



St Peter's Eaton Sq. C of E Primary

Anti-bullying policy

St Peter's School is a place where every person has the right to be themselves and to be included in a safe and happy environment.

Together, we will realise the potential God has given us

Approved by:	Achievement, community and standards governing committee	Date: 11 Nov 2019
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S.T.O.P.

Bullying is if someone does something unkind to you.

Several
Times
On
Purpose

If someone does bully you, you must –

Start
Telling
Other
People

St Peter's School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. Bullying of any kind is wrong, unacceptable and will not be tolerated at our school. At our school, the safety, welfare and wellbeing of all pupil and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our pupils by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person or group. Bullying results in pain and distress to the victims. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group.

We define bullying as physical or verbally aggressive behaviour that occurs '**Several Times on Purpose**'. The school uses this definition to help children understand the seriousness of

bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'

Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. These may be unkind and we can support children to avoid making these negative behaviour choices. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Reasons for Bullying

Bullying needs to be understood in a way that it involves a 'perpetrator' and a 'victim', and that a person may engage in bullying as a learned behaviour due to past experiences. Thus a victim of bullying may be a perpetrator in the future, or in a different environment. Successful intervention needs to consider bullying within the context of both: the perpetrator and the victim.

There is evidence that a substantial amount of bullying is fuelled by prejudice - racial, religious, homophobic, biphobic and transphobic - and against children with special educational needs or disabilities or young people who are perceived as different in some way.

Types of Bullying

Bullying can take place between children and young people, between children and staff, by individuals or groups, face-to-face or indirectly via one of several cyber bullying methods.

Bullying can take many forms, including:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumors
- controlling or manipulating someone
- racial, sexual, homophobic, biphobic or transphobic bullying
- physical assaults, such as hitting and pushing
- attacking personal property of others, such as damaging, stealing or hiding possessions
- making silent, hoax or abusive calls
- on-line or cyber-bullying (NSPCC 2015)

Bullying can be based on any of the following things:

- race
- religion or belief
- culture or class
- gender (sexist bullying)
- sexual orientation (homophobic or biphobic bullying)
- gender identity (transphobic bullying)
- SEN or disability
- appearance or health conditions
- related to home or other personal situation
- related to another vulnerable group of people, e.g. young carers

No form of bullying will be tolerated and all incidents will be taken seriously.

The Impact of Bullying

A single pupil who bullies can have a wide-ranging impact on the pupils they bully, pupils who observe bullying, and the overall climate of the school and community.

Signs that a Child is being Bullied

An individual who is being bullied may display some of the following common responses:

increased anxiety (displayed through increasingly obsessive behaviours; hand movements, repetitive questioning and statements or short temper)

withdrawal

aggression

seeming over-sensitive or over-reacting to minor occurrences (being 'on edge')

seeking revenge

repeatedly exposing him/herself to the same kind of bullying situation. (Although the pupil may know it as a negative interaction, they may still consider this better than no interaction at all)

Preventative Strategies

Should be based on the following principles:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum/learning opportunities (Personal, Health, Social and Citizenship Education) can be used to draw out anti-bullying messages.
- Use of opportunities throughout the school calendar and at certain times of the day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and school assemblies).
- Engaging children and young people, as well as parents/carers/guardians in the process of developing the anti-bullying policy and promoting open and honest reporting.
- Reviewing the school environment.

Anti-bullying Strategies

The school has a very effective positive behaviour model and an embedded system of values through which children learn how to work and play together in harmony. These proactive methods and expectations are usually enough for most children most of the time. On rare occasions children may need more overt guidance when they transgress and their behaviour towards others presents as bullying.

The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To respond to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the child or young person who has experienced bullying and to trigger sources of support for him/her.
- To apply corrective and supportive strategies to the child or young person responsible for the bullying and ensure that they can resolve and be equipped at their level about potential causes.
- Any use of sanctions must be appropriate to the age, understanding and individual needs of the child or young person.

Reactive Strategies

The most obvious reactive strategy is the use of the disciplinary sanctions within the school Behaviour Policy to deal with those children and young people who are found to be bullying. Sanctions are applied fairly, proportionately, consistently and reasonably, taking into account any special educational needs (SEN).

The school can also incorporate support programmes, such as CAMHs, Family Group and the Anna Freud Counselling service.

Corrective treatments and supportive strategies have three main purposes, namely to:

- Enable the perpetrator to become aware of what he/she has done
- Enable him/her learning different responses and decrease the likelihood of this pattern of behaviour to be repeated and
- To highlight the supportive ethos and philosophy for both the perpetrator and victim (or alleged victim) that bullying is unacceptable

Reporting and Recording Incidents of Bullying

We encourage children to report bullying as soon as possible to their teachers or other adults in school but also to tell their parents. Reports of bullying are recorded in the school CPOMS programme, which enables the school to record any actions taken and cross reference for any patterns or linked children.

- A member of staff or a volunteer concerned about actual or suspected bullying should discuss the matter with the child's class teacher. If deemed appropriate, by

taking account of the severity of the bullying, informal strategies for dealing with the bully can be implemented and the situation closely monitored.

- If the concerns about a given bullying situation are more serious, or strategies used to deal with a bullying incident have proven unsuccessful, the matter should be referred to the school Head Teacher/Designated Safeguarding Lead (DSL) in order to discuss and agree appropriate action(s).
- Any instances of actual or suspected bullying by a member of staff must be immediately reported to Head/DSL
- All suspected or actual bullying instances should be recorded in the CPOMs system.
- Bullying is best reported in person but it can be reported in any way including:
 - Reporting to a teacher
 - Email
 - Telephone
 - To Childline on 0800 1111

Records of bullying will enable the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school/service
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary

Supporting the Victim and the Perpetrator of Bullying

It is essential that all individuals who have experienced bullying are provided with timely and appropriate support. This may include one or more of the following:

- active listening
- advice
- assertiveness training
- introducing a named staff member to provide appropriate support

Furthermore should support be provided, it is important to take into consideration the impact within the family/carers of the child and relevant and appropriate support be available.

Staff Professional Development

Schools will routinely review general and specific staff induction and continuing professional development and identify how to ensure staff training reflects the anti-bullying policy and practice. Where specific training needs have been identified for particular members of staff, the Head will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.