

St Peter's



Church of England  
Primary School

## St Peter's Church of England Primary School

### Anti-Bullying Policy

Anti-bullying co-ordinator	Mrs Lyn Armitage & Mrs Sarah Russell (PSHE/Jigsaw Leaders)
Anti-bullying governor	Mr Ben Hughes
Anti-bullying senior leader	Mrs Catrin Battista (Headteacher)
Anti-bullying senior leader	Mr Tim Eustace (Deputy Head)
Anti-bullying senior leader	Mrs Angela Hunt (Deputy Head)

***Excellence in all we do.  
Excellence in who we are.  
Excellence in our service with others.***

This policy should be read in conjunction with St Peter's Behaviour for Learning, E-Safety and Safeguarding Policies.

#### **What is bullying?**

**Bullying is: 'the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or online.'**

(Anti-Bullying Alliance)

Bullying at St Peter's is considered to be, "unacceptable behaviour which occurs **'several times, on purpose'**. Parents should be aware that we often use **"STOP"– Several Times on Purpose** (ChildLine) to help children recognise behaviour that might be bullying.

## **Principles and Values.**

At St Peter's we are committed to providing a caring, friendly and safe environment for all of our pupils. We want all members of our community to value others and themselves. We recognise that it is only when children feel safe that they will be able to thrive and learn. Bullying of any kind is unacceptable at our school but we recognise that there will be incidents of bullying from time to time because children are young, and make mistakes. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

We are a TELLING and listening school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear or apprehension.

At St Peter's every allegation of bullying will be taken seriously. Where, after investigation, we find that an incident cannot be defined as bullying it will be dealt with under our behaviour policy.

## **Objectives of this Policy**

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that all bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment and ethos where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures to prevent, deal with and report bullying through regular training.
- To support parents in how we deal with incidents of bullying and how they raise issues with bullying.
- The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying

## **What types of bullying are there?**

Bullying can encompass a variety of behaviours. These can be categorised in the following ways and may also be investigated as possible forms of child on child abuse:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing, threatening, telling tales with express purpose of causing trouble)
- Non-verbal (intimidation by 'looks' and gestures)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Online (all areas of internet, email and social networking sites misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera, video, iPad and games consoles facilities including those on mobile phones.
- Sexual harassment (including cyberbullying, prejudice-based and discriminatory bullying)
- Race (racial taunts, graffiti, gestures)
- Gender Identity (Sexual orientation, sexism, or sexual bullying, homophobia)
- Religion
- Culture
- SEN/ disability
- Indirect (stealing, damaging belongings, targeted graffiti)
- Home circumstances, including Young Carers and poverty

(This is not an exhaustive list and new types of incidents regularly emerge).

### **Why it is important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who display bullying behaviour should be supported in learning different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

**At St Peter's we will tackle bullying through both Preventative and Restorative Strategies.**

### **Preventative Strategies used at St Peter's.**

We aim to foster a clear understanding that bullying, in any form, is not acceptable.

This will be done by:

- Ensuring that this policy is put into practice. We will also regularly raise awareness of the policy with staff, children and parents. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- Staff promoting and praising positive and supportive behaviour by celebrating the behaviour that we want children to show to each other.

- Delivering a curriculum which develops empathy and emotional intelligence and promotes self-esteem and resilience.
- Creating and supporting a culture of mutual respect, consideration and care for others.
- Raising awareness of bullying throughout the whole school community.
- Publicly acknowledging that our school considers bullying to be unacceptable and is committed to dealing with it.
- Ensuring pupils, parents and carers understand that any incidents of bullying will be treated seriously and dealt with immediately.
- Providing staff with opportunities to attend relevant training.

School-wide and classroom strategies may also include:

- Writing a class contract together.
- Signing the class contract.
- Participating in Anti-Bullying Week activities.
- E safety/ Keeping safe family days
- Using weekly JIGSAW lessons in PSHE to develop affiliation.
- Activities linked to preventative strategies as part of the school's SRE programme.
- Having discussions about bullying and why it matters during 'Circle-Time' or in response to specific incidents of bullying.
- Holding school or Key Stage assemblies with a specific anti-bullying theme.
- Inviting guests into school to present to children on anti-bullying themes.
- Discussions during School Council meetings with bullying intervention group.
- Heightening an awareness of language which supports prejudice-based bullying and thus discouraging its use.
- Childline visit for year 6
- Life skills centre trip for year 6
- Older/younger peer mentoring at playtimes
- Staff will reinforce expectations of behaviour as a regular theme in line with our school's Christian ethos and values
- Staff induction and training sessions

### **Restorative strategies used at St Peter's.**

Restorative strategies are designed to stop specific cases of bullying; to care for and support those who have been bullied and to address the behaviour of those doing the bullying. These are outlined in the rest of this policy.

## **How we manage incidents of bullying at St Peter's.**

### **Children who have experienced bullying**

Children who have been bullied will be offered reassurance that their concerns about bullying will always be taken seriously and will be acted upon promptly, and that any action taken will not make their situation worse. Staff dealing with the incident will record and monitor for further bullying and take action if required, which will be logged on CPOMS and shared with key staff involved. These logs are reviewed at a weekly meeting with the full senior leadership team.

### **Children who are responsible for an action that we believe to be bullying behaviour**

It is recognised that support must also be given to those who carry out the bullying. Changing the attitude and behaviour of bullies will be part of the procedures used by the school both in response to incidents of bullying and in class work. However, the school recognises that, in some cases, sanctions will also have to be used.

Sanctions have three main purposes. To:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour; and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to recognise the distress it has caused. They also provide an opportunity for restitution: for the pupil to put right the harm they have caused.

How each incidence of bullying is handled will be specific and pertinent to those children involved and the incident itself. It is essential that particular reference is made to those who are the victims of bullying and their needs and desires should be handled with sensitivity and care.

### **If a child feels that they are being bullied**

There are several procedures children are encouraged to follow: (not hierarchical)

- Is it STOP?
- Tell a friend
- Tell your School Council/ Anti-Bullying Team
- Tell a teacher or adult whom you feel you can trust
- Write your concern down
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE Jigsaw time
- Ring Childline and follow the advice given

## **Procedures when an incident of bullying is reported**

It should be made clear that failure to deal with what can be a minor incident may well lead to more serious incidents in the future.

- Class teacher to be informed (if incident is suspected or reported to other staff members, pupils or parents)
- Incidents will be investigated and decided if bullying has occurred (STOP) or whether the situation needs more monitoring.
- Any incidents and reports of bullying will be recorded by the class teacher on CPOMs. Phase leaders and the deputy head teacher will be notified.
- Phase leaders will regularly review bullying logs, tracking and following up with children to ensure that actions taken have been effective.
- All the parties will be interviewed and a record made on CPOMs.
- If a racial element to the bullying is suspected the Head/ Deputy Head must be informed immediately. This may lead to a formal report of the incident being made to the Local Authority.
- An appropriate strategy and plan of action to combat the bullying will be decided upon. Opportunities for restorative actions and possible sanctions put into place.
- Staff teaching all the children involved, including support staff and relevant SMSAs, will be informed so they may be vigilant.
- Parents of both victim and perpetrator should be informed. If the bullying persists parents will be asked to come in to a meeting to discuss the problem and recorded on CPOMs.
- Numbers of incidents of bullying are reported to governors six times a year in order that the school is held to account for behaviour and learning.

## **Restorative practice and sanctions.**

Where pupils do not respond to preventative strategies to combat bullying, further action will be taken to deal with bullying behaviour. Sanctions and restorative practices are determined by the nature of the bullying on a case by case basis. These might include:

- Helping children to resolve issues of bullying themselves with support and vigilance from staff.
- Apologising in person.
- Writing a letter of apology
- Withdrawal of break and lunchtime privileges to go to the reflection room
- Removal from the group/class activities
- Withholding participation in activities that are not an essential part of the curriculum
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Where ever possible pupils will be reconciled and in all cases, after incidents of bullying have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Malicious reporting of bullying could also incur sanctions.

### **Reporting and Recording**

All pupils must be made aware of whom they should go to if they are being bullied or if they are concerned about another child. In the first instance this may be their class teacher. However, pupils may feel more comfortable approaching other members of staff, or indeed, a fellow pupil who may approach a member of staff on their behalf. Parents of those involved will be informed.

Parents who are concerned that their children are involved in incidents of bullying can approach any member of staff to report their concerns. They can be assured that all such reports will be taken seriously and investigated fully. Teachers will keep parents fully informed of their findings and any actions taken.

### **Advice to Parents**

If you suspect that your child is being bullied it is vital that you inform the school so that we can investigate and take any appropriate action. We cannot act on what we do not know about. You can report your concerns to the any member of staff but it is always helpful to inform the class teacher in the first instance if at all possible.

What happens next?

- The incidents will be recorded by staff and the Phase Leader notified.
- Investigations will take place on the day that we are notified and any evidence gathered.
- In cases where it is clear that bullying has taken place, parents of the perpetrator will be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- Where it is clear that bullying has taken place work will be undertaken to help the perpetrator to change their behaviour.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

All reported incidents of bullying must be recorded in full on CPOMs. This helps to form a broad picture and facilitates the monitoring of patterns of bullying across the school, including other occurrences both current and historical. Staff will also share information about incidents of bullying with relevant staff, including phase leaders. A report on all

incidents of bullying concerning the pupils of individual classes will be part of the discussions held between teachers prior to pupils moving year groups.

### **Consultation process, monitoring and policy review:**

This policy has been developed in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. Further consultation will take place when the policy is reviewed in our monitoring cycle.

Monitoring and evaluation of the effectiveness of this policy is an ongoing process.

### **Policy Review**

This policy is reviewed annually.

This policy was last review by LGB on 2<sup>nd</sup> December 2020.

### **Appendices:**

#### **1. Signs and symptoms of bullying.**

Not everyone can express verbally their being a victim of bullying. Instead a person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school/Begs to be driven to school
- Is unwilling to go to school (school phobic)/ truants
- Becomes withdrawn, anxious or lacking in confidence and eye contact
- Change in attitude, becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self-harm/suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Has unexplained cuts or bruises
- Bullying others



- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour
- Changes their usual routine
- Begins to do make less effort with school work than previously
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money
- Comes home hungry (lunch has been stolen)
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **2. Causes of bullying.**

(Taken from St Peter's pupils' responses to Anti-bullying questionnaire)

People bully for different reasons. These may include:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target
- because they are bored
- for attention

## **3. Support agencies and sources of information**

The following provide support and advice on how to deal with bullying issues and aim to reduce incidents of bullying.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Childline – Advice and stories from children who have survived bullying 08000 1111

[www.bullying.co.uk](http://www.bullying.co.uk) Bullying on line

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) advice and links for parents 0808 800 2222

Parents Against Bullying 01928 576152

<http://www.n-somerset.gov.uk/Education/> - Bullying

Advisory Centre for Education(ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

[www.cyberbullying.org](http://www.cyberbullying.org) Advice on preventing and taking action against cyber bullying.

[www.chatdanger.com](http://www.chatdanger.com) Information about the potential dangers online (including bullying), and advice on how to stay safe while chatting

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) The Child Exploitation and Online Protection Centre (CEOP). Resources around internet safety for secondary schools

Safe to Learn, Cyber-bullying, Homophobic bullying, Bullying involving Children with Special Educational Needs DCSF 2007

## **St Peter's School Anti-Bullying Charter**

We have a right to learn in a caring, friendly and safe environment.

We have a right to learn in a school that is free from bullying.

St Peter's is a Telling School: we will tell a member of staff if we know that bullying is taking place.

Bullying is unacceptable in our school and we know that every allegation of bullying will be taken seriously.

# Procedures when an incident of bullying is reported

