St. Peter's CE Primary School, Heswall

Anti-Bullying Policy

John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."
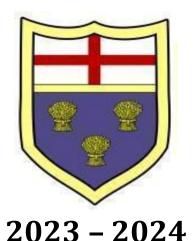
ST. PETER'S CE PRIMARY SCHOOL

firm foundations, shining bright

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

2023 – 2024

CRC Links

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12 (Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and

mistreated, in body or mind.

Article 24 (Health and health services): Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Article 32 (Child labour): Children have the right to protection from work that harms them, and is bad for their health and education.

Article 36 (Other forms of exploitation): Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 (Detention and punishment): No one is allowed to punish Children in a cruel or harmful way

Article 39 (Rehabilitation of child victims): Children have the right to help if they've been hurt, neglected or badly treated.

RATIONALE

St Peter's CE 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 Christian ethos of the school and our school values. Every child and member of staff at St Peter's CE Primary school should be valued and be able to learn and work without anxiety or fear from bullying. The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it and foster good relations between people who share a protected characteristic and people who do not share it.

St Peter's Vision Statement – John 8:12

'I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.'

AIMS

Bullying is unacceptable at St Peter's CE Primary school and as such we aim to:

o   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;

o   provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse;

o   respond effectively to any bullying incidents that may occur;

o   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;

o   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 protected characteristics, race and ethnicity, emotional vulnerability, EAL and communication needs, disability, learning needs and those looked after children; this list is not exhaustive. As a school we have identified individuals within these groups and the SLT 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 regular basis. Additional support is also available from our TAs and staff for these children at playtimes.

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:

o   it is deliberately hurtful or threatening behaviour;

o   it is repeated over a period of time;

o   it is difficult for those being bullied to defend themselves.

At St Peter's, we define bullying using the definition from the Anti-Bullying Alliance:

"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"

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, theatre productions, class discussion and PSHE (HeartSmart), curricular provision which promotes equal opportunities, the involvement of School Council and the Ethos Committee and through regular updates and communication with parents and Governors.

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

- o physical – for example, hitting, kicking, taking belongings;
- o cyber bullying (see E-safety Policy);
- o verbal – for example, name calling, insulting, unkind or discriminatory remarks;
- o social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures;
- o a combination of the above – for example extortion (forcing someone to give up money or belongings) or
- o 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 Peter's CE 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:

- o harm caused accidentally;
- o minor disputes;
- o occasional friendship difficulties;
- o occasional loss of temper/angry responses to an incident;
- o 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.

CYBER BULLYING

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:

- o be conducted in a variety of different ways including via mobile phones, social media sites and the internet;
- o be carried out anonymously and/or by people completely unknown to the receiver;
- o be carried out by people of all different ages;
- o be carried out at any time of day or night;
- o sometimes be unintentional, e.g. becoming the mistaken recipient of a message.

To prevent cyber bullying the school will:

- o regularly promote awareness of the risks of cyberbullying and safe practices when using technology through regular assemblies throughout the year;
- o ensure that the Computing Curriculum teaches children how to recognise cyberbullying and how to use ICT safely
- o through a specific e-safety strand and as an integral part of any teaching and learning for ICT;
- o ensure that any related policies make specific reference to anti-bullying procedures;
- o ensure that any mobile phones brought onto the premises by pupils are kept in the school office or designated safe place;
- o 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.

CHILD ON CHILD ABUSE

Child on child abuse is described in the school's safeguarding policy as including, *'but not limited to: bullying (including cyber bullying), gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.'* Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges is included in *Keeping Children Safe in Education 2023 Part 5*

RIGHTS AND RESPONSIBILITIES

It is the right of every child and member of staff at St Peter's to:

- o feel safe from verbal, mental and physical abuse on their way to and from school and whilst in school;
- o be addressed by their correct name;
- o not have their feelings hurt about the way they look or sound;
- o not be subjected to derogatory name-calling, insults, racist jokes, discussions, ridicule and abuse.

It is the responsibility of every child (if they are able to) and member of staff at St. Peter's CE Primary school to:

- o communicate to someone if any of their rights are being abused;
- o communicate to someone if they have observed someone else's rights being abused;
- o try to prevent abuse and try to improve the life of someone whose rights have been abused.

STRATEGIES TO PREVENT BULLYING

Everyone is responsible for ensuring that bullying is not tolerated at St. Peter's Primary School. As a community we have a complete commitment towards promoting and implementing the most effective strategies to prevent bullying. These strategies include:

