



Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

Mission Statement

To provide a	Catholic Education, embracing world faiths,
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success

ANTI-BULLYING POLICY

Approved /Adopted Date: Spring 2025

Name: Liz Franklin (Chair of Governors)

Next Review Date: Spring 2027

This policy should be read alongside other school policies including the Safeguarding, Equality, Acceptable Use for ICT and Behaviour Policy.

What is bullying?

Children will have friendship fall outs and one off incidents will occur which can be upsetting and are dealt with sensitively in school. However this is not bullying. Bullying is **Several Times On Purpose**. (STOP). The Anti-Bullying Alliance defines Bullying as: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when any incidents are reported. Bullying will not be tolerated.

Bullying which occurs outside school premises

Bullying can take place within school or out of school; within the community. We recognise that out of school issues can overspill into school and it is important that we respond to allegations of bullying beyond the school gate too. The Department for Education states that, 'School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.'

Types of Bullying

Bullying behaviour can be based on prejudice or negative attitudes and any member of our community can be a target of bullying behaviours, including staff. Some forms of bullying are aimed at specific groups or based on factors which put individuals at a greater risk of being bullied. These groups include but are not solely restricted to the protected characteristics under the Equality Act (2010) of: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, pupils can be vulnerable to bullying based on appearance or health conditions and home circumstances.

Brief definitions: types of prejudice-related bullying

Bullying based on disability (disablist) - is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) - is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying is based on the target's skin colour, culture, language, ethnicity or national origin.

Bullying based on religion or belief - is where the motivation for bullying relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) - is where the motivation for bullying is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) - is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Definitions for other forms of bullying

Bullying based on appearance or health conditions - is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on home circumstance - is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low-income family or in receipt of free school meals.

Role of all members of staff and our school community

All members of the Saint Peter's Primary School staff and wider community are responsible for reporting any incidents of bullying that they witness, hear about or suspect and should report any concerns to a member of the Senior Leadership Team or an adult in the school. Members of staff and the school community include: teachers, teaching assistants, 1:1 support staff, office staff, lunchtime supervisors, volunteers, pupils and parents.

Bullying generally takes one of four forms

- **Indirect** being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- **Physical** pushing, kicking, hitting, punching, slapping or any form of violence
- **Verbal** name-calling, teasing, threats, sarcasm
- **Cyber** All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera and video facilities.

The school will take full account of what the target says and also the perceptions of those who have witnessed the incident, reported it, or are aware of the circumstances.

This means that if any person feels that an incident is motivated by intent then it should be recorded as such and all incidents should be properly investigated.

Who is bullied?

Anyone can be targeted – pupil, parent/carer /guardian or staff member.

The school accepts that:

Every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected;

Every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;

Every pupil has the right to equal access to the curriculum that meets their needs;

Every member of the school community has the right to object to and/ or reject language or behaviour, which is offensive and /or intimidating;

Every member of the school community has the responsibility to treat others with respect;

It is the responsibility of every member of the school community to address and/or report all incidents of bullying.

Our Behaviour Policy outlines:

- What is acceptable behaviour
- The range of disciplinary sanctions
- A system of rewards for good behavior

Anti-Bullying training for staff

All members of staff including teaching, teaching assistants, 1:1 support staff, office staff, lunchtime supervisors and governors, will receive regular training on Anti-Bullying. Staff will be asked to sign to say that they have received, read and understood any documents shared or training given. The information that will be shared with staff will be from the document Preventing and Tackling Bullying.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

The role of parents

Bullying is everyone's responsibility. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone. Parents/carers are crucial to supporting the schools anti bullying policy. As part of the home school contract they will be informed of the policy and be asked to commit themselves to it.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's teacher as soon as possible to explain any concerns and discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

From this, sanctions and outline plans will be agreed.

We will follow up the bullying child's behaviour.

We will ask parents to contact the school if they suspect their child is being bullied.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do.
- Make a note of what the child says.
- Explain that the child should report any further incidents to a teacher or other member of staff straight away.
- Make an appointment to see the child's teacher in the first instance.

Curricular approaches to bullying

In dealing with bullying we aim to:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for targets
- Teach pupils about their relationships with others using many areas of the curriculum - Anti-Bullying week, Nurturing Human Wholeness, RE, PSHCE, History, Literacy, Art and Music.

Strategies to combat bullying

We aim to include the following strategies in our teaching:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Assertiveness training groups
- Social Skills groups
- ELSA (Emotional Literacy Support)

- Lunchtime supervisor via interventions/directed activities
- Young Sports Leaders - leading KS1 games

For a description of these strategies see Appendix 2.

Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's discipline policy.

- Removal from the group
- Withdrawal of break or lunchtime privileges
- Banning the pupil from a school trip or sports event if these are not an essential part of the curriculum
- Parental Involvement
- Internal exclusion
- Fixed period exclusion
- In the event of a criminal act, police will be informed

In the case of provable, persistent and violent bullying we may seek to permanently exclude the child with bullying behaviour.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points. All members of the school community will be alert to the possibility of breaches of the policy and report to a member of the SLT.

All incidents of bullying will be recorded on Arbor and their frequency and type monitored termly by the headteacher. Their information will be used to inform the development of the schools' anti-bullying work.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach in line with the restorative approach, which encourages pupils to find solutions rather than simply justify themselves.
- We will monitor and follow up to check bullying has not resumed.

Advice to targeted pupils

We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching and specifically PSHE ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the person in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away
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After they have been targeted, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about being targeted, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done about it already

The school's Anti-bullying Lead governor is Mrs J Thompson.

Appendix 1

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

Appendix 2

Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

Circle of Friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the target and then to help resolve the problem.

Mediation by adults

Members of staff (teachers, teaching assistants, lunch time supervisors and office staff) can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school. Behaviour logs are kept by lunchtime staff and teachers in order to monitor pupil behaviour and establish any links or patterns that may need following up.

Assertiveness training groups

This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name calling
- Staying calm in difficult situations
- Getting help from onlookers
- Boosting self-esteem