St Paul's School

FOUNDED 1509

Anti-bullying Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

1. Introduction and Aims

1.1   St Paul's expects all members of the School community to treat other people with kindness and respect, two of the core character traits that the School seeks to promote. Everyone has the right to be safe and secure, whether at School or elsewhere, and to be protected when vulnerable, so that all may flourish without fear of unfair treatment or harassment.

1.2   The School's approach to bullying is clear: it is always unacceptable. It damages children and the School will therefore do all it can to prevent it.

1.3   Bullying may take many forms and affects many thousands of pupils. It can cause psychological damage and even suicide. Although bullying is not a specific criminal offence

there are criminal laws which apply to harassment and threatening behaviour. The statutory framework which governs anti-bullying strategy in all schools in England is given in Appendix 1 of this policy. All complaints must be taken seriously and pursued. Acting against bullying is a part of every adult's duty of care to pupils, on and off site, and of pupils and colleagues to each other.

1.4   This policy is subject to regular review.

2. What we seek to achieve

2.1   Supported by this policy we seek to create a school culture that is entirely without bullying, and in order to do so:

- promotes kindness, humility, and integrity;
- promotes respect for all, irrespective of race, gender, age, religious belief , sexuality, ability or disability;
- ensures everyone is treated fairly;
- develops trusting relationships between adults and children, and ensures that children have trusted adults to whom they feel they can turn to for help.
- encourages the development of a caring community of adults, children, and young people

2.2 The policy hopes to achieve this through:

- Communication: to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people's lives, and what is being done to prevent it.
- Commitment: to promote the values, principles and approaches that will help eliminate bullying behaviour within our school and its community.
- Consistency: to develop consistent approaches throughout the School.
- Clarity: to ensure that everyone knows who to go to for help and support and what will happen when they do.
- Co-operation: to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make our schools a better place to learn and to thrive.
- Capacity: to increase our capacity to use positive approaches through information, training and support to reduce and prevent bullying behaviour.

3. What is Bullying?

3.1   Bullying is hurtful behaviour that usually occurs over a period of time (although can occur in single instances; and single instances of unkindness or alleged bullying will be investigated and recorded). It is behaviour that a reasonable bystander would say was calculated or intended to hurt or upset the victim. It is behaviour that harasses, humiliates or intimidates others. It may take the form of teasing, verbal criticism and harassment on the grounds for example that someone has different coloured skin, the way they talk, their size or their name. The following list could all constitute claims of bullying or harassment: racism, sexual

bullying, negative remarks about appearance, health conditions or home circumstances, nationality, religion or culture, disability, gender or sexuality, SEND, health anxiety (or any other characteristic protected under the Equality Act 2010) whether on-line or off-line.

3.2   Bullying might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

3.3   Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can 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.

3.4   Bullying causes fear and distress for the victim(s) and may distract them from their school work. It may also affect other pupils who witness it and it can damage the atmosphere in a class or even in the entire school.

3.5 Examples of Bullying Behaviour

3.5.1   Physical bullying may include: 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; or during a time of pandemic, deliberately seeking to breach social distancing or hygiene practices in a way that increases the risk of infection to another, for instance deliberately coughing on another person.

3.5.2   Emotional or psychological bullying may include: excluding someone from a group activity or place (ostracism); spreading rumours, being deliberately unfriendly; unpleasant e-mails or telephone calls or unpleasant material placed on websites; deliberately seeking to distress another (which might include deliberately referencing their particular anxieties, for instance around any pandemic or other crisis).

3.5.3   Verbal bullying may include: aggressive name calling, teasing, mockery, insults, use of homophobic, transphobic, racist, sexist, and other types of discriminatory language.

3.5..4 Sexual harassment includes making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery or unreciprocated sexual messaging.

3.5.5   Cyberbullying is the use of information and communications technology particularly mobile phones, email, social websites, text messages, cameras and the internet, deliberately to upset someone else. It may occur in or outside school and can happen at all times of the day, with a potentially large audience and/or more accessories, since others are able to 'forward on' bullying content at a click.

