

Anti-Bullying Policy

Related policies-Positive Behaviour Policy, Equality Policy

At St Peter's CE Primary School, we aim to create a Christian community whereby we live in **harmony** before God and provide a **warm, safe** and **caring** environment in which to learn and **grow**.

Our school values and motto help us all to live in harmony:

- **Respect** – for one another
- **Honesty** – in the eyes of God and with each other
- **Forgiveness** – towards others in order to enable us to move forward
- **Love** – of God and one another

Through the teachings of God we
Love Others Value Everyone

At St Peter's CE Primary School every child is respected as a member of a community where all are known and loved by God. Staff, governors, children and parents work together to create an ethos and inclusive school environment that enables all children to flourish and be treated with dignity and respect.

Statement of Intent

St Peters CE Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under Section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Learning about tolerance and difference is part of our school curriculum and aims to promote an inclusive, tolerant and supportive ethos within the school. If bullying is left unaddressed it can have serious consequences for an individual's mental health. Bullying in any form, therefore, will not be tolerated as there can be no justification for such negative behaviour.

Aims and purpose

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable
- To help children feel confident to disclose incidents of bullying
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur
- To reassure children and parents that bullying is investigated thoroughly and dealt with effectively within a framework of forgiveness
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE 'Mental Health and wellbeing provision in schools'
- DfE 'Keeping Children Safe in Education 2025'

- DCMS, DSIT and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy with the Behaviour Policy
- Relationships & Health Education Policy
- Suspension and Exclusion Policy
- Child-on-Child Abuse Policy

1. Definition of Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Not all 'falling outs' should be seen as bullying. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent targeting

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people.

2. Signs of Bullying

Our school community needs to be alert to any signs of bullying. Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to and from school
- Unwillingness to attend school
- Becoming anxious or lacking confidence
- Irritability and/or tearfulness
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated and/or short tempered.
- Lack of eye contact.
- Change in behaviour and attitude at home.

Although these signs may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

3. Reporting bullying

All adults in school should support the safety and emotional well-being of the pupils in their care. If a pupil feels they are being bullied or pupils witness another being bullied, they should tell an adult.

Reporting – roles and responsibilities

Staff

All staff need to be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. Staff have a duty to challenge bullying (including homophobic, biphobic and transphobic bullying and language – HBT) and report any concerns to a member of the SLT. They need to be alert to the social dynamics in their classes and to support any child who is being bullied. Staff are to record the bullying centrally on 'My Concern'.

Senior Staff

The Senior Leadership team (DHTs and Head Teacher) have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. Information recorded on 'My Concern' will be monitored and analysed and termly reports summarising the information will be reported to the governing body by the Head Teacher.

Parents/Carers

Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration) and should support their child to report the bullying to a member of staff in school – the class teacher in the first instance. Parents also have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Pupils

Pupils should act respectfully towards others and not take part in any kind of bullying. They should watch out for signs of bullying among their peers and not make counter threats if they are victims of bullying. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. They will evaluate and review the anti-bullying policy to ensure it is non-discriminatory.

4. Record Keeping

The DSL will ensure that robust and consistent records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Head Teacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise
- Responding to any complaints about how cases have been handled

5. Responding to bullying

Bullying is not acceptable and should be challenged, so effective mechanisms of communication and monitoring are implemented across the school. When bullying has been reported the following actions will be taken:

1. Support will be offered to the target of the bullying initiated from the Head Teacher and then by the appropriate support – restorative justice or other programme
2. Staff will proactively respond to the bully who may require support from the class teacher, or through the use of restorative justice or other programmes

3. Staff will inform parents and carers.
4. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

5. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

6. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on 'My Concern'. If appropriate, follow up actions and sanctions for pupils and staff found using any such language will be implemented.

7. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school on 'CPOMS'. The Head Teacher will report any such incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

8. Statutory Requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have actions brought against it if it allows the rights of pupils to be breached by failing to taking bullying seriously. The Head Teacher will ensure that this policy complies with the HRA; the Head Teacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

9. School strategies to prevent and tackle bullying

Our school community needs to feel confident in disclosing incidents of bullying so a range of measures to prevent and tackle bullying are used including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect diversity and difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to learn how to manage their personal relationships constructively, to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Stereotypes are challenged by staff and pupils across the school.

- Pupil-led programmes, e.g. Circle of Friends promotes the inclusion of all children, including those with additional needs.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation with the school council, school ethos council and annual pupil survey's.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate e.g.: Parent Forum, Malachi and individual parent meetings.

10. Communication

The Head Teacher is responsible for ensuring that appropriate training is in place for all school staff and that all school staff (including teaching assistants and midday supervisors) have read and understood the anti-bullying policy.

11. Monitoring the Policy

The Head Teacher is responsible for monitoring the policy on a regular basis. The Head Teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

12. Evaluating and Reviewing

The Head Teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation, where appropriate, with the whole school community e.g. staff, pupils, parents, carers and governors.

Incident Log & Report to Governors

The data should be reported to the governors as they are responsible for evaluating the effectiveness of the school's policies and approach. The data on incidents of bullying that has been collected and analysed will help to identify any further steps that need to be taken to prevent and respond to bullying.

INCIDENT LOG

Date Reported	
Nature of Incident	
Form of Incident	
Date of Incident	
Place	
Time	
Aggressor profile	
Target profile	
Repeat incident/serious incident	
Action taken and feedback and target	

Analysis of Data:

Actions to be Taken: