

# Anti-Bullying Policy



*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment*

|                                     |                 |
|-------------------------------------|-----------------|
| <b>Committee responsible:</b>       | FGB             |
| <b>Member of staff responsible:</b> | Lenia Greenaway |
| <b>Date approved:</b>               | Summer 2023     |
| <b>Review period:</b>               | Annual          |
| <b>Next review date:</b>            | Summer 2024     |



**We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.**

### **Introduction**

At St Peter's School we believe that children learn best in a safe, calm and conducive environment that is free from disruption and in which learning is the primary focus. The school works to promote an ethos of good behaviour and mutual respect between all members of the school community. The ethos and working philosophy of St Peter's School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

### **Our ethos**

As a church school our ethos is rooted in our Christian faith, and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children. We believe that our children have unlimited potential, and we strive to play our part in the promises of God for their future;

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29:11

### **Our values**

#### **Respect – Resolve – Aspiration – Well-being**

Our school is built upon our four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision so all our children may flourish.

### **Policy 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 if all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at our school.

All children and young people have the right to be protected from physical, emotional and mental violence, a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

The policy sits within the school's Behaviour Management policy and supports the school's values of promoting equality, inclusivity and diversity, and ensuring the safeguarding for all members of the school community. It is communicated to all staff, parents and pupils on an annual basis and is reviewed/updated where necessary and at least once a year. This policy is also communicated to prospective parents via the school's website.

## Policy links

The anti-bullying policy links to the school's Christian Values as well as:

- Behaviour Management policy
- Child protection and Safeguarding, and Health and Safety policies
- E-safety policy
- Curriculum policies, in particular RSE and RE
- Complaints policy
- Equality policy and Equality Scheme of work
- Grievance policy
- School Development plan
- SEND policy

## Definitions

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, special educational need and disabilities, sexual orientation or because a child has been adopted or has caring responsibilities and is recognised as a young carer. It can be motivated by actual differences between children, or perceived differences.

The main types of bullying can happen face-to-face or through cyber space. They are:

- Physical bullying (for example, hitting, kicking, threatening, taking or damaging property)
- Verbal bullying (for example, name calling, ridiculing, humiliating, racist remarks)
- Indirect/relational bullying or emotional bullying (spreading rumours, excluding someone from social groups, belittling, intimidation)
- Cyber bullying (for example, via chat rooms, online, within mobile devices via texts or emails)
- SEND related bullying (for example, through manipulative or exploitative bullying or conditional friendship)
- Sexist/transgender/homophobic bullying (for example, based on sexist attitudes when a person is not perceived to conform to gender norms)
- Racist bullying (any incident which is perceived to be racist by any person. Incidents may include wearing provocative artefacts, incitement or the use of racist literature)

Although bullying can occur between individuals it can often take place in the presence of others who become 'bystanders'/'accessories'.

There is no hierarchy to bullying. All forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Pupils
- Pupils and staff
- Between staff
- Individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others:

- Pupils with SEN (Special Educational Needs) or physical disabilities
- Young carers
- Looked after children
- Children from ethnic and racial minority groups
- Young people that identify as, or are perceived to be LGBTQ+

Pupils who are being bullied (or who have been witnesses to bullying) may show changes in behaviour, such as becoming shy and nervous, feigning illness, or clinging to adults. There may be changes in work patterns or the ability to concentrate.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **Several Times On Purpose (STOP)**. Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish antic. We all have to learn how to deal with these situations and develop skills to repair relationships.

### **Reporting and responding to bullying**

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

At St Peter's School all incidents of bullying will be treated seriously, and the appropriate action taken to deal with the bully and help the victim. The school acknowledges that to allow or condone bullying at St Peter's School may lead to consideration under procedures for the safeguarding of children or the referral to the LADO/Chair of Governors for staff (as appropriate).

### **Proactive approaches**

Teaching and support staff at St Peter's must be alert to the signs of bullying and act promptly and firmly against it. The school ensures that pupils understand the school's

approach to anti bullying and that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Pupils are actively encouraged to report bullying.

