



ST PETER'S SCHOOL

ANTI-BULLYING POLICY

Date Reviewed: September 2023

Date of Next Review: September 2025

Reviewer: Assistant Head Teacher (Mike Gregory)

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Document Control		
Edition	Issued	Changes from previous
1	27/02/17	Change of DoL to HoY
2	Feb 2018	Policy rewritten to include updated references to legislation and web links
3	Feb 2019	References to KCSIE September 2018
4	June 2020	Revised in-line with KITE trust (section 6 and links)
5	September 2021	References to KCSIE have date removed KCSIE added to section 3 Sexualised language and name calling added to section 5 Section 8 – some changes to processes around bullying log Section 6 matched to protected characteristics and examples given Peer on peer bullying added as a separate section
6	Sept 2023	Changed Behaviour policy to Positive Relationships policy throughout. Changed sanctions to consequences in line with that policy. Add reference to pro-social behaviour. Peer on peer changed to child on child throughout

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> o Positive Relationships Policy o Complaints policy o Safeguarding policy o Online safety and Acceptable use policies (AUP) o Curriculum policies, such as: PSHE, citizenship and computing o Mobile phone and social media policies o Searching, screening and confiscation policy <p>Links to legislation:</p> <ul style="list-style-type: none"> o The Education and Inspection Act 2006, 2011 o The Equality Act 2010 o The Children Act 1989 o Protection from Harassment Act 1997 o The Malicious Communications Act 1988 o Public Order Act 1986 o Keeping Children Safe in Education KCSIE (as updated) 	<p>All staff Governors</p>

St Peter's School Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)". The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

1) Policy objectives:

- This policy outlines what St Peter's School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- St Peter's School is committed to developing a pro-social culture of kindness and respect where all members of the school community support and encourage each other. Anti-social behaviour including the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

- This policy links with a number of other school policies, practices and action plans including:
 - o Positive Relationships Policy
 - o Complaints policy
 - o Safeguarding policy
 - o Online safety and Acceptable use policies
 - o Curriculum policies, such as: PSHE, citizenship and computing
 - o Mobile phone and social media policies

3) Links to legislation

- There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - o The Education and Inspection Act 2006, 2011
 - o Keeping Children Safe in Education
 - o The Equality Act 2010
 - o The Children Act 1989
 - o Protection from Harassment Act 1997
 - o The Malicious Communications Act 1988
 - o Public Order Act 1986

4) Responsibilities

- It is the responsibility of:
 - o The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
 - o School Governors to take a lead role in monitoring and reviewing this policy.
 - o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - o Parents/carers to support their children and work in partnership with the school.
 - o Students to abide by the policy.

5) Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours, including sexualized language and name calling.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

6) Forms of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types of bullying including but not limited to protected characteristics outlined in the Equality Act:
 - Bullying related to age
 - Bullying related to race, religion, nationality or culture
 - Bullying related to Disability (including Special Educational Needs, appearance or physical/mental health conditions)
 - Bullying related to sexual orientation (for example but not limited to homophobic, or biphobic bullying)
 - Bullying related to someone’s gender identity or perceived gender identity (gender diverse and non-binary and transphobic bullying)
 - Bullying related to marriage/civil partnership
 - Bullying related to pregnancy/maternity

Bullying also includes but is not limited other aspects of a young person’s identity or persona including:

- Bullying related to using sexual activity, sexist language and based on sexist attitudes (sexual harassment)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying via technology, known as online or cyberbullying (see Cyberbullying section)

Age

Bullying related to age may include, for example, comments or actions about someone’s appearance and their chronological age or comments or actions about their parents. It may include comments or actions about whether an individual has hobbies or pastimes that are deemed appropriate for their age group by their peers or society in general. Some comments or actions may relate to the age difference between students in intimate relationships.

Bullying related to age is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Race, religion, nationality or culture

Bullying related to race, religion, nationality or culture may include, for example, racist language, ostracism or ridicule. It may include comments or actions about a religious group or stereotypes about religious or cultural groups.

The school is a diverse community made up of students with heritage all over the world. We work hard to educate the students to be tolerant and respectful of each other.

Bullying related to race, religion, nationality or culture is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Disability

Bullying related to disability may include, for example, comments or actions about a student's perceived physical or mental disability, their appearance or SEND status. Comments or actions about a student's relatives or friends are also included. Bullying related to disability includes comments or actions that may have previously been seen as "banter" between students and will be challenged.

The school is an inclusive community made up of students with a wide range of backgrounds and needs. We work hard to educate the students to take care of their physical and mental health and to be kind and respectful to others.

Bullying related to disability is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Sexual orientation

Bullying related to sexual orientation may include, for example, comments or actions about a student's perceived sexuality or sexual orientation. Comments or actions about a student's relatives or friends are also included, as is ostracism or ridicule of any individual's sexual orientation. Bullying related to sexual orientation includes comments or actions that may have previously been seen as "banter" between students and will be challenged.

The school is an inclusive community made up of students who may be exploring their sexuality as young people. We work hard to educate the students to make safe and legal choices and to respect each other's sexuality.

Bullying related to sexual orientation is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Gender Identity/Reassignment

Bullying related to gender identity may include, for example, comments or actions about a student's perceived gender or gender identity or comments about a student's relatives or friends. Comments or actions that ostracise or ridicule any individual's gender identity or their gender reassignment are also included. Bullying related to gender identity includes comments or actions that may have previously been seen as "banter" between students and will be challenged.