4. Criminal Law

4.1   Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. Please see further information in Appendix 1.

5. What are the Signs of Bullying?

5.1   It is not always easy or even possible to tell whether someone is upset. Young people who feel under emotional pressure may find it hard to talk.

5.2   There may be changes in behaviour, such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change. There may be lack of concentration or withdrawal, and a pupil who is being bullied or feels vulnerable may be unwilling to attend school.

6. What is Expected of Staff, Pupils, Parents and Governors?

6.1   All those involved in the School - and this includes staff, pupils, parents and governors have a responsibility to show that they believe that any form of bullying is unacceptable - and to set an example which reflects that view.

6.2   All members of the School should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken of openly, taken seriously and responded to with appropriate action. To best promote this, the school provides multiple avenues and mechanisms to support pupils in disclosing that they might be experiencing bullying, or that they perceive a peer to be struggling with bullying. These include:

- Their Tutor
- Their Undermaster
- The School Nurses and Doctor
- The School Counsellors
- The Assistant Head (Safeguarding and Pupil Wellbeing)
- The Safeguarding & Wellbeing Co-ordinator
- The Head of Diversity, Equality and Inclusion
- The Whisper anonymous reporting line .

6. 3   A pupil who is being bullied should tell their parents, and preferably their tutor, another teacher or the Undermaster. A pupil may also seek email advice anonymously from the DSL on the anonymous Whisper support line or arrange via the Health Centre or Wellbeing intranet pages to meet the School Counsellor. It is important that any cases of bullying are

reported to someone whom the victim feels able to talk to. Any person who suspects bullying should report it to their Tutor or Undermaster.

6.4   A parent who is concerned that a pupil (their own son or another pupil) may be being bullied, should speak to their son's tutor, or to the Undermaster for his year group, the Deputy Head Pastoral or the Surmaster.

6.5   In line with its core values of kindness and respect, and with the Pupil Commitment to empathy, the School expects staff, pupils, parents and governors to:

- treat other people with respect and sensitivity – including (but not limited to) members of the School and the wider community; members of other schools; visitors and exchange pupils.
- think carefully before speaking/acting (whether face-to-face or via any form of media) in ways which may cause upset
- respect and celebrate differences and variety
- be sensitive to the fact that what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
- show kindness and consideration to those who appear unhappy or vulnerable
- proactively share concerns about bullying behaviour with those who can help
- to the extent they feel able, look to challenge bullying behaviour (even if that means reporting on to a trusted adult as soon as they reasonably can) in line with the bystander intervention training all pupils receive.

6.6   The School raises the awareness of staff to these issues through training and discussion in staff meetings, and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, such as changing rooms, School buses, the School playing fields and online.

7. How will bullying be prevented?

Promoting Positive Behaviour, Identifying Patterns, Supporting Pupils

7.1   Positive values of mutual respect and consideration will be promoted within the School in a wide range of contexts from assembly and tutorial periods to informal discussion. The PSHE course will address the topic of bullying periodically, and pupil PSHE packs include contact information for all of the pastoral team. Topics include raising awareness of bullying and its forms; cyber-bullying; abusive relationships; the boundaries of healthy relationships; how to be assertive in relationships.

7.2   Assemblies each academic year will remind pupils of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness or suspect bullying. Staff will receive anti-bullying training as part of induction and ongoing CPD. The Surmaster, Deputy Head (Pastoral) and Undermaster team will identify any patterns and decide what action needs to be taken to prevent recurrences of bullying behaviour.

