

Belgrave St. Peter's Church of England School

Anti- Bullying Policy 24-25

Anti-Bullying Policy Rationale

At Belgrave St. Peter's we recognise that bullying can occur. When it does, it can be harmful both physically and emotionally for the victim. The purpose of this policy is to enable adults and children in the school to recognise bullying when it takes place and to deal with it effectively.

What is bullying?

Bullying is deliberately hurtful behaviour. It is repeated, often over a period of time. There are a number of types of bullying:

bullying is when someone does something deliberately to another person to hurt, threaten, frighten or upset him or her, and does it repeatedly over a period. To make this easily understandable to the children we have adopted the simple acronym - **STOP – Several Times on Purpose**. The Anti-Bullying Alliance definition states that bullying is repetitive, intentionally hurting one person or a group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

There are a number of types of bullying:

- **Emotional:** excluding from a group, tormenting, ridiculing, humiliating Physical: hitting, punching, pinching, kicking or taking/damaging someone's belongings
- **Verbal:** name-calling, insulting, spreading rumours, threats, making fun of someone Racist: racial taunts, gestures, making fun of someone's culture or religion
- **Cyber:** all areas of the internet, mobile phone threats, misuse of associated technology/cameras, offensive emails and texts, offensive posts on social media
- **Physical:** for example, punching or kicking you

Bullying can take different forms. Instigators may use different pretexts as the basis of their bullying, including the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) but in particular:

- **Racial, religious or cultural** bullying where the motivation is based on someone's skin colour, culture, nationality or faith.
- **Sexual:** can relate to the target's gender or body, this can have a sexual and/or sexist element.
- **Homophobic and Biphobia:** relates to a person's sexual orientation. It is based on prejudice or negatives, beliefs or views about lesbian, gay or bi people. Individual or groups can be targeted because of their actual or perceived sexuality.
- **Transphobic:** relates to gender identity, it is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- **SEN and Disability:** where an individual or group are targeted because of a special education need or disability that includes learning difficulties, sensory impairments and mental health conditions.
- **Appearance or health conditions:** where an individual or group are targeted because of their physical appearance or a health condition, for example a disfigurement, a traumatic injury or severe skin condition.

- Home circumstances: where the motivation for bullying is based on the person's living arrangements, for example, young carers, children in care of geographic locality, i.e. where they live.

What bullying is not:

It is important to understand that bullying is not occasionally falling out with friends, name-calling arguments or when the occasional joke is played on someone. Children do sometimes fall out or say things because they are upset. When problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, teasing etc. While we recognise how upsetting these situations can be, it is our duty as educators to support our pupils as they learn how to deal with them and thus develop the social skills to repair relationships. It is bullying if it is done repeatedly and on purpose, with the intent to cause hurt. At Belgrave, we are committed to providing a caring, friendly and safe environment for all our pupils.

Role of Parents

Parents have an important part to play in our anti-bullying strategy. We ask parents to:

- Look out for unusual behaviour in your child – for example not wanting to attend school, feigning illness, disturbed sleep or seeming low in spirits.
- Always take an active role in your child's education: enquire how their day has gone, who they have spent time with etc.
- Read this policy and have a clear understanding of the definition of bullying
- The first port of call should be to meet with the class teacher, all expressions of concern will be taken seriously and investigated thoroughly, and bullying concerns will be shared with the senior leadership team.
- If parents continue to be concerned, contact should be made with the Headteacher or Deputy Headteacher.
- Further advice can also be found at www.beyondbullying.com

If you are worried that your child may be a victim of bullying behaviour, inform the school as soon as you can. Your complaint will be taken seriously and appropriate action will follow. Please do not approach any alleged perpetrator(s), either on or off school premises. It may be tempting to advise your child to fight back or to behave in the same way to the perpetrator(s).

In our experience, this rarely works. Reassure your child that it is not their fault they are being bullied. Reinforce the school policy on bullying and ensure your child is not afraid to ask for help. If you know (or suspect) your child is involved in bullying, please contact school.

Procedures for reporting and responding to bullying incidents

Allegations and incidents of bullying will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved. The following procedures are to be followed:

- Incidents of alleged bullying need to be reported to the child's class teacher or relevant team leader.
- The class teacher or team leader will investigate the incident fully.
- The problem will be identified and possible solutions suggested
- Appropriate action will be taken to end the bullying behaviour
- Depending on the seriousness of the problem, there will be further consequences.
- Support will be given to help the bully understand and change his/her behaviour.

- Parents of both bully and victim will be kept informed.
- If the bullying continues or in more serious cases of bullying, the perpetrator's parents will be invited into the school for a meeting to discuss the problem.
- All incidents of bullying will be recorded on CPOMs and Arbor system.
- In repeated or serious cases, the school may impose the following sanctions: lunchtime exclusion, fixed term exclusion or permanent exclusion.
- If the parents are not satisfied with the school's approach, they will be given the Rise Complaints Procedure. This can also be found on the school's website.

Strategies for the prevention and reduction of bullying

Whole-school initiatives and proactive teaching strategies are used throughout the school to develop a positive learning environment, with the aim of raising awareness and reducing the opportunities for bullying to occur. These include: PSHE lessons; taking part in national anti-bullying week; awareness through anti- bullying assemblies; Class Family Meetings/Morning meetings; Drama/roleplay activities; our school's Behaviour Policy.

Policy Review Date

	Date	Name of Owner/ Author
Authorised	August 24	Headteacher
Policy Reviewed	September 24	Governors
Next Annual Review Date	July 25	