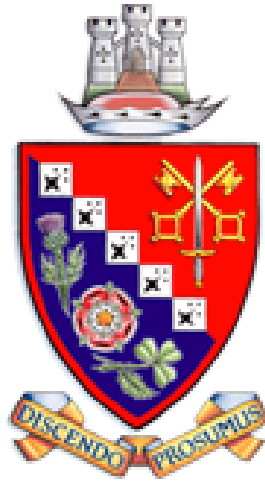


# St Peter's Church of England Aided School



## **Anti-Bullying Policy**

**This policy was adopted by  
The Provision Committee  
on 21<sup>st</sup> January 2020**

**Date of next review by: January 2022**

**Unique Policy No: 8  
Responsible Committee: Provision  
Responsible SLT: Mrs S Hammett**

## Bible Verses on which our Vision and Mission Statements are founded



### **Habits for Character**

*So here's what I want you to do, God helping you. Take your everyday, ordinary life – your sleeping, eating, going-to-work, and walking-around life – and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don't become so well-adjusted to your culture that you fit into it without even thinking. Instead fix your attention on God. You'll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, God brings the best out of you, develops well-formed maturity in you. (The Message Romans 12:1-2)*

### **Opportunities for All**

*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. (NIV, 1 Peter 4:10)*

### **Personal Responsibility**

*So let's do it – full of belief, confident that we're presentable inside and out. Let's keep a firm grip on the promises that keep us going. He always keeps his word. Let's see how inventive we can be in encouraging love and helping out, not avoiding worshiping together as some do but spurring each other on, especially as we see the big Day approaching. (The Message, Hebrews 10:24-25)*

### **Excellence**

*Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving. (NIV, Colossians 3:23-24)*

*Finally brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things. (NIV, Philippians 4:8)*

St Peter's CofE Aided School  
Vision and Mission Statements



**Vision Statement** – what we **aspire** to be:

*Life to the full for everyone*

Developing character and bringing HOPE through wisdom, courage, compassion, and community.

**Mission statement** – what we **actually do**:

Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, "People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long term aims so we enable all to live 'life to the full' and become the best well-rounded characters they can.

**Principles of HOPE:**

- H**abits for Character
- O**pportunities for all
- P**ersonal responsibility
- E**xcellence

**Habits for Character**

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts.

Using **habits for character** helps everyone to be the best they can be through:

- H1** Performance and progress of Learning and Teaching
- H2** Responding positively to high quality feedback

**Opportunities for all**

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

- O1** Curriculum and extra-curricular provision
- O2** Leadership opportunities

**Personal Responsibility**

Every day, everyone takes **personal responsibility** to:

- P1** Create an environment in which everyone can live life to the full
- P2** Work positively with all stakeholders and external organisations.

**Excellence**

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

- E1** Communicate respectfully and clearly in a timely way
- E2** Provide systems and partnerships that focus upon enabling **excellence**.



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## St Peter's Church of England Aided School Anti-bullying Policy Statement

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St Peter's C of E Aided School respects the need that children have the right to be safe and happy in school and any activity related to their education at St Peter's.

### Our Policy Statement is:

#### The individual

- Respect every child's needs for, and rights to, an environment where safety, security, praise, recognition, and opportunity for taking responsibility are available
- Respect for every individual's feelings and views
- Recognise that everyone is important and that our differences make each of us special
- Show appreciation of others, by acknowledging individual qualities, contributions and progress
- Ensure safety by having anti-bullying rules and practices, developed with the participation of students carefully explained and displayed for all to see

#### Bullying

- Bullying will not be accepted or condoned. All forms of bullying will be addressed.  
Bullying can include:
  - Physical pushing, kicking, hitting, pinching etc.
  - Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
  - Racial taunts, graffiti, gestures
  - Sexual comments, and/or suggestions
  - Unwanted physical contact
- Children from ethnic minorities, disabled children, young people who are gay, lesbian or transgender, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted
- Appropriate staff and volunteers should have access to training on anti-bullying
- Where a child is found to be exhibiting sexually harmful behaviour to another child, the school will contact the Devon Multi Agency Service Hub (MASH) as soon as possible. St Peter's has clear policies and procedures to ensure that staff and volunteers are aware of the differences between sexually harmful behaviour and bullying behaviour
- Where a child's bullying behaviour is of a particularly violent or aggressive nature and the school is unable to address the behaviour through behaviour management strategies or disciplinary measures within a reasonable time, child protection procedures may be instigated
- Incidents will be recorded and action will be taken in line with the St Peter's procedures

