St Peter's Eaton Square C of E Primary School

Anti-Bullying Policy

2025

Approved by:	Governing Body	Date: September 2021
Last reviewed on:	September 2025	
Next review due by:	September 2026	

1   Context

1.1   Our School Values

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and safe. There is a joint approach and shared responsibility between the parent, pupils and the school. This policy works in conjunction with our Behaviour, Safeguarding and PSHE policies.

At St Peter's we recognise that all behaviours are driven by emotions. With this in mind, we work hard to develop pupils' emotional intelligence through explicitly teaching our pupils emotional literacy. We believe that children need to learn to communicate their feelings and emotions to develop positive behaviours and we aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. We do this by guiding them using Emotion Coaching, Zones of Regulation, Level Up! and our PSHE scheme of work. We also promote preventative behavioural strategies where possible and teach children to actively regulate their emotions and energy levels.

At St Peter's we promote positive behaviour in our pupils and create an environment in which it can flourish. We value the importance of building up relationships between staff and pupils and the importance of treating everyone with respect. 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. We are committed to inclusive principles and recognise that, with SEND pupils or those with particular vulnerabilities, there may need to be reasonable adjustments to be made to accommodate their specific needs. We recognise that some pupils will need more adult support (co-regulation) before they are able to be independent in regulating their own emotions and behaviours (self-regulation).

1.2 Purpose of the anti-bullying policy:

This policy seeks to:

- Prevent and tackle all forms of bullying
- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Make clear the links with our School Behaviour policy and to build on this policy to ensure we have a strong anti- bullying culture in our school, where bullying is not tolerated
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of anti- bullying behaviour and follow our St Peter's Way

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them

2 Definitions

2.1 Bullying

In our school, we use the following definition of bullying:

"Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, July 2017)

Children may be hurt or upset by other children's behaviour but this only becomes *bullying* if it is *repeated deliberately.*

We define **cyber bullying** as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space. There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

St Peter's recognise that bullying can cause severe and adverse effects on children's emotional development. Bullying is recognised by St Peter's as being a form of child on child abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place

2.2 Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two; the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

2.3   Forms of bullying

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumors or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive/degrading photos or videos).
- Sexualised bullying/harassment
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying relating to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

2.4   Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type (CPOMS) and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are other groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at developing specific work or practice to prevent bullying of groups of pupils. Some of these methods are listed in section 3.1.

2.5   Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

2.6   Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

2.7   Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health; and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in learning patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff aim not to wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying in finding the solutions.

3   Prevention of bullying

3.1   We use a range of strategies to prevent bullying behaviour:

- St Peter's is an inclusive Church of England school, which promotes a culture of mutual respect, consideration and care for others. Our Christian vision, 'Love Thy Neighbour' and our Christian values of Love, Hope, Forgiveness, Service, Faith and Wisdom permeate all that we do.
- Our School Behaviour policy outlines our understanding of how behaviours are driven by emotions and seen as a way of communicating. We aim to develop our pupils' skills in emotional literacy to enable them to communicate how they are feeling to develop positive behaviours. Please refer to our School Behaviour policy for a more detailed account of how we use Emotion Coaching, Zones of Regulation and Level Up approaches.
- Our PSHE scheme, Jigsaw, places a heavy emphasis on teaching emotional literacy and social skills and other curriculum subjects are used to promote these skills including those needed to work together, show empathy, build friendships, get support and help others

- Our SENDCO, school counsellor, our Educational Mental Health Practitioner provide universal, targeted and specialist support to identify and support those pupils who need extra help to develop their social and emotional aspects of learning
- Mental Health and strategies to support pupils' mental health is specifically taught in our Jigsaw based PSHE lessons and highlighted in our mental health days and weeks
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, religion, ethnicity, disability, gender, sexuality or appearance related to difference
- Challenge practice and language (including 'banter') which does not uphold the values of tolerance, non-discrimination and respect towards others
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, World Mental Health Day, Children's Mental Health week, DLD awareness day, Autism awareness week etc.
- *Class teachers* provide opportunities for dealing with issues that have arisen in the class and wider school and provide time to reflect
- The School Council provides a forum for the pupils to decide ways of preventing it and supporting those who are bullied
- Mid-day supervisors and TAs are trained to reduce potential conflict during break-time and lunchtime by following our Emotion Coaching approach and Behaviour Policy and providing a varied diet of playground games and equipment.
- The St Peter's Way is upheld and referred to consistently to promote out high behavioural expectations
- All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents and records are made on CPOMS for 'step 3 + sanctions.' CPOMS is monitored regularly for any noticeable patterns of behaviours.

3.2   Staff training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents. Every new school year, all staff read at least part 1 of 'Keeping children Safe in Education' and all staff receive up-to-date Safeguarding training at the beginning of each academic year and have regular weekly updates during briefing meetings.

4   Strategies for responding to bullying behaviour – a whole school approach

4.1   Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand

that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed

- Speaking to a friend and asking the friend to help tell an adult

- Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander) through our PSHE curriculum and everyday teaching.

Parents and carers **must** inform us if they think or know there is a problem for their own child or for another child. They can do this by contacting the child's class teacher.

4.2   Recording bullying

All incidents of bullying must be recorded. All incidents are recorded according to type and these are recorded on CPOMS so that we can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudiced based incidents using the same system, but record them differently so that we can report on two separate data sets.

4.3   Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all, always tell someone. Adults will usually need to intervene to stop bullying.
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

Pupils (if you are being bullied)

- If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)

- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but please do tell so we can keep you safe

Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact your child's class teacher if you are worried or concerned
- Monitor social networks/computer use
- Reinforce the value of positive behaviours

School Staff

- Take seriously any report of bullying
- Record it (put on CPOMS) and report it to SLT
- SLT will then investigate the bullying case and will:
- Speak with the person targeted for bullying and involving them in what they would like to happen next
- Speak to the pupil carrying out the bullying behaviour and find out their perspectives
- Find witnesses to explain what they saw
- Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
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Please see detailed steps outlined below in '**Steps followed when responding to bullying concerns**'

- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. The pupil reporting that they are being bullied will be checked in with regularly by a designated adult.

Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Head teacher to the governing body

- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

Steps followed when responding to bullying concerns:

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

When responding to **cyberbullying concerns**, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to consider and manage any private information they may have in the public domain.

4.4   Support

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers. Involving our school counsellor and/or our EMHP.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through The Primary Behaviour Intervention Team (OAT), Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy. In extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or The Primary Behaviour Intervention Team (OAT), Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions.

5.   Monitoring and Review: Putting Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

5.1   Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

5.2   Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

6.   Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.

7.   Links

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and
"Sexual violence and sexual harassment between children in schools and colleges" guidance. Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" has also been consulted.