

# Anti-Bullying Policy

## Belonging, Believing, Building a Future

It is our mission for everyone to experience the joy of God's love in their lives as part of St Peter's family through trust and friendships. We aim for everyone to be nurtured and to grow in peace, hope and understanding of God, themselves and one another in order to achieve and live fulfilled lives.

"May the God of hope fill you with all joy and peace in believing, so that you overflow with hope by the power of the Holy Spirit" (*Romans 15:13*)

### STATEMENT OF INTENT

St Peter's School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

St Peter's School takes great pride in its schools' friendly and approachable ethos and the Christian values which staff show towards each other. This considerate behaviour is encouraged at all times in our school. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

St Peter's aims to be a safe, friendly and secure place for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. Our objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

### What is Bullying?

At St Peter's, bullying is understood to be 'purposeful and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation'.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop.
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share

personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.

- **Sexual bullying:** behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

Bullying can be

- Racist: Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- Homophobic: Discrimination based on sexuality and/or gender identity.
- Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
- Intimidation: This could include pressure to send images of a sexual nature.
- Disabilist: The bullying of those who have special educational needs and disabilities.
- Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, social behaviour.

What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

## **AIMS**

We acknowledge that bullying may happen from time to time in our school; it would be unrealistic to claim that it does not. However, it is our aim to:

- ensure that all children and adults have a common understanding of what bullying is.
- reduce all forms of bullying.
- communicate clearly to children and parents the strong response to such events in our school.
- stress that the whole school community acts together on this issue.
- continually work to maintain a warm and harmonious atmosphere within our school.

At St Peter's:

- all allegations of bullying will be carefully investigated,
- pupils, parents and staff will be encouraged to talk openly about the issue,
- as part of the curriculum, greater understanding of bullying in all its forms will be developed,
- pupils will be taught strategies to help them deal with bullying situations which they may encounter,
- staff will respond calmly and consistently to allegations or incidents of bullying,
- staff will protect and support all parties during school time, extra-curricular activities and on the school premises whilst issues are resolved.

## **Strategies to support those bullied and bullying**

The following strategies are in place to support children and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE!
- A “safe place” can be made available, e.g. a classroom, the library, or an office
- The opportunity to meet with the person bullying meeting, if appropriate

The following strategies are in place to support and work with children who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the child became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE!
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship
- The opportunity to meet with the person bullied for a meeting if appropriate

## **STRATEGIES TO MINIMISE BULLYING**

In order to minimise bullying at St Peter's:

- A regular programme of PSHE is delivered.
- Regular Teacher/ Class discussion takes place e.g. during circle time, dealing with friendship / playtime issues.
- Peer support is strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist “joining in” with bullying.
- Effective implementation of the school’s positive behaviour policy, including the use of praise and rewards to reinforce good behaviour.
- Each class agreeing their own set of class rules
- School councillors acting as buddies
- Clear advice is given to children on what to do if you are a witness or a victim of bullying.

## **HOW SPECIFIC ALLEGATIONS OF BULLYING WILL BE RESPONDED TO**

Children at St Peter's know **whom** to talk to. In the first instance this will usually be their class teacher, but it could also be:

- the headteacher/ senior teacher
- another teacher known to them.
- a teaching assistant.
- a lunchtime supervisor

The children are given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

If there is no improvement, or further bullying occurs, the parents of the bullying child are contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

If further bullying takes place, it will be dealt with in the same way as other unacceptable behaviours listed within the school's behaviour policy.

As a result of the discussion clear expectations are laid down as to:

- expected behaviour and attitudes.
- strategies to support the bullied child, including who they can turn to and when
- **the arrangements** for beginning/ending lessons, lunchtimes, starting and ending of the day

Individual circumstances will determine the precise arrangements to be made.

Support is given to the **perpetrator** to raise their self-esteem and develop appropriate social skills e.g. alternative provision at lunch time for a given period to ensure they do not pose a threat.

## **RECORDING**

Bullying is recorded at all stages, together with the action taken and held in the pupil's personal file, transferred with the child from class to class. This may also be transferred at transition to the next phase of the child's education.

## **ROLES AND RESPONSIBILITIES**

- All staff have a responsibility for implementing this policy and dealing appropriately with incidents that are brought to their attention.
- The Headteacher manages bullying in the school by providing support for staff, guidance on curriculum development, ensuring bullying is a taught element of the school's work and ensuring appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

## **ENTITLEMENT AND INCLUSION**

All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extra-curricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

## **RAISING AWARENESS AND STAFF TRAINING**

The school's Anti-bullying Policy is available to parents on the school's website and on request.

The school takes part annually in 'Anti-bullying Week' to highlight positive behaviours and attitudes.

New staff are inducted into the school's safeguarding and anti-bullying procedures on arrival. This training is refreshed for the whole staff every two years.