### Anti-bullying help and support at St Peter's

- See your tutor, Head of Year or a member of the safeguarding team in F025
- ~~Anti bullying helpline, call or text 07599981631~~
- ~~Email [besafe@spexe.org](mailto:besafe@spexe.org)~~
- ~~Post your concern in one of the Safeguarding Post Boxes, outside F025, the Main Office and G084~~
- If you do not feel comfortable speaking to someone you know, contact Childline on 08001111 and they can listen and give you advice. The Anti-bullying Network and Bullying UK websites also give advice

**See it, report it, stop it**

This policy is in accordance with the following: Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017 [by the Department for Education](#)



## Anti-Bullying Policy 2019

### 1. PREAMBLE

1.1 Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

1.2 Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

1.3 Safeguarding children and young people - When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care team and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

1.4 Criminal law - Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

1.5 Bullying which occurs outside school premises - School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the

school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## **2. AIMS**

- 2.1 To provide a safe and secure environment within which bullying has no place
- 2.2 To ensure that any incidents that do take place are dealt with promptly and effectively
- 2.3 To fulfil the School's statutory responsibility to respect the rights of children and to safeguard and promote their welfare
- 2.4 To clarify the School's responsibility for responding to incidents of bullying and to emphasise to staff, students and their parents and carers the School's zero tolerance attitude towards bullying behaviour
- 2.5 To eliminate intimidating behaviour and promote a school ethos in which everybody is safe and able to realise their full potential
- 2.6 To address all incidents of bullying and to bring it under control through the implementation of whole-school policy and procedures
- 2.7 To reassure parents and carers that the School takes their children's welfare seriously and that they are being educated in a safe and secure environment

## **3. OBJECTIVES**

- 3.1 To develop and implement an anti-bullying policy based on a consistently implemented whole-school approach
- 3.2 To raise awareness among staff, parents/carers and students about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable
- 3.3 To be proactive in the prevention of bullying
- 3.4 To make students, parents/carers and staff aware of the steps to take when a bullying incident has occurred
- 3.5 To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe
- 3.6 To clarify the extent of the problem and ensure that St Peter's allocates a proportionate amount of time and energy to bringing it under control

3.7 To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control

3.8 To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour

#### **4. DEFINITION and TYPES of BULLYING**

4.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

4.2 Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

4.3 Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

4.4 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

4.5 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

4.6 Cyber-bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not



suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## 5. VULNERABILITY

5.1 Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

5.2 Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis.

5.3 In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

5.4 Support for staff who are bullied- It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The department have published a separate advice note [Cyber bullying: advice for headteachers and school staff](#) Ref: DFE-00652-2014 which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

## 6. THE SCHOOL WILL:

- a) provide guidance for students, parents and teachers including information and support under the safeguarding section of the school website (see also the school's e-safety policy)
- b) provide quiet areas for students to talk to an adult
- c) handle confidential information with sensitivity
- d) provide information about other sources of support

**6.1 Intervention - Support for pupils who are bullied.** In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially

alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

## 6.2 Prevention

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole-school level – through assemblies and in Quiet Time in tutor sessions. Children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place
- At classroom level – e.g. during tutor time and CPSHE-PHSE/Citizenship
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents
- St Peter's recognises that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated
- Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

## 6.3 Parental involvement

St Peter's is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

The school recognises the important influence which parents/carers have on their children and would aim to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) St Peter's will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

#### 6.4 Implementation

St Peter's is committed to creating an environment free from bullying and will ensure that its zero-tolerance policy is applied rigorously. All staff involved in the teaching and/or supervision of children will take responsibility for addressing incidents which fall within the school's definition of bullying and ensure that the victim receives the support required; that the bully is informed of the unacceptability of his/her behaviour; and that a record is made of the incident.

All children need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

#### 6.5 Incident management

St Peter's will take firm and decisive action to deal with any incident of bullying which is witnessed by, or reported to, any member of staff.

- Each incident of bullying will be recorded by staff on SIMS using the B codes.
- If a student has 3 or more B codes recorded against them this needs to be logged as persistent bullying. It is these persistent incidents of bullying that will be reported to the Governing body via the Headteacher's report to the FGB
- Any prejudice-related incidents will be identified and recorded on CPOMS and a Bullying and Prejudice/~~Hate-Related~~ Incident Form (BP~~HRI~~ form) submitted to DCC

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns

#### Post-incident responses **for the victim**

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

St Peter's will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents

- sympathy and empathy
- counselling
- befriending
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to review progress

### **For the bully**

St Peter's takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. The school does not believe that the use of punishment is helpful in managing this problem but is of the view that the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

St Peter's will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/break time privileges
- detention
- daily report
- removal from class/group
- withholding participation in sports or out-of-school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

## **7. RESPONSIBILITIES**

7.1 All members of staff are responsible for ensuring that action is taken if bullying occurs. This will be supported and monitored by Heads of Year, the Intervention Support Officers and the Senior Leadership Team.