- o promoting a strong school ethos which encourages mutual respect and consideration for all individuals through our school values which are reinforced on a daily basis in assemblies, classroom practice and playtime provision and supervision;
- o whole school and other assemblies which regularly promote our core values and keep anti-bullying initiatives (including e-safety) high profile;
- o ensuring our curriculum reflects our equality & diversity policy in the programmes of study for different subject areas, whilst addressing an anti-bullying focus more specifically through a continuous e-safety strand in our computing curriculum and a well-designed PSHE curriculum
- o ensuring all staff, both teaching and non-teaching staff, are aware of those vulnerable groups or individuals in school through regular communications under the direction of SLT.
- o adopting a restorative approach to behaviour (shared with all staff and parents) which encourages conflict resolution within a context of respect and the development of an awareness of self-responsibility which prevents a repeat of inappropriate behaviour;
- o careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly;
- o promoting the self-esteem and confidence that children need to feel confident to ask for help if they need to;
- o planning and leading designated PSHE sessions within classes to cover the PSHE curriculum or deal with any specific issues arising;
- o ensuring that playtime provision is designed to promote purposeful play and cooperation between children;
- o involving children, through designated peer mentors, in providing peer support for vulnerable individuals/groups on a daily basis;
- o communicating the school's anti-bullying measures and approach to behaviour management to parents through the school website;
- o involving the whole school, including Governors, in reporting the effectiveness of anti-bullying measures and identifying any areas for improvement;
- o ensuring the Anti-Bullying Policy is shared with all staff, parents (via the school website) and children so that they are clear on the anti-bullying measures in place, and the policy is reviewed annually to ensure it remains as effective as possible.

REPORTING BULLYING/BULLYING CONCERNS

At St Peter's we are committed to taking any incidents of bullying, or suspected bullying, which do arise very seriously. It is the responsibility of any member of our community to report concerns they have about bullying or suspected bullying, including:

- o class teachers;
- o playtime supervisors who should report concerns to teachers or SLT;
- o Midday staff who should report concerns to teachers or SLT;
- o Play Leaders or children who should report concerns to an adult in the playground, their class teacher or a member of SLT;
- o parents, who should receive acknowledgement of their concern by a member of school staffing

It is important that any individual who may have received bullying behaviour, feels safe to report any concerns they have as soon as possible. Information about clear communication channels for reporting any incidents are shared with children and parents and are displayed in school.

RESPONDING TO BULLYING/BULLYING CONCERNS

Any concerns which are reported will be treated seriously and dealt with immediately in order to determine the most effective approach to resolving the issues identified. The exact course of action will vary with each situation but the main objectives should be that bullying incidents are identified, brought into the open, recorded on the school behaviour log and where appropriate CPOMS, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- o concerns will be acted on immediately on the day they are reported;
- o it is clear that the bully's behaviour is unacceptable and the bullying must stop;
- o concerns will be reported to the Head Teacher or a member of SLT;
- o the receiver of the bullying behaviour is made to feel safe and is given an opportunity to share their concerns fully with an adult;
- o as much information as possible will be gathered and recorded about any incidents, including from any possible eye witnesses;
- o the receiver is assured that they will be supported and kept safe;
- o everything that happens is carefully recorded on incident forms to be kept electronically
- o the individuals involved are informed clearly of the course of action/strategies put in place to keep them safe;
- o any further support needed will be identified and put in place
- o parents are informed and made aware of the strategies put in place to resolve the situation;
- o a monitoring period is agreed in which to ensure the situation has been resolved;
- o the individual(s) carrying out the bullying behaviour will be talked to by the Head Teacher or a member of SLT and any appropriate consequences will be decided on and put in place;
- o further support may be identified for the perpetrator to enable them to accept responsibility for their actions and to ensure their behaviour is not repeated;
- o the parent(s) of the perpetrator will be informed of the incidents and be involved in the discussion about
- o consequences and further support as and when needed;
- o other members of the staff team will be informed as appropriate to ensure they can monitor the situation and remain vigilant to prevent any further occurrences of the behaviour;
- o situations not satisfactorily resolved in the view of a parent or any concerned member of staff will be referred to the Headteacher or a governor if appropriate;
- o any bullying between adults is reported to an appropriate person. This may be the Head Teacher, a member of SLT or a governor.
- o All reported incidents will be dealt with fairly and consistently in line with schools Behaviour policy and with the complete commitment of the whole school community.

ROLES AND RESPONSIBILITIES

The governing board is responsible for:

o Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
o The overall implementation and monitoring of this policy.
o Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
o Ensuring that the school adopts a tolerant and open-minded policy towards difference.
o Ensuring the school is inclusive.
o Analysing any bullying data to establish patterns and reviewing this policy in light of these.
o Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
o Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
o Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Headteacher is responsible for:

o overall monitoring of bullying and the Anti-Bullying Policy within the school;
o dealing with incidents of bullying between adults;
o following up any situations not satisfactorily resolved in the view of the SLT member, parent or any concerned member of staff.
o Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
o Keeping a Bullying log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
o Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
o Arranging appropriate training for staff members.

SLT members are responsible for:

o keeping records of any incidents of bullying observed, disclosed or suspected on an incident form;
o informing the member of the SLT responsible for supporting their class of any incidents of bullying observed, disclosed or suspected;
o liaising with parents regarding concerns over bullying;
o implementing any sanctions or behaviour management programmes agreed with a member of SLT to support the victim to develop strategies for coping or the bully to change their behaviour.

Teachers are responsible for:

o Being alert to social dynamics in their class.
o Being available for pupils who wish to report bullying.
o Providing follow-up support after bullying incidents.

- o Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the heads of SLT of such observations.
- o Refraining from stereotyping when dealing with bullying.
- o Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- o Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- o Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- o Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- o Informing a member of staff if they witness bullying or are a victim of bullying.
- o Not making counter-threats if they are victims of bullying.
- o Walking away from dangerous situations and avoiding involving other pupils in incidents.
- o Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying