 St Peter’s Church of England (Aided) Primary School

**Anti-Bullying Policy**

Reviewed – September 2024

## Introduction

Everyone at St Peter's Church of England (Aided) Primary School should feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone’s responsibility to prevent this happening and this policy contains guidelines to support this ethos. In line with the ethos of the school, we focus on encouraging positive behaviour patterns whilst at the same time dealing with any negative behaviour.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. This document outlines how we make this possible at our school.

### Aim

### The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when issues of bullying are addressed will pupils be able to fully benefit from opportunities available at schools.

### Definition of Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

ANTI-BULLYING ALLIANCE

Bullying can be defined in a number of ways. It is hurtful and repeated.

The bully/ies usually have a position of power over the victim e.g. a group picking on one victim.

It can include:

**physical** – hitting, kicking, taking belongings

**verbal** – name-calling, insulting, making offensive remarks

**indirect** – ignoring or spreading nasty stories or rumours

In addition the school community recognises that bullying can be devious and upsetting. It is recognised that bully victims can be singled out for any reason such as their:

|  |  |  |
| --- | --- | --- |
| * race
* colour
* social background
 | * religion
* confidence
* interests
 | * need to wear glasses
* size

Or any other reason.  |

The school notes that bullies can be any age or gender and have often been bullied themselves. The school works hard to ensure that pupils know the difference between bullying and “falling out”. The school recognises that pupils need to develop the confidence to tackle bullying. They should be empowered to resist bullying at both this school and at their secondary school.

**Types of Bullying**

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Illness Related Bullying

Staff at St Peter’s are being particularly vigilant about comments relating to an illness a child may have. It is possible that a bullying may be enacted upon such pupils due to a lack of understanding by the perpetrators about the illness.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

• Looked After Children • Gypsy, Roma and Traveller children • Children with Special Educational Needs or Disabilities (SEND) • Children from ethnic minorities • Children entitled to Free School Meals • Children for whom English is an Additional Language • Children who are perceived to be gay, lesbian or bisexual

#### Actions to tackle bullying

Governors and staff aim to work closely with parents, pupils and the school council to tackle bullying. Bullying is planned in to our RSHE Curriculum so that it is discussed and understood. We regularly check our pupils feel they understand what bullying is and know what to do if they saw it / experienced it, in our Annual Pupil Well-Being and Safety Survey.

The topic of bullying is tackled regularly in assemblies and the school always marks anti-bullying week with more in depth study. Guest speakers are often invited. In recent years a representative from Just Different held a day of workshops about diversity and reducing prejudice. We also had a member of Ben Smith’s 401 Team present about Kidscape and Stonewall.

## Child on Child Abuse

1. At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.
2. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy or anti -bullying policy in the first instance.
3. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.
4. **All staff** should recognise that children are capable of abusing their peers. All our staff should follow our normal safeguarding procedures with regard to child on child abuse.
5. We recognise the importance of an ambitious broad and balanced curriculum which develops students understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.
6. We will ensure that, in our school or college, our policy will include procedures to minimise the risk of child on child abuse.
7. How allegations of child on child abuse will be recorded, investigated and dealt with;
8. Clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported.
9. A clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
10. Recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.
11. The different forms child on child abuse can take, such as: bullying (including cyberbullying).
12. Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
13. Sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.
14. Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
15. Sexting (also known as youth produced sexual imagery): The Department for Education provides Searching Screening and Confiscation Advice for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Guidance Sexting in Schools & Colleges](https://www.gov.uk/government/publications/sexting-in-schools-and-colleges) on Responding to Sexting Incidents.
16. Initiation/hazing type violence and rituals.
17. If Child on Child abuse is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - [Children who Harm Other Children](http://sussexchildprotection.procedures.org.uk/tkly/children-in-specific-circumstances/children-who-harm-other-children).

## Preventing Child on Child Abuse

As a school we will minimise the risk of allegations against other pupils by:

1. Providing a developmentally appropriate education syllabus which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.
2. Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
3. Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk.
4. Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.
5. Providing clarity on how allegations of child on child abuse will be recorded, investigated and dealt with.
6. Having clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported.
7. Providing a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
8. Recognising the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

## Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against a pupil by other pupils in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

**Examples of safeguarding issues against a student could include:**

**Physical abuse:**

* violence, particularly pre-planned
* forcing others to use drugs or alcohol

**Emotional abuse:**

* blackmail or extortion
* threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
* isolating an individual from social activities
* exploiting any situation which may compel another student to do or not do something against their wishes, for example, sexting

**Sexual abuse:**

* indecent exposure, any form of sexual assault, or encouraging others to engage in such activity
* forcing others to watch pornography or taking part in ‘sexting’

**Sexual Exploitation:**

* encouraging other children to engage in inappropriate sexual behaviour
* photographing or videoing other children performing indecent acts

## Procedure

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.
2. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment required prior to safeguarding decision).
3. The Designated Safeguarding Lead should contact the IFD to discuss the case where appropriate.
4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
5. If the allegation indicates that a potential criminal offence has taken place, the IFD will consult with the police.
6. Parents of both the perpetrator and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought from the IFD.
7. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils’ files.
8. Where neither Children’s Social Care nor the police progress an investigation, a thorough investigation should take place using the school’s normal disciplinary procedures.
9. In situations where the school considers a safeguarding concern remains present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored, and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.

#### Statutory duty of schools

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

* provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents
* gives headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

Schools are required to comply with the Equality Act 2012 and Equality Duty (April 2011)

#### Governors

Governors will monitor and evaluate the effect of this policy and the curriculum in addressing this issue. This anti-bullying policy is the governors’ responsibility and they review its effectiveness annually. This policy is monitored on a day-to-day basis by the headteacher, who reports termly to governors about the effectiveness of the policy. Governors can analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

#### The School Staff

Prevention is better than cure; so at St. Peter's all staff will be vigilant for signs of bullying and always take reports of incidents seriously*. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or being unwilling to come to school.* Teachers will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents, on CPOMS, and added to the logs of individual pupils kept by class teachers. This should include both the victim and the bully. More serious and persistent incidents should involve the Headteacher. If bullying includes racist abuse then it must be reported to the Headteacher who will inform Governors. The school will keep parents informed of bullying and where necessary follow up incidents to ensure that the problem has remained resolved.

Upon discovery of an incident of bullying, we will discuss with the children the issues raised. Some incidents can be solved through a problem-solving approach. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. There are various strategies that can be applied if more than one pupil is involved in bullying another. Discussion, role-play and other drama techniques can be used. This can be an effective way of sharing information, understand feelings and provide a forum for discussing important issues. It can also be used just within the affected group to confront bullying that already exists.

The school can apply a number of sanctions including a warning, calling the bully's parents into school, internal exclusions within school (e.g. loss of breaktime), sending a child home at lunchtime, fixed term exclusions and permanent exclusion.

#### Parents

Parents are invited to work in partnership with the school to address the issue of bullying; and to discuss the Home-School agreement with their child(ren) on a regular basis. This Anti-bullying policy is seen as an integral part of our Behaviour and Discipline Policy. It is reviewed regularly and parents are welcome to join in that process. The school also has a number of leaflets and further information and advice about bullying available for parents. (See appendices A & B)

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher **immediately**. Parents are also welcome to discuss the issue with the Headteacher. If parents are not satisfied with the school's dealing with bullying, they can write to the Chair of Governors.

The parents of bullies and their victims will be informed of the outcome of an investigation they have initiated and may be asked to support the proposed strategies to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. If bullying continues, parents of all parties will be informed and may be called in if problems persist.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we have and will call on outside resources such as the Behaviour Support Service, Kidscape and theatre companies to support our action.

#### Pupils

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. Further information for pupils about bullying is found in Appendix C

##### School Council

The School Council can play an active role in tackling bullying. This could include questionnaires, talking to

bullies and victims, setting up a buddy system, or peer counselling.

