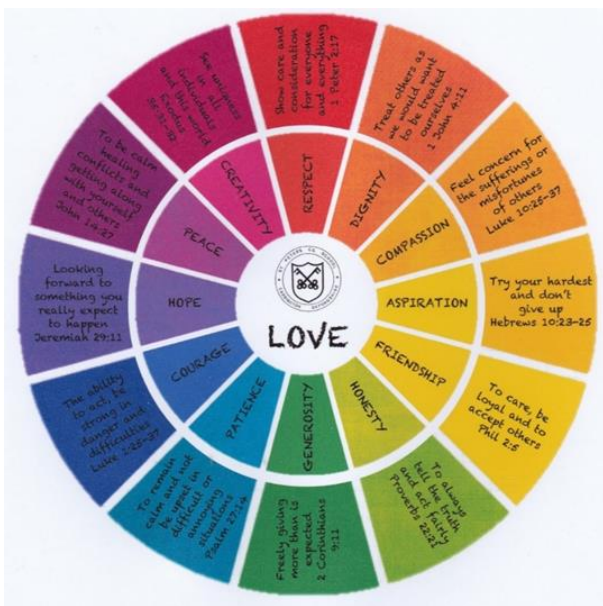


St Peter's CE Primary School

Anti-Bullying Policy

This policy was agreed by Governors on:
 Date:.....March '24.....
 To be reviewed:....March '26.....
 Chair of Governors:....Anne Armitage.....
 Headteacher:Jon Jeffries.....



Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St. Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

The St Peter's community will keep our vision and values at the very heart of our approach in addressing bullying behaviour

At St Peter's CE Primary School we define bullying as:

“Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally.”

We look for key factors when identifying bullying behaviours:

Ongoing – the behaviour is not a one off.

Targeted – the behaviour was not an accident or incidental.

Power – there is an unequal balance of power.

Bullying is not a one-off argument or fight, or a friend sometimes being unkind.

Statement of Intent

At St Peter's CE Primary School we are committed to providing a caring, friendly and safe place for all our children so that they can learn and play in a relaxed and secure environment. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved.

It is instinctive to call those who bully others "bullies", and those who are targeted as "victims," but this may have unintended consequences. It can influence the way others see and treat them. Once labelled, it is very difficult to lose that tag. Labels have a huge impact on an individual's self-esteem. When a person hears something about themselves often enough, they eventually start to believe it and act accordingly.

Instead of labelling, we should focus on the behaviour exhibited. That is, instead of calling someone a "bully," refer to what they have done as showing bullying behaviours. Instead of calling someone a "victim," refer to them as "the one who has experienced bullying behaviours".

Bullying behaviours of any kind are unacceptable and will not be tolerated in our school. We take all incidents of reported bullying behaviours seriously.

At St Peter's CE Primary School, we acknowledge that bullying behaviours happen from time to time. When bullying behaviours occur, everyone should be able to tell someone about them and know that incidents will be dealt with promptly and effectively, in accordance with our anti-bullying policy. The aim of this policy is to try to prevent and deal with bullying behaviours.

Bullying can be:

- **Emotional:** e.g., unfriendly, excluding, tormenting, ridicule, humiliation, ignoring
- **Verbal:** e.g., name-calling, sarcasm, spreading rumours, threats, teasing
- **Physical:** e.g., pushing, kicking, hitting, pinching, biting, spitting
- **Racial:** e.g., racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual:** e.g., unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/ or focusing on the issue of sexuality
- **Online/cyber:** e.g., offensive text messages, emails and websites
- **Discriminatory:** comments, gestures or actions related to disability/special educational needs

Bullying outside of school:

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. Staff, parents/carers and pupils must be vigilant to bullying behaviours outside of school, including online/cyber bullying and report it in the same way that they would if they witnessed bullying behaviours in school. We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying behaviours that have taken place outside of school are affecting members of our community. Bullying behaviours will not be tolerated, whether they take place inside or outside of school.

