any kind is not tolerated. Although it is rare bullying can occur, and all pupils and parents should know how, and feel confident, to report bullying and poor behaviour knowing that their concerns will be dealt with promptly, appropriately and effectively.

The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

St Paul's Cathedral School is committed to equal opportunities for all in the community and staff are aware of the need to be extra vigilant and alert to pupils who may be vulnerable or at risk of bullying including those that fall under the nine protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation.

The Head is responsible to the Governing Body for safeguarding and promoting the welfare of the pupils and delegates day to day responsibility for the implementation of the Anti-bullying Policy to the Deputy Head, who is also the Designated Safeguarding Lead. All staff receive training to identify prevent and tackle bullying.

Definition: There is no legal definition of bullying, however, it is usually defined as behaviour by a group or individual, repeated over time, intended to hurt someone either physically or emotionally, often motivated by prejudice or aimed at certain groups (see above). It may be motivated by actual or perceived differences and often involves an imbalance of power between the victim and the perpetrator. This imbalance of power may manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), 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. (Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017).

At St Paul's Cathedral School bullying is defined as **behaviour that hurts another pupil through intentional, repetitive and/or persistent acts which may be physical or emotional in nature and may happen in person or online.** This behaviour will often involve an imbalance of power.

Bullying can take place between any members of a community, irrespective of age, gender or role. It is necessary for the entire community to be vigilant, to report any concerns and to do all possible to prevent bullying from taking place.

Bullying will likely involve persistent problems with:

- Name calling, spreading rumours, hurtful teasing, taunting, making offensive comments
- Physical violence e.g. punching, pushing, hitting and kicking

- Spitting
- Deliberately excluding someone or encouraging others to exclude them from group work, classroom activities
- Intimidating someone into doing something they don't want to do
- Hiding possessions
- Taking and or damaging someone's property
- Unwanted physical contact or comments of a sexual nature
- Invading someone's physical space to make them feel uncomfortable
- Racist taunts
- Offensive language/swearing at someone
- Attacks or abuse because of religion, gender, sexuality, SEN, disability, appearance, ethnic or racial origins, health conditions, home life such as being adopted or a carer
- Prejudice-based and discriminatory bullying: where any of the above behaviours are motivated by prejudice based on an individual's actual or perceived identity.
- Cyberbullying: sending unpleasant e-mails/text messages, youth-produced sexual imagery, inappropriate use of social networking sites, sharing of visual/written information without consent, recording (audio/visual content) without consent

Cyberbullying is a specific form of bullying and differs from other forms of bullying in a number of significant ways.

'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. ' (Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017)

The school recognises that pupils with Special Educational Needs or Disabilities (SEND) are at higher risk of being bullied. The school uses a range of opportunities and strategies to support all pupils, but paying specific attention to pupils with SEND, to recognise and know how to challenge and seek support if they are being bullied. The SENCo supports staff with advice and training specific to the needs of individual children, in consultation with the Designated Safeguarding Lead.

The school recognises that additional challenges are faced by boarders who are being bullied as they cannot escape the perpetrators for a long period of time (as they are not going home).

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- unwillingness to come to school
- changes in behaviour; excessive anxiety, becoming withdrawn or unusually quiet
- changes in work; failing to do homework, poor classwork
- changes to established habits; wanting to stop clubs, music lessons, activities
- personal belongings going missing; books, bags, equipment, musical instruments
- low self-esteem and confidence
- frequent visits to the nurse or first-aider
- not wanting to go outside for break
- unexplained cuts and bruises
- difficulty sleeping or experiencing nightmares
- self-harm

This is not an exhaustive list and there may be other signs of bullying. These behaviours may occur when bullying is not present but in all cases pupils should be provided with help and support.

Preventative Measures

St Paul's Cathedral School focuses on providing children with the skills to identify and deal with their worries. This includes a proactive approach to educating pupils and staff about bullying and cyber-bullying with the aim of creating a strong anti-bullying culture and building pupil resilience to protect themselves and others.

Pupils

- All pupils are briefed thoroughly on the school's expected standards of behaviour at the start of every term, and periodically through the term. They are told what to do if they encounter bullying and are encouraged to come forward if they suspect that they or anyone else is being bullied.
- Assemblies led both by Cathedral staff, school staff and the children and form time are used to explain the school policy on bullying and cyber bullying and to reinforce the school values of : love, justice, tolerance, respect, honesty, service and trust
- The PSHE programme follows a spiral curriculum where pupils are made aware of their social and moral responsibilities as they progress through the school.
- The school participates in a range of anti-bullying and safer internet initiatives and supports the 'odd socks' campaign against bullying
- Other lessons, particularly TPR, English and Drama highlight issues linked to bullying and reinforce the message through teaching moral and spiritual values that show bullying to be unacceptable.
- All our pupils know that they can speak to any member of staff if they have concerns about bullying. Posters around the school also show the names and pictures of the safeguarding and pastoral team.
- All pupils know that they should challenge bullying and not act as an 'onlooker' or 'bystander' when they see other children being bullied.
- Copies of the Pastoral Care graphic are visible in classrooms and key locations around the school and highlight who the children can go to for help.
- Copies of anti-bullying leaflets are available for all pupils.
- Pupils can report concerns anonymously via the wish and worry box in the library and lower down the school via wish and worry boxes in form rooms.
- The chaplain visits the school once a week and all children are aware that they can pop in for a 'chat'.
- All choristers know how to report concerns through 'house meeting' and have access to an independent listener.
- Details of confidential helplines and websites such as Childline are displayed on notice boards in key areas.
- Day pupils are required to hand in mobile phones and other internet enabled equipment on arrival at school.
- Boarding choristers are only permitted to bring phones in to school that cannot be connected to the internet. These devices are stored securely by boarding staff and are only given back to pupils for the purpose of phoning home during set windows of time throughout the week. Boarders are given access to the internet on school devices (e.g. laptops, PCs and tablets), which are connected to the school network and therefore controlled by the school's filtering and monitoring systems.

