



St. Peter's Catholic Primary School

ANTI-BULLYING POLICY

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Anti-Bullying Policy St. Peter's Catholic Primary School

The Anti-bullying policy is an integral part of our overall behaviour policy.

Introduction

St Peter's School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

At St. Peter's Primary we are committed to providing a caring, happy, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

What is Bullying?

We define bullying as: "Behaviour by an individual or group, usually **repeated** over time, that **intentionally** hurts another individual or group either physically or emotionally."

Bullying can be physical or emotional and it can take many forms (for example, cyberbullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Bullying may occur due to issues related to:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Sex/Sexual Orientation
- Some circumstances and lifestyles

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

The following are examples of bullying behaviours:

- Verbal e.g. name-calling, making offensive comments, taunting
- Physical e.g. kicking, hitting
- Emotional e.g. spreading hurtful and untruthful rumours, excluding people from groups
- Cyber e.g. inappropriate texting/messaging/emailing, inappropriate use of social media e.g. sexting
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion e.g. demands for money or personal property
- Damage to Property e.g. theft of bags, tearing clothes, ripping books
- Prejudice-Based and Discriminatory e.g. Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) including but not limited to:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic/biphobic
 - Transphobic
 - Disability-based
 - Sexual harassment e.g. unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

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. We teach children about this.

Bullying is if it is done several times on purpose. Children 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 children's development to learn how to deal with friendship breakdowns and the odd name calling. We all have to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

Impact of Bullying

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

At home –

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received

At school –

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school

In both locations –

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or her behaviour or to account for any of the above
- Is reluctant to talk about any of the above

What Can a Child Do?

If it is someone else –

- Tell an adult, teacher, teaching assistant, Learning Mentor, Head teacher
- Support the victim by showing that you disapprove of bullying

If it is you –

- Tell a trusted adult
- Tell a friend
- Do not agree to keep the bullying a secret
- If possible (but this is not easy), try hard not to show that you are upset
- If you can see that a situation could be dangerous, keep away
- Try to ignore the bully
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back – this often makes things worse

Telephone Childline (freephone 0800 1111)

What Can a Parent Do?

If your child is being bullied –

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school – this may be the Head Teacher, Class Teacher, Deputy Head Teacher, SENCO, or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence

If your child is a bully –

- Keep calm
- Do not bully or hit the child – this will make things worse
- Try to find out the cause of your child's bullying
- Discuss your concerns with the Class Teacher, Deputy Head Teacher or Head Teacher

- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate

What we will do about bullying as a school

- Ensure the whole school community has an understanding of bullying and its consequences.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with DMBC guidelines.
- Both the victim and the bully will be made aware of the action taken
- Parents will be informed and the school's behaviour policy followed.
- If appropriate, the victim and the bully will receive counselling and/or support
- If appropriate, outside agencies will be involved, usually for persistent bullies
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Take part in anti-bullying week once a year to raise awareness of bullying of children in schools and to highlight ways of preventing and responding to it.
- Provide parents and carers with advice and information about social media popular with children, as well as enabling staff to access a range of resources and up-to-date safeguarding information.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.

- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence.
- Any incidents are treated seriously and dealt with immediately.

We take all allegations of bullying very seriously and ensure that they are fully investigated.

What is Expected Behaviour for Children?

Our school rules are:

- Always be kind and caring to others
- Do your best at all times
- Show respect for all adults and children by using good manners
- Move around the school sensibly
- Respect your own and other people's property
- Look after our school building and grounds
- Wear the correct uniform with pride.
- Leave your valuable and collectables at home where they are safe.
- Play safely in the appropriate places eg. not on the grass when it is muddy.
- Always make sure you are ready to do your best by having everything you need for school.

Our commitment is to provide a caring, happy, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. We expect that every adult and child commits themselves to stamping out any bullying behaviour at St. Peter's Primary School.

Cyber Bullying

What is cyber bullying?

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyber bullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening, sexual or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening, sexual or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing, harassing (including sexually) or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant, sexual or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

In some cases, this type of bullying can be a criminal offence. If this is the case, the incident will be passed to the police.

Prevention of Cyber Bullying

Understanding and information

- The Head will act, as an Online Safety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.

- The Online Safety Officer will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
- Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
- A Code of Advice (see Appendix 1) will be developed, periodically reviewed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents. Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable Computer Use Policy.
- Parents will be provided with information and advice on cyber bullying.

Practices and Procedures

- Positive use of IT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of IT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.
- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records (Usually using CPOMS) will be kept of all cyber bullying incidents.

Responding to cyber bullying

Cyber bullying will generally be dealt with in the same way as other bullying incidents as described in this policy. A cyber bullying incident may include features different to other forms of bullying, prompting a response.