We understand that there are different roles within bullying:

Ring-Leader: the person, who through their social power, can direct bullying behaviour

Assistant/Associates: who actively join in the bullying behaviours

Reinforcer: who give positive feedback to the person demonstrating bullying behaviours

Outsider/Bystander: who stay back or stay silent and thereby appear to condone or collude

Defenders: who try and intervene to stop the bullying or comfort children who experience it

Strategies for the prevention and reduction of bullying behaviours (developed in consultation with children and staff)

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment, with the aim of reducing the opportunities for bullying behaviours to occur. These can include:

- Creating a positive environment with high expectations, with our school values as the foundations to our behaviour.
- PSHRE (Personal, Social, Health & Relationships Education) curriculum (Inside Out) from Reception to Y6.
- Awareness raising through regular assemblies, including national Anti-Bullying Week
- Differences and diversity are celebrated across the school.
- Praise and rewards to reinforce good behaviour.
- Children understand that there will be repercussions for bullying behaviour. A personalised behaviour plan may be created which could include missing trips, for example.
- Playground initiatives to minimise opportunities for bullying behaviours.
- Involving the whole school community in writing and reviewing this policy.
- Producing a 'child speak' version of the policy (*see Appendix A*).
- Using St Peter's spirituality picture as a tool to help children understand the impacts and effects actions can have on other people
- Restorative Approaches when bullying behaviours occur, either 1-2-1, small group or whole class, as appropriate to help children understand the emotional impact of bullying

behaviours and lessen the likelihood of them being repeated.

- Regularly reinforcing the message for children to talk/tell an adult if they are unhappy.
- Setting up of a 'Circle of Friends' support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Undertaking regular questionnaires and surveys to monitor whether bullying behaviours are happening in the school, and the effectiveness of the Anti-Bullying policy and review accordingly.

Signs and Symptoms

We recognise that the following may suggest that someone is experiencing bullying behaviours:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- being unkind to other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawal or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it difficult articulating their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases, potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- seems afraid to be alone and requires more adult interaction

This is not an exhaustive list and other signs and symptoms may present themselves. Also, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Dealing with an Incident:

All staff will respond calmly and consistently to any allegations and incidents of bullying behaviours. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

If a parent thinks their child is experiencing bullying behaviours, or their child tells them they are, they should speak to the class teacher in the first instance. Most of the time, they are in the best position to give or find out the context of the situation. This should be done so in a calm and respectful

manner, with an understanding that it may take a bit of time to unpick what has happened. We will strive to ensure it is addressed within 48 hours.

Context:

Staff will try to ascertain what has happened by speaking to those involved, asking questions like: *Tell me what happened. Why do you think this might have happened? How are you feeling? Has this happened before? What would you like/do you need to happen?*

Resolution:

Once the adult has got a clear picture of what happened, they will try to find a resolution by speaking to those involved individually or collectively. Staff will attempt to adopt a problem-solving approach, which will move children on from the incident. *They will explain that they have listened to everyone, summarise what has happened, check for accuracy/agreement and outline the appropriate actions and consequences (see Appendix B) they believe are needed and what they need to happen to end bullying behaviours or threats of bullying. Staff will reinforce to those involved that their behaviours are unacceptable.*

Reporting:

1. If it is a child who reported the bullying behaviours, they will have been part of the resolution process, so will know the outcome of the resolution.
2. If it is a parent who has reported the bullying behaviours, a member of staff will feedback on the 'context' and 'resolution', including explanations of resolution actions.
3. Where appropriate, the bullying behaviours will be recorded online, on our Safeguarding record system, CPOMS (see appendix B).
4. If appropriate, all staff will be made aware (via internal communication systems) of the incident and be asked to monitor the interactions and behaviours of individuals or groups.
5. Incidents where serious bullying behaviours have been found to have taken place will be reported to the safeguarding governor by the headteacher in their termly written or verbal report.
6. If necessary and appropriate, the Lead Safeguarding member of staff in school, Social Services or police will be consulted.

Reviewing:

After an appropriate period of time, a member of staff will check in with the child and/or parent to ascertain how they are now feeling and if there has been a recurrence of the bullying behaviours. This review will be noted on CPOMS.

Appealing:

If the child or parent is not happy with the outcome of the resolution and/or the bullying behaviours persist, they should arrange to meet with the headteacher. If satisfactory resolution cannot be found this way, the parent may wish to consider following the school's Complaints Policy.

The role of governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly through the Performance and Standards Committee. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors termly about the effectiveness of school anti-bullying policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body via the Clerk.

The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy termly.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of parents

- Parents have an important role to play in our anti-bullying policy. We ask parents to:
- Look out for any unusual behaviour in your child ie not wishing to attend school, feeling ill regularly
- Take an active role by asking how your child's day has gone
- If you feel your child has been subjected to bullying behaviour then inform school immediately.
- If you feel your child has been bullied please do not approach that child on the playground or their parents or involve an older child to deal with the child who you think may be bullying.
- Tell your child it is not their fault that they are being bullied
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- Remember incidents are confidential and should not be discussed with other parents on the playground.

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Monitoring and review

- This policy is monitored regularly by the Head Teacher, who reports to governors termly about the effectiveness of the policy.

