



## **Mission Statement**

By living the faith now, we reflect on centuries of Christian village life in Heysham. Jesus said 'Let your light shine before others.' Like Saint Peter, we will be the rock on which our children can build their lives with their light shining brightly as part of St. Peter's family.

## **School statement on bullying**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

## **Aims and purpose of the policy**

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

This policy is to be read alongside -Behaviour Policy/Equality and Inclusion Policy

## **1. Definition of bullying**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)



- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

## **2. Reporting bullying**

If a child feels they are being bullied they should tell their class teacher or learning mentor.

### Reporting – roles and responsibilities

#### Staff

All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

All the class teachers are anti-bullying leads.

#### Senior Staff

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. The behaviour and pastoral lead has overall responsibility for anti-bullying.

#### Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration).

Parents and carers should support their child to report the bullying. The child's teacher is the first point of contact.

#### Pupils

pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

## **3. Responding to bullying**

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS
2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing the results.
3. Designated school staff will produce termly reports summarising the information which the Headteacher will report to the governing body through the HT report.
4. Support will be offered to the target of the bullying from a variety of adults depending on the nature of the bullying (learning mentor, class teacher) or through the use of restorative justice or other programmes.



5. Staff will proactively respond to the bully who may require support from the learning mentor or class teacher or through the use of restorative justice or other programmes.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

#### **4. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

#### **5. Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as CPOMS.

#### **6. Prejudice based incidents**

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

#### **7. School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. The policy is available on the school website.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.



- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE lessons provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes arranged by the learning mentor offer support to all pupils.
- Restorative justice systems provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. through the school council, worship leaders)
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

### **8. Training**

The Headteacher is responsible for ensuring that all school receive regular training on all aspects of the anti-bullying policy.

### **9. Monitoring the policy**

The Headteacher and anti-bullying lead are responsible for monitoring the policy on a day-to-day basis. They are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

### **10. Evaluating and reviewing**

The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly HT report. The governors are in turn responsible for evaluating the effectiveness of the policy via this report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 3 years.

Signed on behalf of the Governors	
Date	September 2020
Review Date	September 2023