



## ANTI-BULLYING POLICY PROCEDURE & GUIDANCE

### **Public Sector Equality Duty**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Approved by SWC Committee February 2024  
Due for review: February 2027

## INTRODUCTION

### PURPOSE:

*The school is characterised by a spirit of freedom that includes respect for others, nurtures the growth of the individual and encourages students to begin to understand and experience their dignity as a person.*

Our policy to counteract bullying should be seen in this wider context, as part of our overall Code of Conduct.

### AIM(S):

St Peter's School believes that all students should be empowered to achieve and aspire to the best they can be, be treated with respect and treat others with respect, and enjoy their time at school. We are therefore committed to providing a caring and safe environment for all of our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life. Our aim is to provide a learning environment free of any threat or fear, which will enable us to support the aspirations, achievement and welfare of the school.

Bullying of any kind will not be tolerated and is unacceptable at St Peter's School. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff. It is essential that students who do bully learn from their behaviour and realise the impact and damage they can cause, as well as understanding that it is unacceptable behaviour. Support and counselling, if needed, will also be offered to the perpetrator.

### DEFINITION OF BULLYING

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power (as defined by Anti-Bullying Alliance 2017).**

Bullying takes many different forms:

- Physical – including hitting, kicking, pushing, spitting or any use of violence
- Verbal – name-calling, persistent teasing, spreading rumour, writing awful things about someone, using offensive names when addressing another pupil
- Emotional – deliberately excluding another student, tormenting, treating what someone says with disrespect. Indirect emotional tormenting, e.g. excluding another pupil from a group activity
- Sexual – unwanted physical contact, sexually abusive comments, lesbian, gay, bisexual or transsexual abuse.
- Menacing – demanding money or possessions, or to copy home learning or classwork, demanding the victim or bystander's silence when bullying has occurred
- Racial – racial taunts, graffiti, gestures
- Misusing technology in or out of school – Cyber-bullying, using mobile phones/texts, social media, camera/video apps or any other technology-based platform
- Interfering with another pupil's property, by stealing, hiding or damaging it
- Belittling another pupil's abilities and achievements.
- Indirect emotional tormenting, e.g. excluding another pupil from a group activity
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms
- Physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability
- Religious – Religious taunts, disrespect of a person's beliefs

The School will ensure that named vulnerable groups such as SEND, LGBT+, Race and Faith groups such as Gypsy, Roma and Traveller, Appearance-related, LAC, Young Carers, and students with Mental Health issues and also those students whose characteristics are protected by the Equality Act 2010 Are free from any discrimination or bullying whilst at St. Peter's School. These protected characteristics are;

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|--|----------------------|
| • age  | • race               |
| • disability   | • religion or belief |
| • gender reassignment                                | • sex                |
| • marriage or civil partnership (in employment only) | • sexual orientation |
| • pregnancy and maternity                            |                      |

The Anti-Bullying Policy applies to all students on site and to students when they are travelling to or from school. It also applies when a student is taking part in any school-related activity. The policy will be implemented when bullying is reported to the school and after any investigation deems it necessary.

Persistent bullying can result in depression, low self-esteem, shyness, poor academic achievement, isolation, self-harm and in extreme cases, threatened or attempted suicide.

Whilst not acceptable, rough play, one-off fighting or pushing or falling out amongst friends is not bullying.

Parents/carers are advised that the Police Safer Neighbourhood Team is the relevant point of contact for any threatening situations during weekends, evenings or holidays.

## **OBJECTIVES:**

### **For us as a school:**

- The whole school community is clear about the anti-bullying stance the school takes
- Students, as well as staff and other members of the school are fully engaged in developing and reviewing anti-bullying work in the school
- All students are clear about the roles they must take in preventing bullying
- Every chance is taken to celebrate the success of anti-bullying work

### **For the Headteacher and all staff:**

- They ensure that school policies on anti-bullying and associated aspects of school life meet statutory requirements
- They promote a climate where bullying and violence are not tolerated and cannot flourish
- They continually develop best practices based on knowledge of what works
- Curriculum opportunities are used to address bullying (PSHE, Assemblies and Student Voice)
- Student support systems are in place to prevent and respond to bullying
- They have addressed the school site issues and continuously monitor safety on the school site
- All staff take part in relevant professional development on an annual basis and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- They work in partnerships with the Anti Bullying Alliance, parents, other schools and with Children's Services and community partners to provide safer communities

### **For Governors:**

- There is a review of the school anti-bullying policy at least every three years and as a result, the policy and procedures are updated as necessary

### **For Parents/Carers:**

- They are clear that the school does not tolerate bullying
- They are aware of the procedures if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with bullying in a way which protects their child
- Respect that the school has the experience and training to deal with bullying and will act according to the school's Anti-Bullying Policy

### **For students who experience bullying:**

- They are heard and believed
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from other adults or students in the school community

### **For students who engage in bullying behaviour:**

- Sanctions and learning programmes hold them to account for their behaviour and help them face up to the harm they have caused
- They learn to behave in ways which do not cause harm in the future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

### **EXPECTATIONS**

- Students are expected to be courteous to each other, staff and visitors and this is reinforced through positive example
- Students are encouraged to tell staff of any incidents of bullying whether directly involved or witnessed
- Parents/Carers are encouraged to approach the school with any concerns regarding bullying (or indeed any other concern). (Information on dealing with incidents of bullying is also included in the student planner)
- The school's Year Leaders and Pastoral Support Workers are able to investigate incidents sensitively and speedily
- Tutors and other staff are encouraged to deal with arguments between students as soon as they arise, concentrating on how to solve their differences in order that these do not escalate
- The banning of mobile phones on school premises (except for Sixth formers who are permitted to use them). This is to minimise the opportunity for cyber bullying
- Suggestions are received from the Student Voice and Pastoral Prefects, on areas for improvement or additional measures to promote good relationships amongst peers
- The school continues to work to improve the usage of space in the playground/field to provide distinct seating areas and areas for more physical activity
- The playground, dining facilities and toilet areas are supervised by staff during social times. CCTV is in operation at all times, giving an overview of the school site
- Staff supervise the dismissal of students at the end of the school day, both at the door and in the road outside the school

### **PROCEDURES**


- The school will provide support and respond to the needs of both bullied and bullying pupils/ staff
- Records to be kept noting action taken, contact with parents/carers of all pupils or staff concerned in the incident
- Investigation and feedback to those concerned
- Listen to students and ensure that they have clear routes to responsive adults or peer mentors: The views of students on how safe they feel within the school are sought on a regular basis, through discussions where appropriate and are aware of the outcomes of actions taken
- Sanctions are implemented and recorded (SIMS)
- Contact made with relevant professionals where required e.g. behaviour management team, education psychology
- There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they may seek assistance from the police/ Safer Schools Team
- Engage with parents and carers regarding concerns and complaints: All reported incidents are taken seriously and followed up. Parent/Carers are kept up to date with investigations, whilst respecting the right to confidentiality of any students involved

### **SIGNS OF BULLYING**

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, anxiety, and lack of confidence, self-harm, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Members of staff and all members of the community must be alert to the signs of bullying; (legal responsibilities are known and community members should act promptly and firmly against it, in accordance with school policy).

## What Happens When a Bullying Incident Is Reported?

Discussion with students using the Behaviour Matrix below. If agreed that bullying has taken place then statements are taken.

<div>  <h1 style="margin: 0;">Behaviour Matrix</h1> </div>			
Conflict	Rude	Mean	Bullying
Isolated and unusual	Occasional and patternless	Once or twice	Chronic and repeated
Spontaneous, in the heat of the moment	May be spontaneous and unintentional	Intentional	Planned, deliberate, on purpose
Parties are upset	Can cause hurt feelings, upset	Can hurt others deeply	The target is deeply upset
Parties want to work it out	Based on thoughtlessness, poor manners or selfishness	Based in anger, impulsive, cruel	The bully is trying to gain control over the target
Parties will accept responsibility	Rude person will accept responsibility	Behaviour often regretted	The bully blames the target
Effort is made by all parties to solve the problem	Behaviour should be briefly monitored	Moderate risk of developing into bullying	Target wants the bully's behaviour to stop, the bully does not
Can be resolved through mediation	Social Skills building may be of benefit	Needs to be addressed/should not be ignored	Cannot be resolved through mediation

### Anti-Bullying Procedures

Incident level	Sanction for the student displaying bullying behaviour	Support in place for the student experiencing bullying behaviour	Staff Actions
<b>First report of recognised bullying</b>  <b>(Tier 1)</b>	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.</p> <p>Sanctions could include:            Detention            Loss of social time            Tutor Report            Warning of further consequences</p> <p>Recorded as bullying officially on SIMS by staff reporting the incident and a note placed on pupil file that formal warning has been given.</p> <p>Parental contact made by reporting member of staff within 1 day</p>	<p>Statement taken from pupil</p> <p>Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.</p> <p>Parental contact made by reporting member of staff within 1 day</p>	<p>Staff collects statements for Year Leader/ Assistant Year Leader</p> <p>Year Leader/ Assistant Year Leader sets up restorative meeting and sets appropriate sanctions, if felt appropriate.</p> <p>Year Leader reports bullying on SIMS, adds details on centralised log for tracking and reviews with Pastoral Manager</p> <p>Year Leader Informs class teachers of student</p> <p>Support for both parties involved</p>

<b>Second report of bullying</b> (Same student or across multiple students)  (Tier 2)	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Staff collects statements for Year Leader/ Assistant Year Leader  Year Leader sets appropriate sanctions and issues Anti-Bullying contract.  Year Leader reports bullying on SIMS, adds details on centralised log for tracking and reviews with Pastoral Manager  Year Leader Informs class teachers of student
	Sanctions could include: Refer for SEMH Intervention After School Detentions Year Leader Report Timetable changes Warning of next steps  Parental contact made by Assistant Year Leader within 1 day  <b>Put on an Anti-Bullying Contract</b>	Access to Pastoral Team and or Chaplaincy if felt it was needed.  Parental contact made by Assistant Year Leader within 1 day	
<b>Isolated but more severe bullying</b>  (Tier 2)	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Staff collects statements for Year Leader  Year Leader sets up restorative meeting, if felt appropriate. Issues an Anti-Bullying Contract /Time in T3 (the length dependent on level of bullying) and referral into SEMH Intervention.
	Sanctions could include: Refer for SEMH Intervention Internal Exclusion After School Detentions Year Leader Report  Parental contact made by Assistant Year Leader within 1 day  A suspension may be put in place if appropriate.  <b>Put on an Anti-Bullying Contract</b>	Access to Pastoral Team and or Chaplaincy if felt it was needed.  Parental contact made by Year Leader within 1 day	Year Leader Informs class teachers of student  Year Leader reports bullying on SIMS, adds details on centralised log for tracking and reviews with Pastoral Manager
<b>Third report of bullying</b>  (Tier 3)	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Staff collects statements for Year Leader  AHT sets up restorative meeting, if felt appropriate/Time in T3 (the length dependent on level of bullying) and referral into SEMH Intervention.
	Sanctions could include: Refer for SEMH Intervention After School Detentions AHT Report A suspension may be put in place if appropriate.  Meeting with Parents  <b>Put on an Anti-Bullying Contract with Parental Signature</b>	Access to Pastoral Team and or Chaplaincy if felt it was needed.  Parental contact made by Assistant Headteacher	Year Leader reports bullying on SIMS, adds details on centralised log for tracking and reviews with Pastoral Manager
<b>Fourth or ongoing reports of bullying</b>  (Tier 4)	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Statement taken from pupil  Restorative meeting put in place between student displaying bullying behaviour and student experiencing bullying behaviour (if agreeable), if felt appropriate.	Staff collects statements for Year Leader  DH sets up restorative meeting, if felt appropriate/Time in T3 (the length dependent on level of bullying) and referral into SEMH Intervention.
	Would lead to more days in Internal Exclusion or Suspension where appropriate. DH report Possibility of Permanent Exclusion if child fails to respond to intervention	Access to Pastoral Team and or Chaplaincy if felt it was needed.  Parental contact made by DH	Year Leader reports bullying on SIMS, adds details on centralised log for tracking and reviews with Pastoral Manager

**If a student is accused of bullying and is found not to have bullied, reports will be removed from file.**

## INITIAL REPORTING

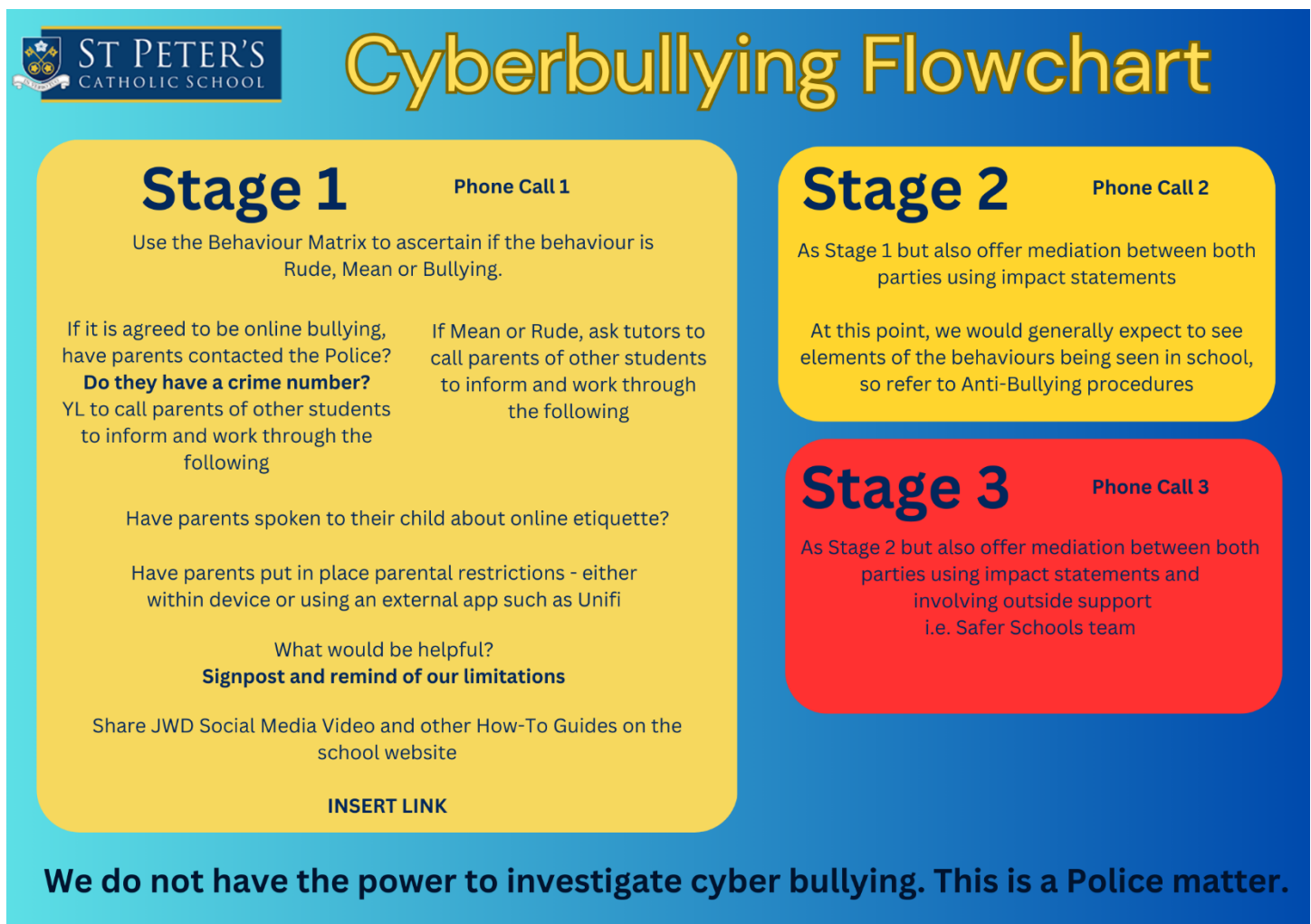
Students should feel comfortable to report an incident of bullying to any adult working in the school. This may be their tutor, Year Leader or any member of the School Leadership Team. Quite often students will report incidents of this type to the adult with whom they have the most trust. This can include members of the associate staff as well as teaching staff.

The School also operate a "Speak Up" campaign, aimed at getting students to notify incidents of bullying via electronic communication methods. More information can be found using the following link.

<https://www.st-peters.bournemouth.sch.uk/speakup>

## OUT-OF-SCHOOL INCIDENTS

The school encourages parents/carers to let them know of any out-of-school incidents so that the situation in the school can be monitored or addressed. The school does pass on concerns to parents/carers of any children involved and will liaise with the police where the matter has been referred by parents/carers to them, as the school does not have the power to investigate cyberbullying. This is a Police Matter.



**Sources and references:**

NSPCC

NAPCE

Anti-Bullying Alliance

Bournemouth LA

DFE October 2014 Cyberbullying: Advice for Headteacher and school staff

DFE 2014 Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies

Equality Act 2010

Ofsted 2021 Review of sexual abuse in schools and colleges

**PRINCIPLES/VALUES:**

The school plays a vital role in ensuring the safety of all our students regardless of age and all employees undertake their responsibilities with the utmost of importance.

**Roles and responsibilities**

A Member of SLT with responsibility for oversight of the Anti-Bullying Policy within St. Peter's. In addition, there is an Education Social Worker, who works on both sites and Year Leaders for each year in the secondary phase and sixth form.

The Governors SWC committee monitor the anti-bullying agenda.

**Concluding Notes**

Our policy to counteract bullying should be seen in the wider context as part of our overall Code of Conduct.

**Monitoring and review:**

The headteacher will review this policy at least every three years and assess its implementation and effectiveness. In addition, the policy will be promoted and implemented throughout the school.

**Other documents and appendices:**

[Anti-Bullying Contract – Student Version](#)

[Anti-Bullying Contract - Parent/Carer Version](#)