## Scope

7.2 This policy applies only to incidents of bullying which take place on school premises. St Peter's is not **legally** responsible for bullying which takes place elsewhere (L.B.S. v Sussex C.C.).

7.3 However, the school has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school thus:

- If it emerges that a student is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the parents of the bully will be informed
- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will be informed
- If there are more general concerns about children's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure. If concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to the appropriate agency
- If children are being bullied by students of another school the Head of that school will be informed and invited to deal with the matter

## 8. MONITORING AND REVIEW

8.1 The implementation of this policy is monitored by the Assistant Headteacher responsible for leading with Heads of Year. Heads of Year are responsible for leading this policy with staff.

8.2 The Policy will be reviewed every two years by the Provision Committee.

**Bullying and harassment will not be accepted. No one should have to tolerate being hurt or threatened by another person. Staff, students and parents need to work together to achieve this.**

## 9. 9. SUPPORT ORGANISATIONS

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

9.1 The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/> Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

9.2 The Diana Award: <http://diana-award.org.uk/> Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

9.3 Kidscape: <http://www.kidscape.org.uk/> Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

~~9.4 Childline: <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>~~

~~9.4 The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.~~

~~9.5 Restorative Justice Council: Includes best practice guidance for practitioners (2011).~~

### **Cyber-bullying and online safety**

9.56 ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

~~9.7 Digizen: provides online safety information for educators, parents, carers and young people.~~

9.68 Internet Matters: <https://www.internetmatters.org/issues/cyberbullying/> provides help to keep children safe in the digital world.

9.79 Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

~~9.810~~ The UK Council for Child Internet Safety (UKCCIS)

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### **LGBT**

9.911 Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

9.102 EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

9.113 Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

9.124 Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND**

9.135 Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

9.14~~6~~ Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

9.15~~7~~ Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

9.16~~8~~ Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

### **Mental health**

9.17~~9~~ MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

### **Race, religion and nationality**

9.18~~20~~ Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

9.19~~21~~ Educate Against Hate: provides teachers, parents and school leaders with practical advice and information on protecting children from extremism and radicalisation.

9.20~~2~~ Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

9.21~~3~~ Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

9.22~~4~~ Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

9.23~~5~~ Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

### **Sexual harassment and sexual bullying**

9.24~~6~~ Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

9.25~~7~~ Disrespect No Body: a Home-Office-led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



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## St Peter's C of E Aided School Anti-Bullying Guidelines - In Brief

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### Introduction

St Peter's has an anti-bullying policy to meet Department of Health and Department for Education and Employment requirements contained in "Working Together" and "Don't Suffer in Silence" – also to comply with the Human Rights Act 1998.

### Principles

Bullying behaviour is unacceptable in any form.

All children have a right to an education free from fear, harassment or degradation.

Bullying behaviour is a problem for both the bully and victim alike.

Best outcomes follow when St Peter's can work with parents to address concerns about bullying behaviour and victimisation.

### Definition

Behaviour by one person or group **intended** or **perceived** to cause hurt, pain, suffering, humiliation or degradation to another person or group.

This includes: Racism, Sexism, Disabilism and Homophobia

### Scope

St Peter's is legally responsible only for incidents of bullying which occur on school premises. It is, however, concerned about the conduct of students and welfare outside school and will address issues that come to light from other sources.

### Prevention

St Peter's has a zero-tolerance attitude to bullying. It is the responsibility of all staff to deal with this problem. Children will have their awareness of the issue raised at a number of levels and be informed of the expectations of St Peter's about the unacceptability of bullying and what to do if they experience, or are aware of, bullying by others.

### Parental involvement

St Peter's recognises the important part parents/carers play in supporting their children and promoting change. The school welcomes the active involvement of parents (of both victim and bully) in bringing this problem under control. Parents/carers will be kept informed of any concerns the school has about their children in relation to this issue.

### Implementation

All staff are responsible for the rigorous application of this policy and ensuring that the incidents falling within the school's definition are properly recorded.

### Post-incident responses

*Date of Approval by Provision Committee: 21 January 2020*  
*Unique Policy No: 8*

*Next Review: January 2022*



**For the Victim** –protection, sympathy/empathy/counselling and advice on how to avoid future incidents, mediation (where appropriate) and support.

**For the Bully** – reinforcement that behaviour is unacceptable, proportionate use of fairly and consistently applied sanctions (possibility of exclusion for serious cases); advice and instruction on how to behave better; reinforcement and support for improved behaviour.

### **Monitoring**

This policy is monitored by the Assistant Headteacher responsible for leading with Heads of Year. Heads of Year are responsible for leading this policy with staff and the Policy will be reviewed every two years by the Provision Committee.

**Bullying and harassment will not be accepted. No one should have to tolerate being hurt or threatened by another person. Staff, students and parents need to work together to achieve this.**