The school is an inclusive community made up of students who may be exploring or questioning their gender identity. It is important to support these young people and we work hard to educate all students to make safe and legal choices and to respect and tolerate each other.

Bullying related to gender identity is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship

between parties following the incident.

Marriage/civil partnership

Bullying related to gender identity may include, for example, comments or actions about a student's intimate relationships or the relationship of their friends and family. Bullying related to marriage/civil partnership includes comments or actions that may have previously been seen as "banter" between students and will be challenged.

Bullying related to marriage/civil partnership is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Pregnancy and maternity

Bullying related to pregnancy and maternity may include, for example, comments or actions about a student's intimate relationships or the relationship of their friends and family. Comments or actions about a student's sexual behaviour, their choice of contraception and their sexual health may be seen as sexual harassment as well as bullying related to pregnancy and maternity (see below)

Bullying related to pregnancy and maternity is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

Sexual activity, sexist language and based on sexist attitudes

Bullying related to sexual activity, sexist language and based on sexist attitudes may include, for example, comments or actions about a student's perceived sexual history, their behaviour, dress or intimate relationships. Comments or actions that ostracise or ridicule any individual's sexual preferences or that make other members of the school community uncomfortable due to their explicit nature are also included. Bullying related to gender identity includes comments or actions that may have previously been seen as "banter" between students and will be challenged.

The school is an inclusive community and we work hard to educate all our members to be tolerant and respectful of each other at all times.

Bullying related to sexual activity, sexist language and based on sexist attitudes is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

This behaviour is also known as sexual harassment or assault and can also be reported to the police.

Young carers, children in care or otherwise related to home circumstances

Bullying related to being a young carer, a child in care or a student's home circumstances may include, for example, comments or actions about a student's perceived homelife or previous homelife or comments and actions about the students carers or family.

The school is an inclusive community and a number of students are young carers, are looked after or have been previously looked after. We work hard to educate all our members to be tolerant and respectful of each other at all times.

Bullying related to being a young carer, a child in care or a student's home circumstances is not tolerated by the school. The incident will be logged in the incident log and an appropriate sanction put in place for the perpetrator. We will check up on the ongoing relationship between parties following the incident.

7) School ethos

- St Peter's School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where students are able to learn and fulfil their potential.
- *Our Community:*
 - o Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - o Supports staff to promote positive relationships, to help prevent bullying.
 - o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - o Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - o Requires all members of the community to work with the school to uphold the anti-bullying policy.
 - o Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
 - o Seeks to learn from good anti-bullying practice elsewhere.
 - o Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - o If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - o The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - o The pastoral team will interview all parties involved.
 - o All events will be logged on the behaviour log on the Catalog which is reviewed regularly including with updates on how the victim feels the situation has been resolved.
 - o The school will inform other staff members, and parents/ carers, where appropriate.
 - o Consequences (as identified within the school Positive Relationship Policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - o If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
 - o Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with the school's Positive Relationship Policy
 - o A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

- When responding to cyberbullying concerns, the school will:
 - o Act as soon as an incident has been reported or identified.
 - o Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
 - o Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - o Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - o Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - o Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - o Inform the police if a criminal offence has been committed.
 - o Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Child on child Abuse

- We recognise that child on child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Supporting students

- *Students who have been bullied will be supported by:*
 - o Reassuring the student and providing continuous support.
 - o Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.

- o Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
 - o Working towards restoring self-esteem and confidence.
 - o Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through Child and Adolescent Mental Health Services (CAMHS).
- *Students who have perpetrated the bullying will be helped by:*
 - o Discussing what happened, establishing the concern and the need to change.
 - o Informing parents/carers to help change the attitude and behaviour of the child.
 - o Providing appropriate education and support regarding their behaviour or actions.
 - o If online, requesting that content be removed and reporting accounts/content to service provider.
 - o Consequences, in line with school positive relationship policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
 - o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

- Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.
- *Adults (staff and parents) who have been bullied or affected will be supported by:*
 - o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
 - o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school’s positive relationship policy.
 - o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - o Reassuring and offering appropriate support.
 - o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults (staff and parents) who have perpetrated the bullying will be helped by:*
 - o Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - o Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
 - o If online, requesting that content be removed.

- o Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying

Environment

- The whole school community will:
 - o Create and support an inclusive environment which promotes pro-social behaviour and a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
 - o Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
 - o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
 - o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - o Actively create “safe spaces” for vulnerable children and young people.
 - o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - o Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
 - o Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects students, even when they are not on school premises; for example, when using school transport or online, etc.
 - o Implement appropriate disciplinary consequences; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
 - o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

- o Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of students

- *We will:*
 - o Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
 - o Regularly canvas children and young people's views on the extent and nature of bullying.
 - o Ensure that all students know how to express worries and anxieties about bullying.
 - o Ensure that all students are aware of the range of consequences which may be applied against those engaging in bullying.
 - o Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - o Publicise the details of internal support, as well as external helplines and websites.
 - o Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

11) Involvement and liaison with parents and carers

- *We will:*
 - o Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
 - o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - o Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
 - o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying/safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13) Useful links and supporting organisations

- 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk
- The Kite Trust: <http://thekitetrust.org.uk/>

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying