



St Peter's Catholic Primary School Anti Bullying Policy



Vision, Values and Ethos.

St Peter's Catholic Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people, pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards all people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve all people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of all people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We aim, as a school, to produce a safe and secure environment where all children, can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. It relates directly to others policies and has taken into consideration aspects of the following policies; Behaviour, Child Protection, Internet Safety, Equality, and Safeguarding.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regards to the eradication of bullying in our school.

Definition of Bullying

Bullying is an action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying is wrong and damages individuals. As a school we therefore do all that we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

There are many different forms of bullying and as a school we are aware of how important it is to understand and be able to identify each form of bullying.

These include:

- Physical – Unwanted physical contact between two people, this includes; pushing, punching, kicking, shoving etc...
- Emotional – Bullying that can cause damage to a child's emotional well-being. This could come in the form of spreading rumours, leaving children out of certain things, children ganging up on others, ignoring or making fun of others.
- Verbal – Any verbal statements or accusations that cause the victim distress.



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- Cyber Bullying - When a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet, interactive and digital technologies or mobile phones.

As a school we treat all individuals equally and promote inclusion. We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 2010 equality act and covers both direct and indirect discrimination.

- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.



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Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

SEN

St Peter's Catholic Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

We promote:

- Pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- Positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- Co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- Self-discipline so that pupils understand the need for high standards of behaviour and to develop responsibility towards people and property.

Bullying of and by staff – whether by pupils, parents or staff.

Please see whistleblowing policy.

How can we report bullying?

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong,



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and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services.

Pupils are encouraged to tell a teacher straight away if they think that they are being bullied, in order for intervention to take place immediately.

Similarly with parents, we have an open door policy and parents are aware that all members of staff are available to talk to at any time. An appointment can be made in order for a meeting to be held with regards to the incident. Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Prevention of bullying.

- It is a primary aim of St Peter's Catholic Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- St Peter's has a number of school rules, but the primary aim is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- St Peter's Primary School expects every member of the school community to behave in a considerate way towards others.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- St Peter's Primary School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.



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Children hold positive relationships with all members of staff and children. Children are encouraged to work together as one family, caring and looking after one another.

As a school we have extremely supportive home links and as previously stated we have an open door policy, welcoming and involving parents at every given opportunity.

Our year 5 pupils represent our schools peer mediator team and are always there to support children when out on the yard during their play times. All children are positively involved in this and ensure that children all have someone to play with and are enjoying their play time at school.

Peer mediators are actively involved, alongside members of staff and governors, to monitor behaviour and bullying in our school and on the yard. New ideas are welcomed by the children, if and when bullying becomes a problem in our school.

As a whole school we also take part in Anti-Bullying week annually. We work together to raise awareness of bullying and have raised money over the years to support this important matter.

The role of Governor's.

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

From December 2020, the governing body must request the Head Teacher to provide information regarding all instances of alleged bullying, peer on peer abuse, alleged instances of racism, alleged incidents of homophobia and alleged incidents of sexual abuse and report them to Governors at full Governing Body meetings.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy



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and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

From December 2020, the Head Teacher must record all instances of alleged bullying, peer on peer abuse, alleged instances of racism, alleged incidents of homophobia and alleged incidents of sexual abuse and report them to Governors at full Governing Body meetings.

The role of the Teachers

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report all incidents that happen in their class and that they are aware of in the school to the Head Teacher.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents.

We keep an electronic incident logbook through our CPOMS/Arbor system where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should inform the Head Teacher who will record the event on CPOMS.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the person who has carried out the bullying. We spend time talking to the person who has bullied: we explain why such behaviour was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.



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Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Last review date: **January 2024**

Next review date: **January 2025**