Key differences may be:

- Impact: possibly extensive scale and scope

- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what happened

Reporting and Recording of all bullying incidents

All negative behaviour, comments and derogatory remarks are recorded on the school's Child Protection Online Management Systems (CPOMS) as an on-going record of behaviour.

Informal Procedure

1. Gain as much information as possible, often through observation
2. Be aware and tackle any racist, homophobic, transphobic or sexist language
3. Give support to both victim and bully. The victim needs self-esteem and self value. The bully needs to work with others (cooperation rather than competition). Do not bully the bully – find out why they are bullying.
4. Reward non-aggressive behaviour in school.
5. Follow up, to support victim and prevent re-occurrence.
6. Make clear to parents the unacceptability of bullying i.e. no 'hit him back' attitude.
7. Help children to see other point of view... "How would you feel if..... ?" Make them aware of newcomers, children who are often alone or shy children.
8. In service training/discussion/staff meetings/briefings.

Formal Procedure

1. All bullying accusations need to be shared with the school's Headteacher, or in their absence, the deputy head.
2. A record of all incidents and discussions with children involved may be kept if the teacher and Headteacher decide this would be useful. This will be kept on CPOMS.
3. Communication with parents, when deemed necessary, will involve either speaking face to face, sending a report, or telephoning the parents after the

matter has been dealt with.

4. The complaint handler, usually the Headteacher has the responsibility to inform parents of both the victim and the bully of the process and outcome.

5. If further action is required reference will be made to the School's Complaints Policy.

How we approach the victims of bullying.

- Ensure that there are clear pathways for reporting bullying
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs.
- Ensure victims are consulted, and kept involved and informed

How we approach those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators are consulted, are kept informed and involved.
- Implement appropriate sanctions and learning programmes for example:counselling/instruction in alternative ways of behaving
- Rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
- Adult mediation between the perpetrator and the victim
- Fixed periods of exclusion
- Permanent exclusion

Strategies we may use include

- Circle time
- Assemblies
- Peer mediation
- Circle of friends
- Anti bullying focus days
- Support from external agencies
- Sharing good practice with other schools

How we will educate the community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development
- Ensure that students learn to recognise, respect and value the difference between groups of people within the school community
- Have antibullying as a regular focus in key stage and whole school assemblies
- Share updates for home e safety/cyber bullying on class Dojo.

How we will work with parents and carers

By ensuring that;

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to
- every opportunity is given to parents/carers to share their concerns

Where a parent/carer is dissatisfied with the schools handling of a situation then the Head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked.

Monitoring and Evaluation

The Anti-Bullying Policy will be reviewed annually by the Local Academy Committee (formerly the Governing Body) involving consultation with the Head teacher.

The following performance indicators are used to evaluate the policy within the context of the pastoral support given to all students and staff.

- Behaviour on the school site
- Levels of punctuality and attendance
- Evidence of self-discipline
- Good manners and consideration for others
- Levels of exclusion
- Police referrals

- Referrals through the pastoral support programme for agency involvement
- Feedback from student council and parental questionnaires

Involving the Police and Other Outside Agencies

If the Headteacher is concerned that a crime may have been committed, the police will be contacted as soon as possible for a consultation with them to determine the next steps. The police can advise the school on whether the incident is a criminal matter or a case for the school to investigate and resolve. If the school has concerns that there may be child protection concerns with an incident, the school's safeguarding and child protection policy will be adhered to and relevant agencies will be contacted as necessary.

Support Agencies We May Consult

Anti –Bullying Development Officer

Doncaster MIND

Doncaster Healthy Schools

National Bullying Helpline <https://www.nationalbullyinghelpline.co.uk/> or
0845 22 55 787

Anti-bullying Alliance www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk

Childline www.childline.org.uk

Parentline Plus www.parentlineplus.org.uk

Anti- bullying network info@antibullying.net

NSPCC www.nspcc.org.uk

Young Minds <https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

Support for Sexual Harassment and Sexual Bullying

- NSPCC ‘Report Abuse in Education’ Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

- Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexistbullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame

Antibullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-riskgroups/sen-disa

October 2024

Appendix 1

The St Peter's Online Safety Code

Three Steps to Safety

1. Respect other people – online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour – so don't distress other people or encourage others to do so.

If you are being bullied

- It is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

Text / video messaging

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to your mobile phone provider.

Email

- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

Social networking sites, chatrooms and instant messaging

- Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.

- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.
- Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.
- Keep your passwords private and don't tell anyone, not even your best friend
- To report suspicious behaviour online and to learn more about keeping yourself safe online visit www.thinkyouknow.co.uk

Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their behaviour