



## ANTI-BULLYING POLICY

<b>Persons responsible</b>	Head and Chair of Governors
<b>Document date</b>	December 2023
<b>Review date</b>	Determined by the Governing Body

### Our ethos

*'Helping every child to flourish'*

As a school we take bullying seriously and believe that all types of bullying are unacceptable. Everyone in our school community has the right to feel happy and safe. Pupils and parents should be assured that they will be supported when bullying is reported. Through our PHSE curriculum we teach the children to be thoughtful and caring towards everyone in the school community and we have high expectations of pro social behaviour.

### Aims and Objectives

At St. Peter's we aim to be inclusive, positive and caring in all that we do. The policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly against it.

We aim for

- All governors, teaching and non- teaching staff, pupils and parents to have an understanding of what bullying is.
- All governors and teaching and non – teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents to know what the school policy is on bullying and what they should do if bullying arises.
- Everyone to work together to ensure that school is a safe place for children and adults to be.

### What is bullying?

There is no legal definition of bullying, but the Department for Education (DfE) defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally.

- Bullying may be intentional where someone deliberately hurts someone else or it could be that the bully is unaware of the impact of their actions. One off unkind or hurtful incidents may occur that are not classed as bullying.
- Bullying is repetitive – it is not something that happens once. A bully will hurt someone over and over again.
- Bullying can be carried out by one person or by a group of people.
- Bullying can be short term or continuous over long periods of time.

## **Types of bullying**

Bullying can be:

- Emotional – hurting people's feelings, excluding people, tormenting (e.g hiding books, threatening gestures)
- Physical – hurting someone, damaging their belonging.
- Verbal – saying unkind things, name calling, sarcasm, spreading rumours.
- Cyber – bullying via text, email or social media, misuse of technology. (Refer to our Online Safety Policy)
- Prejudice – racial, religious beliefs, gender, sexuality, special educational need or disability. (These types of bullying are also hate crimes.)
- Direct or indirect.

It should be noted that not all hurtful behaviour is bullying, but reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

More support and detail about bullying is available from NSPCC Learning:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

## **Perpetrators and victims**

Bullying takes place when there is an imbalance of power of one person (or group of people) over another. This can be achieved by the size or strength of the individual, the size of the group or through anonymity (via social media, email or texting).

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is not being reported. As such it is important that staff have any concerns regarding child-on-child abuse they should speak to their Designated Safeguarding Lead or Deputy.

Perpetrators of bullying must be held to account and victims of bullying appropriately supported. Downplaying certain behaviours as 'just banter' or 'part of growing up' can lead to a culture that normalises this kind of behaviour and results in children not speaking out.

Staff must be vigilant about bullying and should not wait to be told before they raise concerns or deal directly with the matter.

Staff should also be aware that some children may not recognise that they are being bullied. This may be because:

- They are too young.
- They have a special educational need

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Some pupils are at greater risk of becoming bullies or being bullied. These pupils include:

- Those coming from vulnerable families.
- Those with emotional or mental health issues.
- Those with a special educational need or disability.

### **Responding to bullying**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and this will be done through our therapeutic approach to behaviour (Refer to our Behaviour Policy)

- All reported incidents of bullying will be investigated by a member of staff.
- The child displaying unacceptable behaviour (given their age and level of understanding) will have consequences put in place in line with our school Behaviour Policy. Pupils will take part in a restorative conversation where ever possible.
- Parents may be contacted to discuss incidents or any concerns they or the school may have.
- Incidents judged to be bullying will be recorded by staff and records will be kept on CPOMS. Our governing body will be informed of any recorded incidents.
- In some cases, outside agencies may support the school or family in dealing with a child demonstrating continued unacceptable behaviour towards other.
- In serious cases where all other avenues of support have been explored, a reduced timetable, suspension or even exclusion may be considered.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention**

At St Peter's School we use a variety of methods for helping to prevent bullying.

- We teach an developmentally appropriate PSHE and RSE curriculum through the use of Jigsaw. This develops pupils' understanding of acceptable behaviour and keeping themselves safe.

- Through the use of whole school circle times where discussion topics include feeling safe and what to do if we do not.
- Assemblies reinforce these key messages and often include materials from other organisations like NSPCC.
- Our ethos of positive, caring and inclusive is woven through all areas of the curriculum and all staff actively encourage the children to uphold these.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- signing a behaviour contract
- completing curriculum work about bullying including role plays, drawings and reading stories.
- having discussions about bullying and why it matters that bullies are dealt with quickly.

### **Advice for pupils**

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Be assertive and tell the person you do not like their behaviour.
- Tell a friend
- Tell an adult whom you feel you can trust
- Write your concern down and give this to a member of staff.
- Discuss it as part of your circle time if you feel comfortable in doing so.
- Contact Childline either via the phone or online. 0800 1111  
<https://www.childline.org.uk/get-support/>

### **Advice for parents**

Do:

- Report bullying incidents to your child's teacher.
- Work with the school to support your child.
- Be vigilant around any changes in your child's behaviour that is causing you concern.

Don't

- Attempt to solve the problem yourself by speaking to the child who you think is behaving inappropriately or to their parents.

Encourage your child to be 'a bully' back.

### **Help organisations for parents**

- Parentline Plus 0808 800 2222
- KIDSCAPE Parents Helpline 0845 1205 204 or [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

### **Procedures and Recording**

When an incident of bullying has been reported, it is vital that these are recorded as it allows for staff to identify patterns of behaviour.

The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated immediately by a member of staff who has been approached or witnessed the incident. If necessary and appropriate a member of SLT including the Deputy Head and Headteacher may be involved at this stage.
- The child reporting the incident will be listened to and will be assured that their concerns are being taken seriously.
- When investigating the incident, the story will be listened to from both sides.
- Immediate support will be provided for the victim, the aim of restoring self-esteem and self-confidence.
- The perpetrator will be talked to about their behaviour, making clear that this kind of behaviour is unacceptable and the child will be helped to see how their behaviour must be changed. Staff will support children to change their behaviour.
- The incident will be recorded on CPOMS along with any further actions.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded on CPOMS.

Parents may be invited to speak to staff about the incident and actions in line with the behaviour policy will be implemented.

School may also contact external agencies for advice and support in more extreme cases. In extreme cases, a period of exclusion may be necessary.

### **Adult bullying**

If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately.

If children are experiencing problems with other children, parents must not try to take matters into their own hands as this can result in:

- Parents approaching other parents in groups.
- Inappropriate verbal exchanges in front of pupils.

- A breakdown in communication.

The school should be informed immediately of any concerns so that we may intervene to resolve the problem, to ensure our school community remains, positive, caring and inclusive and a safe and enjoyable place to be for all.