

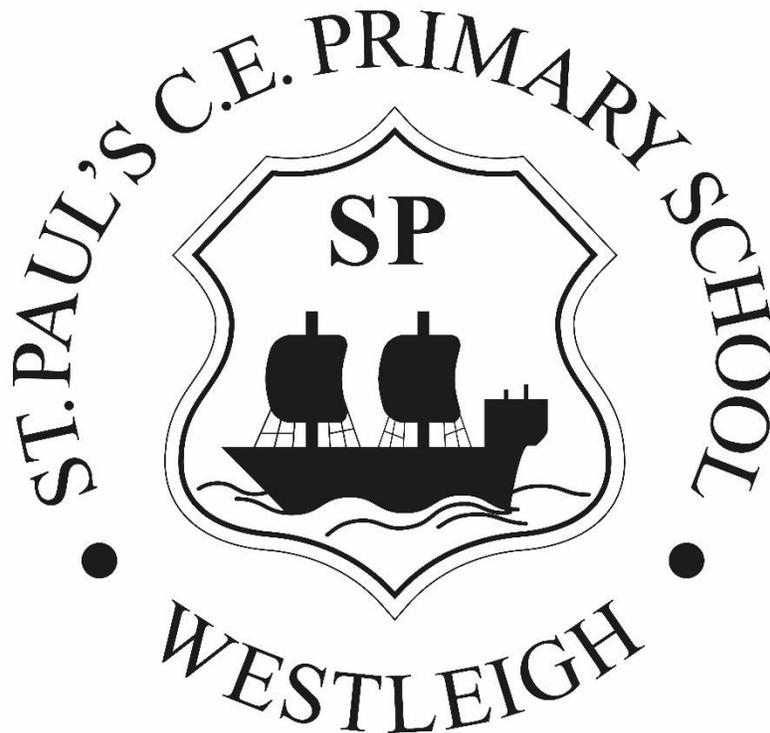
**WESTLEIGH ST. PAUL'S
C.E. PRIMARY SCHOOL**

SCHOOL STREET

LEIGH

GREATER MANCHESTER

WN7 5JN



Anti-Bullying Policy

Working together, playing together!

1. MISSION STATEMENT

Westleigh St. Paul's CE Primary School is committed to the provision of a high quality education for all its pupils, designed to ensure that they can realise their individual potential within a Christian framework.

2. SAFEGUARDING

At Westleigh St. Paul's CE Primary School we recognise our statutory and moral responsibility to safeguard and promote the welfare of all pupils.

3. AIMS

To have a school where everyone feels welcome, safe and happy and all members have equal opportunities.

To challenge attitudes about bullying behaviour, increase understanding of what constitutes bullying and maintain the Christian values of the school.

To make pupils, staff, governors and parents aware of potential problems and to offer strategies to deal with these.

To promote equality and support LGBT pupils and those from LGBT families.

4. INTRODUCTION

At St. Paul's School a complaint of bullying is never ignored.

It is recognised that action to help the victim is not enough – action to help the bully's behaviour is essential as well.

The ethos of the school strives to allow all pupils to learn to the best of their ability and give pupils and families appropriate guidance and support.

5. WHAT IS BULLYING?

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It is recognised that bullying results in pain and distress to the victim.

At St. Paul's we define bullying as incidents which include any of the following:-

- Emotional e.g. being unfriendly, excluding, tormenting, threatening gestures
- Physical e.g. pushing, kicking, hitting, punching, violent behaviour
- Racist e.g. racial taunts, graffiti, gestures
- Sexual e.g. unwanted physical contact, sexually abusive comments
- Homophobic/Biphobic; e.g. treating someone badly because of perceived or actual sexual orientation
- Transphobia e.g. prejudice towards or unfair treatment of transgender people

- Verbal e.g. name-calling, sarcasm, spreading rumours, teasing
- Cyber including all aspects of the internet e.g. inappropriate emails, internet chat room and social networking sites misuse, abusive text/picture messages
- Extremism e.g. supporting terrorism and forms of extremist views

(Please note these are examples and not exhaustive and all concerns will be followed up.)

6. WHO IS BULLIED?

Anybody could be subjected to bullying at any time in their life. It is not only something that affects children.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education , health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

7. SIGNS OF DISTRESS SHOWN BY VICTIMS

Apart from a disclosure these could include...