As part of the St Peter's ongoing commitment to the safety and welfare of pupils, we strive to create an environment free from bullying through:

- Our school ethos and vision
- Our school aims and objectives.
- High expectations of behaviour and a positive approach.
- Celebrating success and the development of high self esteem in children and adults.
- Agreed policies consistent with the aims of the school.
- The E-safety policy and safe working practice.
- The whole school community being fully engaged in developing and reviewing anti-bullying work in the school, including parent groups.
- Regular information and updates for parents on the school's anti-bullying work.
- Roles and responsibilities being clearly defined.
- Reported incidents being handled seriously and monitored over time.
- Keeping accurate records of incidents and responses, including the location of any incidents.
- Recognising and responding to the needs of the victim, the bully and the on-lookers.
- Regular staff training and raised awareness, for example, staff being alert to the signs of bullying and of vulnerable groups.
- The staff being aware that pupils with learning disabilities or communication difficulties may not understand that they are being bullied.
- Educating pupils to understand the nature of bullying and how to resist it. For example, through assemblies and the PSHE (Personal, Social, Health and Emotional), Relationships Education and RE (Religious Education) curriculums.
- Collective worship explores the importance of inclusivity, diversity, dignity and respect as well as other themes that play a part in challenging bullying.
- Involvement in the 'Healthy Schools' programme.
- Involvement in SEAL (Social and Emotional Aspects of Learning) including the anti-bullying unit.
- An annual anti-bullying week and any other events throughout the year.
- Using peer support systems, playground buddies and anti-bullying 'buddies'.
- Monitoring by staff and pupils of potential 'hotspots' within the school environment where bullying might occur.
- Promoting safe play and the employment of a play leader.
- Listening to pupil views for example, via the school council or anti-bullying team.
- Clear and easy ways for pupils to report worries to staff, for example, by using the worry boxes or 'magic bucket'.
- Restorative approaches used to deal with behaviour issues.
- The employment of an ELSA to work with individuals and within social skills groups.
- Prominent anti-bullying messages and expectations of behaviour displayed throughout the school.

### **Reactive response - dealing with bullying incidents**

The school has clear strategies for responding to bullying incidents. These are in line with the school's behaviour policy and the consequences will reflect the seriousness of the incident as follows:

- The member of staff who witnessed or who has been approached will deal with the incident immediately.
- A record will be made of the account and the Headteacher (DSL) informed. Staff will use the school's own system for recording and reporting bullying incidents.
- The incident will be investigated, and appropriate action taken in line with our policies relating to behaviour and child protection.
- Parents of children involved will be informed so that the matter can be resolved in partnership with the school. The school ensures that parents are aware of the procedures to follow if they believe their child is being bullied. The school will deal promptly with any complaints in line with the school's complaints policy.
- Governors will be informed if a behaviour or bullying problem becomes persistent.
- The school will work with the wider community and outside agencies where bullying is particularly serious or persistent.

### **St Peter's will support pupils who have been bullied by:**

- Ensuring that they know how to report bullying and feel confident that it is going to be dealt with.
- Offering an immediate opportunity to discuss the experience.
- Reassuring the pupil and giving continued support.
- Putting actions in place to restore self-esteem and confidence.

### **Pupils who have bullied will be helped by:**

- Being given opportunities to discuss what happened and how they became involved.
- Establishing the wrong-doing and need to change behaviour.
- The school informing parents/carers to help support the school and change attitudes.
- Being taught steps to repair the harm they have caused.

St Peter's School has developed the use of restorative approaches to deal with bullying incidents. Restorative approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

### **Roles and responsibilities**

Teaching and support staff at St Peter's must be alert to the signs of bullying and act promptly and firmly against it.

Pupils must be encouraged to report bullying.

The Headteacher has a legal duty and overall responsibility for the policy and its implementation and for liaising with the Governing Body, parents/carers and the Local Authority.

The Headteacher will lead anti-bullying in the school. Responsibilities include:

- Evaluating the impact of the policy.
- Coordinating strategies for preventing bullying behaviour.
- Managing incidents to ensure consistency of approaches used.
- Recording and monitoring bullying incidents, for example looking for patterns in where and when incidents are occurring.
- Providing training and support for staff, pupils and parents.
- Working with the wider community.

### **Bullying outside of school premises.**

Schools are not directly responsible for bullying that occurs off the premises, but we know that bullying may occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.
- Talk to the police if this is felt necessary.

The DfE says that “exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school’s common duty of care.” Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

### **Concerns, complaints .. and compliments**

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying, and we would ask that this be brought to the Headteacher’s notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school’s Complaints Procedure. A copy of the Complaints Policy may be obtained from the school office. The flowchart in Appendix 1 illustrates the school’s procedure for handling bullying allegations.

We would also be pleased to receive Compliments – feedback from parents when things have gone well.

### **Evaluating our policy.**

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given period.
- Pupils’ perceptions of bullying in school through structured discussions in class time and pupil questionnaires.

- The number of days of absence which are thought to arise as a consequence of bullying.
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The number of complaints and compliments that we receive from parents.
- From the comments made by visitors and other people connected with the school.

### **Ownership of this policy.**

This policy was agreed by staff, pupils, and governors of the school.

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll.

The Headteacher is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

One of our Governors will take a special interest in bullying within school and is a member of our Anti-bullying team.

Governors will be given regular information on bullying within school, and a report on the operation of this policy from a named governor.

The Anti-Bullying team will develop a pupil friendly version which will be displayed in school. All Anti-Bullying policies are available in hard copy on request from the school office.

### **Useful publications**

This policy has been informed by the DfE publications:

‘Preventing and tackling bullying’. Advice for Headteachers, staff and governing bodies. (July 2017).

‘School support for children and young people who are bullied’. (March 2014).

‘Advice for School Leaders, Staff and Governing Bodies on preventing and Tackling Bullying’ (July 2011).

Further guidance can be found in the publication ‘The use and Effectiveness of anti-bullying Strategies in schools’ (May 2011).

Equality Act (2010)

The Bullying intervention toolkit.

Information for parents and carers on bullying - Anti-Bullying Alliance

Keeping children safe in education (KCSIE) 2022



**Support organisations:**

[www.childline.org.uk](http://www.childline.org.uk)

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

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.cybermentors.org.uk](http://www.cybermentors.org.uk)

<https://www.nspcc.org.uk/keeping-children-safe/>

<https://www.bullying.co.uk/>

**St Peter's C of E Infant School was awarded the Surrey Gold Anti-Bullying Charter Mark in October 2017.**



**St Peter's C of E Infant School was awarded Gold for the Anti-Bullying Alliance National 'All Together' Programme in October 2018 and Silver in 2020.**



Appendix 1

**Appendix 1**

**ST Peter's C of E Infant School  
Anti-Bullying Procedures Flowchart**

**We encourage all to report any concerns.**  
**Who to contact:**

- Anti-Bullying Co-ordinator or Head Teacher
- Miss Greenaway, Class Teachers Teaching Assistants
- Tel : 01883 712439
- Email : [info@stpeters-oxted.surrey.sch.uk](mailto:info@stpeters-oxted.surrey.sch.uk)
- Worry box in the 'Cosy Corner'

**COMPLAINT?**  
 If you are concerned with any aspect of this procedure, please feel free to contact the Head Teacher at any time

**Receive Bullying Allegation**  
 Bullying allegation received at school. E.g. To a member of staff, by another child, their parents/carers or friend, through cold and prickly worry cards or magic bucket

**Initial Response**  
 Designated adult e.g. class teacher, learning mentor, Head Teacher, anti-bullying Co-ordinator meets with the pupil within 1 day of receiving the allegation to:

- Ensure the child feels heard, supported and not to blame
- Discuss how it made them feel
- Clarify what will be shared with the class, other adults or parents/carers

Child does not want to give perpetrator's name or it is decided that monitoring is the best course of action.

**Facts Established** and pupils spoken to separately. Statements recorded and understood.

**Recording, reporting and monitoring**  
 Record allegation and settings actions on Anti-Bullying incident form and SIMS data base if necessary. Inform all key staff so all are aware and able to monitor across school environments.

**Monitor the Situation**

**Parents/carers** may be informed and involved in actions to support school/home partnership. Governor informed if race related. Recorded by Anti-Bullying Co-ordinator.

**Issue Resolved?**

Yes

No

**Close report on SIMS**

**Action Type Required?**

**Action: Short term (within 2 days)**

**Restorative Approach:**  
 Pair, group, class, with parents/carers

**Sanctions:**  
 Discussion followed by time out, social group exclusion (loss of playtime)  
 Victim Support and Objectives for Perpetrators put in place

**Action: Long Term**

Inclusion with social skills/nurture groups  
 Peer buddy  
 Learning mentor time  
 Head Teacher time

**CHECKING (with parents and pupils)**

After 1 week – investigating learning mentor/Head Teacher  
 After 4 weeks – investigating learning mentor/Head Teacher  
 After 3 months – Head Teacher review