Staff

- At induction all new members of staff are given guidance on the school's behaviour policy including a copy of the anti-bullying policy.
- INSET and staff meetings are used regularly for training staff in dealing with behavioural issues, bullying and cyber bullying.
- All staff understand the school values and are expected to model these in their dealings with pupils and one another.
- All staff are trained how to report and log behaviour incidents including bullying incidents using the schools iSAMS data base.
- Weekly year group meetings provide an opportunity for staff to raise and talk through any children they are concerned about and are also an opportunity for staff to seek help and guidance in supporting pupils.
- The Deputy Head meets weekly with the Heads of Year and the Head of Boarding to review pastoral matters and put support in place where needed.
- The Deputy Head keeps the Head updated around any serious behaviour issues.
- Serious behaviour incidents including bullying are recorded securely on a behaviour spreadsheet stored on the Child Protection drive to allow the safeguarding team to review behaviours as a whole and to spot trends. Individual behaviour for concern is logged on iSAMS with serious incidents including any behaviour logged by the school as bullying being transferred to CPOMS. Lessons learned from any bullying incidents are reviewed on a termly basis by the safeguarding team and reported to the Governing Body on an anonymised basis.
- Heads of Year and the safeguarding team provide support and guidance to staff on handling and reporting incidents.
- In the boarding house there is a strong residential team who support the Head of Boarding who in turn is supported by the Head. The residential team receive additional training on preventing bullying in boarding in their induction.
- Good communication and a clear pastoral structure between the school and cathedral allow the Head of Boarding and Cathedral Director of music to be alert to all incidents that may impact the wellbeing of the choristers.
- All staff are aware that bullies can operate anywhere, but that 'risky' areas can include the lavatories, changing rooms, music practice rooms and less visible parts of the play areas. The school conducts an annual review of its premises to identify 'risky' areas and logs the location and bullying incidents.

How parents can help

- Good communication between home and school is key. Parents are encouraged to speak initially to the pupil's form teacher if they have any concerns about a pupil's wellbeing. A concern that a child is or may be being bullied should be reported as a matter of urgency and a call placed to the school office to ensure a prompt response.
- Talk to your child about what they are doing on the internet. Try to keep lines of communication open. Learn about what sites they are using and talk to your child about staying safe online.

Procedure for dealing with unkindness, bullying and cyberbullying.

The school recognises that not all incidents of unkindness will be classified as bullying, but the school will respond to all reported incidents of unkindness or poor behaviour using a consistent approach detailed below.

In all cases staff should work with both the 'aggressor' and the 'victim' in order to maximise the opportunity for a successful long-term solution.

- Staff who witness unkindness or bullying behaviour or have such behaviour reported to them by a pupil or parent will log the information on iSAMS.
- Staff will alert the form teacher of all pupils involved. Depending on the severity of the incident the Head of Year and Deputy Head may also be alerted.
- For less serious incidents which may be unkind in nature but which do not meet the school's definition of bullying, or where there have been no previous concerns the form teacher will speak to all parties and allocate sanctions in line with the behaviour policy. The behaviour may be raised at the Year Group Meeting so other staff can monitor behaviour going forward.
- For more serious or repeated offences, the form teacher or Head of Year will speak to all pupils involved, initially alone, and gather specifics of the incident which will be recorded on iSAMS before sharing the information with the Head of Year or Deputy Head.
- The Head of Year and Deputy Head will review the incident in order to take the appropriate next steps. This may involve sanctions such as a report card, loss of break time. **Parents are likely to be informed at this stage.**
- **Where bullying is established by the school**, the parents of all children will be informed and invited to a meeting with the Head and Deputy Head to agree strategies to support both the victim and the bully.
- Any sanctions or education programme agreed with parents will be monitored and reviewed after an agreed period of time.
- At all times sanctions will be inline with those detailed in the Good Behaviour Policy.
- The Designated Safeguarding Lead (DSL) will review all incidents of bullying to ensure that any necessary risk assessments are completed.
- If there is any concern that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead (DSL) or one of the deputies, DDSLs will also be notified immediately and the incident logged on CPOMS. If necessary the DSL will make a referral to external agencies (police, Children's Services).

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, in the form 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 in this policy.

Positive behaviour

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

- Treat each other with respect, kindness and sensitivity.
- Work together to create a school in which people live harmoniously.
- Understand that SPCS has a zero tolerance for unkind behaviour.
- 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).

- Help protect and build up those who are unhappy or vulnerable.
- Make a stand against those who ignore or go against these aims.
- Report any unkind behaviour to a member of staff.

If you have any questions, concerns or queries about the Anti-Bullying Policy or bullying in general, please contact us here at SPCS.