**St Peters - Policy Review**

By: Full Governing Body

Period: 1 Year

Last Approved: 25th September 2024

Next Review: September 2025

**Appendix A Anti-bullying advice for parents**

##### If your child has been bullied

* **Calmly talk with your child** *about his/her experience.*
* **Make a note of what your child says** *– who was involved, how often, where it happened and what happened.*
* **Reassure your child** *that he/she has done the right thing to tell you about the bullying.*
* **Explain to your child** *that should any further incidents occur he/she should report them to the teacher immediately.*
* **Make an appointment** *to see your child’s class teacher.*
* **Explain to the teacher** *the problems your child is experiencing.*

##### When talking with teachers about bullying

* **Try and stay calm** *– bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.*
* **Be as specific as possible** *about what your child says has happened, give dates, places and name of other children involved.*
* **Make a note** *of what action the school intends to take.*
* **Ask if there is anything you can do** *to help your child or the school.*
* **Stay in touch** *with the school- let them know if things improve as well as if problems continue.*

**If the bullying continues**

* **Keep a diary** *- you or your child could make a note of bullying incidents: who-where-when.*
* **Contact the school again** *- arrange to see the teacher or headteacher.*
* **Write to the school** *- put your concerns down in writing.*
* **Write to the Chair of Governors** *- if you are not satisfied with the action being taken.*

**If your child is bullying others**

* **Talk with your child** *and explain that what he or she is doing is unacceptable and makes other children unhappy.*
* **Discourage other members** *of your family from bullying behaviour of from using aggression of force to get what they want.*
* **Show your child** *how she/he can join in with other children without bullying.*
* **Make an appointment** *to see your child’s teacher to discuss how you and the school can help stop him or her bullying others.*
* **Regularly check** *with your child how things are going at school.*
* **Give your child lots of praise** *and encouragement when he or she is co-operative or kind to other people.*

**If you think your young child is being bullied, but you’re not sure, then ask a few simple questions:**

1. *What did they do at school today?*
2. *Did they do anything they liked?*
3. *Did they do anything they didn’t like?*
4. *Who did they play with?*
5. *What sort of games did they play?*
6. *Did they enjoy them?*
7. *Can you draw a picture of the best thing that happened today?*
8. *Would they have liked to play different games with someone else?*
9. *Are they looking forward to going to school tomorrow?*

**Appendix B Further Anti-Bullying Information**

**Bullying - information and contacts**

**Advisory Centre for Education**
ACE Education Advice & Training

72 Durnsford Road,

London

N11 2EJ

ACE Adviceline - 0300 0115 142
Website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Anti-Bullying Alliance**
National Children's Bureau - Registered charity No. 258825. 8 Wakley Street, London, EC1V 7QE.

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

**Bullying Online**
Website: [www.bullying.co.uk](http://www.bullying.co.uk)

 **National Bullying Helpline**
<http://www.nationalbullyinghelpline.co.uk>

**ChildLine**
Studd Street
London N1 0QW
Tel: 0800 1111
Website: [www.childline.org.uk](http://www.childline.org.uk)

**Department For Education Advice**

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

 **Kidscape**
2 Grosvenor Gardens
London SW1W 0DH
Tel: 020 7730 3300
Website: [www.kidscape.org.uk](http://www.kidscape.org.uk)
Publications and advice. Bullying counsellor available Mondays and Wednesdays.

**Parentline Plus**
520 Highgate Studios
53-79 Highgate Road
Kentish Town
London NW5 1TL
Helpline: 0808 800 2222
Website: [www.familylives.org.uk](http://www.familylives.org.uk)

Appendix C Bullying – what to do about it. – Advice for pupils

BULLYING IS HURTFUL AND REPEATED.

It can include **physical** – hitting, kicking, taking belongings *or* **verbal** – name-calling, insulting, making offensive remarks *or* **indirect** – ignoring or spreading nasty stories or rumours

**If you are being bullied:**

* Try to stay calm and look as confident as you can
* Be firm and clear – look them in the eye and tell them to stop
* Get away from the situation as quickly as possible
* Tell an adult what has happened straight away

#### After you have been bullied

* Tell a teacher or another adult in school
* Tell your family
* If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
* Keep on speaking until someone listens and does something to stop the bullying
* Don’t blame yourself for what has happened

**When you are talking to an adult about bullying be clear about**:

* What has happened to you
* How often it has happened
* Who was involved
* Who saw what was happening
* What you have done about it already

If you find it difficult to talk to anyone at school or home, ring Childline 0800 1111

or write to Childline, Freepost 111, London N1 0BR. The phone call or letter is free.

#### If YOU are being a bully – think

* What does it feel like for the other person?
* Would you like to be bullied? Everyday?
* This school does not put up with bullies – beware!