St. Peter’s C of E Primary School
Anti-Bullying Policy
(Revised February 2018)

This policy has been formulated to meet the requirements of the Equality Act 2010.

Mission Statement:

Providing a stimulating and caring Christian environment in which children are given the opportunity to achieve their full potential.

Ratification date: Spring 2018  Review date: Spring 2022

The policy takes into account guidance from the Government who has made preventing and tackling bullying one of its top priorities because pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

As a reference when compiling this Anti Bullying Policy we have taken into account the following National and Local documents:

National Guidelines

- Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, (June 2011)
- Behaviour and Discipline in School- Guide for Head Teachers and School Staff (July 2011)
- Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

Local Guidelines

- Anti-bullying Policy Development: Guidance for schools (June 2008)
- Nottinghamshire County Council Anti-bullying Policy (revised 2011)
- Nottinghamshire County Council Anti-bullying Policy Young people’s Version (2009)

It has also taken into account the revised OFSTED School Inspection Handbook (June 2015), and the following briefings :-

‘Unlocking the gates to a lifelong love of learning’
- Exploring the school’s actions to prevent and tackle homophobic and transphobic bullying September 2013, Ref 120181
- Inspecting Safeguarding September 2016
- Inspecting e-safety in schools September 2013, 120196
- Inspecting equalities August 2016

Glossary

Please note that a glossary of terms appears at the end of this policy.

Rationale

St. Peter’s C of E Primary school is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, through the ethos of the school and our key school values. Every child and member of staff at St. Peters C of E Primary school should be valued and be able to learn and work without anxiety or fear from bullying.

Aims

Bullying is unacceptable at St. Peters C of E Primary School and as such, we aim to:
- Develop a school ethos in which bullying is regarded as unacceptable and where everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported;
- Provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse;
- Respond effectively to any bullying incidents that may occur;
- Ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs;
- Ensure that everyone takes responsibility for the prevention and elimination of bullying in our school.

Vulnerable Groups

Within our school community, we have a number of pupils who may be considered more vulnerable to bullying on the basis of their perceived difference from others. These vulnerability factors may include race and ethnicity, emotional vulnerability, EAL and communication needs, disability, learning needs and those looked after children. As a school, we have identified individuals within these groups and the Inclusion AHT shares this information with all members of staff. Careful monitoring ensures that these children remain safe at all times and SLT review any changing circumstances or particular needs for individuals on a weekly basis.

This policy is available

- Online at www.stpeterscofegringley.co.uk

‘Unlocking the gates to a lifelong love of learning’
Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-Bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti-Bullying Co-ordinator in our school is the Head teacher.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is: Joan Soulsby

What is Bullying?
We recognise that perceptions of what constitutes bullying behaviour can vary between individuals and recognise the importance of a whole school community definition. Bullying is rarely a single incident and tends to be an accumulation of many small incidents, each of which, when taken in isolation and out of context, can seem trivial.

There are many definitions of bullying, but most have three things in common:
- It is deliberately hurtful or threatening behaviour;
- It is repeated over a period of time;
- It is difficult for those being bullied to defend themselves.

As a community we have worked together to clarify and develop a shared understanding of what constitutes bullying behaviour.

Our shared definition states that we believe that bullying is, “**The persistent and continued intimidation and/or abuse (either verbal, physical or via social media) carried out deliberately by an individual or group with the intended purpose of harming another individual or which has that effect**”.

Our understanding of bullying and the strategies we adopt to prevent its occurrence, are kept high profile in school through our school values and the way they remain an inherent part of the daily life of the school, through assemblies, class discussion and PSHE sessions,

‘Unlocking the gates to a lifelong love of learning’
curricular provision which promotes equal opportunities, the involvement of School Council and through regular updates and communication with parents and Governors.

Bullying can take many forms, but the main types are:

- Physical – for example, hitting, kicking, and taking belongings;
- Cyber bullying (see E-safety Policy);
- Verbal – for example, name calling, insulting, unkind or discriminatory remarks;
- Social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, and threatening gestures;
- A combination of the above – for example: extortion (forcing someone to give up money or belongings), intimidation (making someone frightened because of threats).

Any of these may also have contexts that discriminate in relation to race, ethnicity, sex, sexual orientation, SEN or disability. At St. Peters C of E Primary School, we have to be particularly aware of the complications inherent in the behavioural repertoire of people with learning difficulties and/or disorders affecting social behaviour such as ASD.

Other behaviours may also occur, which cause harm (sometimes unintentionally) to individuals without constituting bullying. We recognise the importance of developing clarity around this distinction to ensure that all incidents are resolved appropriately and effectively.

Examples of this behaviour include:

- Harm caused accidentally;
- Minor disputes;
- Occasional friendship difficulties;
- Occasional loss of temper/angry responses to an incident;
- Teasing/making jokes where there is no intention to upset another individual.