7.3   Further information can be found in the DfE advice documents linked below:
- Preventing and tackling bullying (DFE, July 2017)

- [Supporting children and young people who are bullied: advice for schools](#) (DFE, March 2014)
- [Cyberbullying: advice for head-teachers and school staff](#) (DFE, November 2014)
- [Advice for parents and carers on cyberbullying](#) (DFE, November 2014)

7.4   Online, the School monitors and filters anything connected to the St Paul's School network or to the wireless (Café) network. We cannot monitor personal devices connected to other networks, but through the [ICT Acceptable Use Policy Agreement](#) and by both our [PSHE programme](#) and our [4th Form ICT programme](#) pupils are educated as to good and safe use of digital technologies.

7.5   The School aims to involve parents to ensure that they are clear that the School does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

7.6   Parents should feel confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects the child. The School also expects all parents to reinforce the value of good behaviour at home.

7.7   Further measures taken and aims of the School in relation to tackling bullying include:
- All pupils are given clear advice about the part they can play to prevent bullying, including when they find themselves as bystanders, via the PSHE programme.
- The School regularly evaluates and updates its approach to take account of developments in technology, for instance by updating 'acceptable use' policies for computers and regularly reviewing and updating this policy.
- The School consistently implements disciplinary sanctions for bullying behaviour. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- We aim, through discussions in PSHE lessons and informally in tutor groups to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, also children with different family situations, such as looked after children or those with caring responsibilities. We also give clear advice to pupils that using any prejudice-based language is unacceptable and aim to challenge the use of such language any time it is used
- The School can draw on the experience and expertise of anti-bullying organisations with proven track records and which provide resources for dealing effectively with certain forms of bullying
- We aim to provide effective and regular staff training in anti-bullying. We understand that policies are most effective when all School staff understand the principles and purpose of the School's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- We aim to invest in specialised skills training to help staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and LGBT pupils
- We work with the wider community such as the police and children's services where bullying is particularly serious or persistent and/or where a criminal offence may have

been committed, including working with other agencies and the wider community to tackle bullying that is happening outside School

● We aim to make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Besides their personal Tutor and multiple other advertised support contacts, an anonymous reporting line is provided by which pupils can disclose concerns for themselves or for others to the safeguarding team. Details of all pastoral supports are listed in pupil PSHE packs, as well as in many locations around the School. Pupils are also encouraged through PSHE and assemblies to feel that they can report bullying which may have occurred outside School including cyber-bullying.

● We aim to sustain an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

● We offer ongoing pastoral support to any pupil who is the victim of bullying, including the availability of school counselling (which can be booked [here]) and friendship group interventions and support.

● We aim to celebrate success in addressing bullying issues. Celebrating success is recognised by the School as an important way of creating a positive School ethos around the issue.

8. Boarding

8.1   We understand that pupils living away from home can be particularly vulnerable to the impacts of bullying or abuse, and we ensure that our boarding environment is run with particular pastoral attentiveness. Tenets of this include:

● Briefing for senior pupils given positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse, and also including examples of how to contribute to and lead a positive boarding community;

● Regular boarding pupil safety surveys

● Reviewing the progress and social welfare of all boarders at weekly boarding meetings

● A policy, known to staff and used in practice, for searching for and if necessary, reporting any boarder missing from School (see Missing Pupil Procedures)

● Providing (and advertising) an array of trusted adults for boarders to speak to, including the possibility of reporting concerns or allegations to Ofsted (0300 123 3155 for whistleblowers, help lines are available from 8.00am to 8.00pm)

● Training on a wide array of pastoral practices for all boarding staff.

9. Anti-bullying Procedures

9.1   Every effort will be made to keep parents informed if and when it may be dealing with a significant bullying situation. Parents are asked to let the School (usually the tutor) know directly if they have cause from concern, either on behalf of their own son or because of rumours about incidents involving others. The School always tries to handle information

discreetly. However, although what staff are told will be kept in confidence the School cannot promise secrecy or anonymity. If matters need to be followed up the staff will do so with sensitivity. It is much easier to counter problems at an early stage.