Unlocking....

Minds that learn, Hearts that love, Faith that gives



Unkind, mean and bullying behaviours can stop you from flourishing:

Unkind



When someone says or does something upsetting, not on purpose and just once

Mean



When someone says or does something upsetting, on purpose and once or twice

Bullying



When someone says or does something upsetting, on purpose and keeps doing it, even when you have asked them to stop.

Following our school values can help stop these behaviours:

Tell Someone

Help Someone

Be Truthful

Move On

This way you can be happy and safe in school and flourish!

Is someone being **unkind**, **mean** or **bullying**?

<p>Physical</p> <p>Hitting/Pushing/Pinching Kicking/Tripping/Spitting Stealing, Hiding, Breaking Things Touching (Think PANTS)</p>	<p>Verbal</p> <p>Name calling/Teasing Telling lies/Threats/Swearing Racist comments Laughing (unkind)</p>
<p>Social</p> <p>Leaving people out on purpose Spreading rumours Ignoring</p>	<p>Cyber (online)</p> <p>Upsetting messages Sending pictures Group comments</p>

Tell them to STOP. (Stop it, I don't like it)



Tell an adult (or write a Worry Note)



Tell someone...



What will an adult say?



Listen to what happened.

Ask why you think it happened.



Ask what you would like to happen next.

What will the adult do?

Explain what needs to happen next and why.

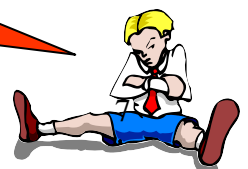
Tell adults who need to know.

Check you are OK.



When I am good,
someone notices.

When I do something wrong,
something happens.





Guidance to teachers for recording bullying behaviours on CPOMS

Xxx (name/parent/child) alleged that xxx (name) had shown bullying behaviours/been prejudiced.

Xxx (name/parent/child) may/has been been the recipient of bullying behaviours/been prejudiced.

Reasons given for bullying behaviours or prejudicial behaviours: appearance/special educational needs/health condition/race/religion/culture/sexual orientation/family background/other (explain) or it is not obvious what this is because of.

Type of bullying behaviours/prejudicial incident (delete as appropriate): **Emotional:** (unfriendly, excluding, tormenting, ridicule, humiliation, ignoring) **Verbal:** (name-calling, sarcasm, spreading rumours, threats, teasing), **Physical:** (pushing, kicking, hitting, pinching, biting, spitting), **Racial:** (racial taunts, graffiti, gestures, making fun of culture and religion), **Sexual:** (unwanted physical contact or sexually abusive or sexist comments), **Homophobic:** because of/or focusing on the issue of sexuality), **Online/cyber:** (offensive text messages, emails and websites), **Discriminatory:** comments, gestures or actions related to disability/special educational needs

Location: playground, classroom, hall, toilets, corridor, to or from school, outside school premises, online

Outline context and/or concern: xxx

Outline resolution: name those who received what consequence/action/support (delete as appropriate):

Support and comfort to those affected

Reconciliation achieved/attempted/encouraged, through apologies, verbally or in writing

Attempts made, and support given, to help individuals understand and change their behaviours

Lose privileges e.g. miss playtime, no tuck shop, miss a fun class/school activity

Parents of xxx informed/Parents of xxx invited into school for a meeting with xxx

Self-improvement report started, reporting to xxx

Withdrawn from participation in school visit, clubs and events not essential to the curriculum

Internal exclusion/Fixed term exclusion

Other actions to be taken:

Communication to staff

Observations carried out (date and times)

Group work

Class/school assemblies.

Follow up: This took place on date/time. Outline discussion.

Any further action needed/required: No/Yes (explain)

Add the above information to this box

The screenshot shows the CPOMS incident recording form. Red arrows point from external text boxes to the following fields:

- Top arrow: Points to the large 'Incident' text area.
- Middle arrow: Points to the 'Linked student(s)' dropdown menu.
- Bottom-left arrow: Points to the 'Alert Staff Members' dropdown menu.
- Bottom-right arrow: Points to the 'Categories' section, specifically the 'Friendship Related Issue' checkbox.

Alert relevant staff, always include DSL

Link other students involved

Tick "Friendships Related Issue"

Sources of further information, support and help There is a vast amount of information and

guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children) 020 7730 3300 (general enquiry number)	www.childline.org.uk
Kidscape	08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk
UK Government Website	not available	www.direct.gov.uk

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- E-Safety Policy
- Relationships and Sex Education Policy
- Equality Policy
- Keeping Children Safe in Education
- SEND Policy
- Complaints Policy

