

St. Peter's C of E Primary & Nursery School



Anti-Bullying Policy

This policy was formulated to meet the requirements of the Equality Act 2010 and the Keeping Children Safe in Education document 2022.

Updated: September 2025
Next review: September 2026

This policy is to read in conjunction with the school's Behaviour and the Child on Child Abuse Policies.

St. Peter's Vision Statement:

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education that inspires every child to be the best they can be. This is within a framework that is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being

Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation.

Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

Our 'Beyond Expectation' attitudes:



Be kind
Be positive
Be respectful
Be forgiving
Be courageous
Be resilient
Be trustworthy
Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Introduction

At St. Peter's C of E Primary & Nursery School, we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and child on child abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- (for example through regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governor meetings, training,)
- Parents/carers – (for example parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parent's guide)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a student friendly version to be displayed in each classroom)

This policy is available

- Online at <https://www.stpeterscofegringley.co.uk/>
- In the school prospectus
- From the school office
- Child friendly versions are on display
- in welcome packs for new pupils
- a shorter version is available for all parents/carers.

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 coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is Yvonne Reeson and the **assistant DSL** is Bettina Houghton

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti-bullying Coordinator in our school is: Yvonne Reeson

The nominated Governor with the responsibility for Anti-bullying is Luke Evans in his role as the Safeguarding link governor.

Their 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 coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

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 through cyberspace (cyberbullying). Bullying can be prejudice based bullying or discriminatory.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child on Child Abuse

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Child on Child Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Child on Child Abuse policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying, and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required, including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Prejudice Based and Discriminatory – the 9 Protected Characteristics (Equality Act 2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Prejudice Related Language

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

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'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

St. Peter's has clear and well publicized 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).

Systems for reporting:-

- children and young people in school including bystanders

Any concern should be reported to the class teacher or teaching assistant if the TA is teaching the class at the time. The TA will report the concern to the class teacher as soon as possible. The teacher or TA will then share the concern with the head teacher, Yvonne Reeson or the senior teacher, Bettina Houghton, if Yvonne Reeson is not on the school premises.

The class teacher will record the concern on CPOMS and parents of all parties will be informed.

Our school 'Take Care' ethos encourages children not to bully others. If this occurs, the children will be fully aware that they need to tell an adult. If they feel that they can't, another child almost certainly will.

- parents/carers

Any concern should be reported to the class teacher initially. The class teacher will then share the concern with the head teacher, Yvonne Reeson or the senior teacher, Bettina Houghton, if Yvonne Reeson is not on the school premises.

The class teacher will record the concern on CPOMS.

Yvonne Reeson will speak to the children concerned. If necessary, parents will be contacted.

- all staff and visitors

Any concern should be reported to the head teacher as soon as possible or to Bettina Houghton if Yvonne Reeson is not on the school premises.

The head teacher will record the concern on the CPOMS system.

Yvonne Reeson will speak to the children concerned. If necessary, parents will be contacted.

- Reporting staff bullying

Any concern should be reported to the Head teacher. This may include a member of staff bullying a child, or another member of staff or parent. Please refer to the Harassment and Bullying of School Staff Policy.

Procedures

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

Explain how the school will take the following steps:

- Interviewing all parties including target, bully and all others involved
- Informing parents/carers
- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken
- Implementing 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
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, 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 cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident onto the CPOMS system.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions. These will be recorded on the CPOMS system.

Information stored in school 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 regular staff meetings.

This information will be stored in accordance with GDPR

The policy will be reviewed and updated every year.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St. Peter's C of E Primary & Nursery School, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
 - Anti-Bullying week annually in November and Safer Internet Day in February
 - PSHE/Citizenship lessons, drop down days and cross curriculum themes
 - Celebration events
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice, school council
 - Playground Buddying and other student lead initiatives
 - Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Counselling and/or Mediation schemes
 - Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
 - Support for parents/carers
- Parent groups
- Parent information events/ information-on the school website
 - Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities
 - Encouraging all staff to model expected behaviour
 - Staff training around curriculum delivery of PSHE related curriculum areas