9.2 Investigations and Safeguarding Children and Young People

9.2.1   A bullying incident will 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'. Where this is the case, School staff will report their concerns in accordance with the School's Safeguarding and Child Protection Procedures. In such instances, the School will not investigate further before advice has been taken from the police and/or children's social care services.

9.2.2   In the event of an observed or reported instance of bullying that does not meet the criteria for referral under child protection procedures, the matter will be referred to the Surmaster or the Deputy Head Pastoral, who will cause an investigation in accordance with the procedure outlined in section 10.3 of the School's Behaviour, Rewards and Sanctions Policy ("**BRS**"). A disciplinary hearing will be held in situations where there appears to be a case to answer of serious misconduct, in accordance with the procedures outlined in the BRS. For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will normally be applied in accordance with the BRS, and this may extend to exclusion, suspension, a requirement to leave or in the gravest cases of severe or persistent bullying, expulsion.

9.2.3   Once investigated, every effort will be made to resolve the problem, including educative interventions which may include the offer of counselling for both parties (which will seek to support the victim(s) and assist the perpetrator(s) in changing behaviour). In all cases parents will be informed and consulted. This process will normally be carried out by the pupil's tutor or the Undermaster. Staff will deal with the matter in confidence if possible.

9.2.4   Where safeguarding is not considered to be an issue, the School may nonetheless need to draw on a range of external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. A referral will be made to Children's social care services in accordance with the School's Safeguarding and Child Protection Procedures where pupils have been identified as 'in need' of support, whether as perpetrator or victim of bullying behaviour.

9.3 Bullying Outside School Premises

9.3.1   Where bullying outside School is reported to School staff, it will be investigated and acted on in accordance with the procedure above. The Surmaster, Deputy Head Pastoral or a member of the Safeguarding team will also consider whether it is appropriate to notify the police or other agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the expectation is that police will be informed.

9.3.2   In all cases of misbehaviour or bullying the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of the staff member. The School has legal authority to discipline pupils for misbehaving outside the School premises in accordance with the BRS. This can relate to any established bullying incidents occurring anywhere off the School premises, such as on School or public transport, outside the local shops, during an Educational Visit or in Hammersmith or Barnes centres, or online.

9.4 Recording Incidents and Identifying Patterns

9.4.1   A confidential record is kept by the Deputy Head Pastoral of all bullying incidents to enable the School to monitor numbers of incidents and identify patterns, including occasions where bullying has recurred between or against the same pupil(s).

Appendix 1

1.   Statutory Framework

1.1 *What Does the Law Say and What Do I Have To Do?*

Every school must have measures in place to prevent all forms of bullying.

1.2 *The Education and Inspections Act 2006*

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's good behaviour policy which must be communicated to all pupils, school staff and parents.

1.3 *Independent School Standard Regulations 2019*

The Independent School Standards Regulations 2019 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

1.4 *The Equality Act 2010*

The Equality Act 2010 covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and requires public bodies to have due regard to the need to:
- Eliminate unlawful discrimination, harassment, victimisation or 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of the School to discriminate against, harass or victimise a pupil or a potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales, Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

1.5 *Safeguarding Children and Young People*

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'. When this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

1.6 *Criminal Law*

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If School staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. Up-skirting, which is also a criminal offence, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

1.7 *Cyber-bullying*

The wider search powers included in the Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the cyber-bullying pages of the bullying-uk link below.

1.8 *Further Resources*

Further information is available online by following the links below:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE 2022)
- DfE Searches Guidance (DfE 2022)
- Preventing and tackling bullying (DFE 2017)
- Cyberbullying: advice for head-teachers and school staff (DFE 2014)
- Advice for parents and carers on cyberbullying (DFE 2014)
- https://www.bullying.co.uk/cyberbullying/

Organisations that provide support to parents, carers, children and schools include:

- [The Anti-Bullying Alliance](#)
- [CEOP](#)
- [Childline](#)
- [The Diana Award](#)
- [NSPCC](#)
- [Young Minds](#)
- [UK Safer Internet Centre](#)