These incidents will be resolved using a restorative approach where all parties involved are able to discuss the incident in order to reach an agreement which is acceptable to all individuals involved and which enables them to accept responsibility for their own actions and consider how to avoid the same situation in future.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Homophobic bullying and using homophobic language**

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any
homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?
Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyber Bullying
The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. We recognise that cyber bullying can:
• be conducted in a variety of different ways including via mobile phones, social media sites and the internet;
• be carried out anonymously and/or by people completely unknown to the receiver;
• be carried out by people of all different ages;
• be carried out at any time of day or night;
• sometimes be unintentional, e.g. becoming the mistaken recipient of a message.

To prevent cyber bullying the school will:
• regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year;
• use the Gooseberry Planet learning platform, an IT based resource that has been purchased by the school, to develop the children’s understanding of internet safety throughout the school.
• ensure that the Computing Curriculum teaches children how to recognise cyber bullying and how to use ICT safely through a specific e-safety strand and as an integral part of any teaching and learning for ICT;
• ensure that any related policies, including the E-Safety Policy make specific reference to anti-bullying procedures;
• ensure that any mobile phones brought onto the premises by pupils are kept in the school office.

Should any incidents or suspected incidents of cyber bullying occur, they will be dealt with following the procedures outlined in this policy and will be logged by the Head Teacher.

Rights and Responsibilities
It is the right of every child and member of staff at St. Peters C of E to:
• feel safe from verbal, mental and physical abuse on their way to and from school and whilst in school;
• be addressed by their correct name;
• not have their feelings hurt about the way they look or sound;
• not be subjected to derogatory name-calling, insults, racist jokes, discussions, ridicule and abuse.

‘Unlocking the gates to a lifelong love of learning’
It is the responsibility of every child (if they are able to) and member of staff at St. Peters C of E Primary School to:
• communicate to someone if any of their rights are being abused;
• communicate to someone if they have observed someone else's rights being abused;
• try to prevent abuse and try to improve the life of someone whose rights have been abused.

**Reporting and responding to bullying**

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Reporting systems for:

*Children and young people in school including bystanders*
• Speak to any member of staff on the day. It is always easier to deal with incidents on the day that it happens.
• Speak to parents or carers who can then contact the school.

*Parents/carers*
• Contact the head teacher or any members of staff in person, by phone or by e-mail.

*All staff and visitors*
• Contact the head teacher or any other member of staff.

**Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures:

- Interviewing all parties, individually if & as required.
- Informing parents or carers.
- Implement appropriate disciplinary sanctions in accordance with the school’s Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Follow-up especially keeping in touch with the person who reported the situation and parents/carers. This includes having a clear complaints procedure for parents who are not satisfied with the schools actions available on the school’s website.
- A range of responses and support appropriate to the situation – solution-focused, restorative approach, circle of friends, individual work with victim, perpetrator, and referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyber bullying or hate crime.
- Using the CAF process where appropriate to involve other agencies who may be able to support.
- Staff meetings regularly focus in the needs of vulnerable children in school.

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-Bullying co-ordinator.

‘Unlocking the gates to a lifelong love of learning’
The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in the termly staff meetings referred to above.

This information will be presented to the governors as part of SDP minutes.

**Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at St. Peter’s C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Support for children:
   - Whole school ethos of being kind to others
   - Involvement in the Healthy Schools Programme
   - Specific curriculum input on areas of concern such as cyberbullying, internet safety and teaching children how to be assertive in standing up for themselves.
   - Collective worship
   - School Council
   - Peer mentoring schemes and/or Playground Buddying
   - Having a ‘worry box’ available in each classroom
   - Any member of staff is available to listen to children who have concerns about bullying

2. Support for parents/carers:
   - In-school support from staff
   - Sign-posting to parent information events/information/support

3. Support for all school staff:
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities

**Links with other policies and why**

<table>
<thead>
<tr>
<th>Policy</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Policy</td>
<td>Rewards and sanctions</td>
</tr>
<tr>
<td>Safeguarding Policy</td>
<td>Child protection</td>
</tr>
<tr>
<td>E-Safety Policy</td>
<td>Cyberbullying and e-safety</td>
</tr>
</tbody>
</table>

‘Unlocking the gates to a lifelong love of learning’
Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk)
The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)
Childnet International - The UK’s safer internet centre

---

**References Documents and Related Policy/Guidance**

**National Documents**

Safe to Learn- DCSF Guidelines
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 003722008

‘Unlocking the gates to a lifelong love of learning’
Cyberbullying - supporting school staff – Cyberbullying - A whole school community issue - 
www.education.gov.uk/publications
(All pre-2010 documents previously available on teachernet may now be found in the National 
Archive which can be accessed through this website)

Glossary of Terms

CAF  
Common Assessment Framework – a standardised assessment format used by a variety of public service agencies for seeking support for children and families with additional needs.

OFSTED  
Office for Standards in Education

LA  
Local Authority

LGBT  
Lesbian, Gay, Bisexual & Transgender

SDP  
Strategic, Development & Personnel (a sub-committee of the school’s Governing Body)

PSHE  
Personal, Social & Health Education

SMSC  
Social, Moral, Spiritual & Cultural

‘Unlocking the gates to a lifelong love of learning’