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival
- Bed wetting

8. STRATEGIES TO PREVENT BULLYING

At St. Paul's we believe that prevention is better than cure as a main strategy to prevent bullying. Good procedures and vigilance together with close supervision can reduce the opportunities for bullying greatly, as well as positive messages taught through the curriculum.

8.1 Curriculum

Staff will use the wider curriculum to reinforce the school ethos and help pupils develop strategies to combat bullying type behaviour and promote British Values along with the values of the school.

Curriculum opportunities will be utilised to reinforce the policy. These may include role play, stories, historical events, current affairs, class discussion, R Time etc.

8.2 Spiritual, Moral, Social & Cultural Development

Pupil's SMSC understanding will be developed when learning about bullying by ensuring pupils:

- Respect each other including people from different religious, ethnic and socio-economic backgrounds
- Recognise the difference between right and wrong
- Understand the consequences of their actions
- Understand the effects of their behaviour on others

8.3 Assemblies

Assemblies can provide ways of promoting the policy. Themes such as friendship, conflict, power and trust can be developed as anti-bullying messages.

8.4 Outside Agencies

Outside agencies will be used to promote anti-bullying e.g. The Power of One, Anti-Bullying Week.

8.5 Roles of responsibility for children

Children will be encouraged to be proactive in the school community by accepting and fulfilling roles such as prefects, play leaders and anti-bullying ambassadors.

8.5 Rewards

Non-aggressive behaviour/kindness will be rewarded. An atmosphere is created whereby everyone realises that watching and doing nothing is supporting the bullying. Dojo points and other rewards will be used.

9. WHAT WILL SCHOOL DO?

9.1 For pupils who experience bullying:

- They will be heard
- They will know how to report bullying and get help

- They are confident in the school's ability to deal with bullying

9.2 For pupils who engage in bullying behaviour:

- Sanctions and learning programmes will be implemented for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

9.3 For Headteacher, governors and other school staff:

- They develop whole school policies which meet legal and school inspection requirement
- They promote a school climate where bullying and violence are not tolerated and cannot flourish
- They continually develop best practice based on knowledge of what works
- There is a review of the school Anti Bullying policy every two years and as a result the policy and procedures are updated as necessary
- Curriculum opportunities are used to address bullying
- Pupil support systems are in place to prevent and respond to bullying
- They have addressed school site issues and promote safe play areas
- All staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships.
- Data systems gather useful information about the effectiveness of the Anti-Bullying work and this data is used for monitoring and evaluation and is shared with the school community
- They work in partnership with parent, other schools, Wigan Council Children and Young People's Services and community partners to promote safe communities.

9.4 For parents/carers:

- They are clear that the school does not tolerate bullying
- They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

10. DEALING WITH SERIOUS OR PERSISTENT INCIDENTS

Serious incidents will always be reported to the Headteacher. Sanctions in line with the school's Behaviour and Discipline Policy will be used where appropriate. These might include but are not limited to:

- Official warnings to cease offending or withdrawal of certain school privileges
- Exclusion from certain areas of school premises

- As a last resort fixed term exclusion of the child will result in order to protect others and ensure the smooth running of the school. The exclusion may be for the lunch time only if this is felt to be appropriate.
- All reported incidents of bullying will be investigated with records being kept and referrals made to outside agencies when necessary e.g. Social Care, Prevent. TESS if deemed necessary
- Parents of those involved will be informed of any action taken.
- Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

11. MONITORING AND EVALUATING

This policy will be reviewed at least every two years. Data will be gathered during that time to assess whether the policy is working. This will be through surveys, consultation and analysis of incident data.

12. LINKS WITH OTHER POLICIES

- Behaviour and Discipline Policy
- Safeguarding Policy
- Attendance Policy
- Equality Policy
- Mental Health Policy

13. COMPLAINTS

The Governing Body has established a formal complaints procedure and this may be used by a parent/carer if necessary.

14. FURTHER INFORMATION

- Childline – 0800 1111 - <https://www.childline.org.uk/>
- Parentline Plus – 0808 8002222 - <https://www.familylives.org.uk/how-we-can-help/confidential-helpline/>
- NSPCC -<https://www.nspcc.org.uk/>
- Anti-Bullying Alliance <https://www.anti-bullyingalliance.org.uk/>
- Beat Bullying - <https://www.thrivetalk.com/>
- Kidscape - <https://www.kidscape.org.uk/>
- Think u Know <https://www.thinkuknow.co.uk/>
- Ceop - <https://www.ceop.police.uk/safety-centre/>