



**St Christopher's School**  
**(including the EYFS, Before and After-School Care)**

**Anti-Bullying Policy**

***To be read in conjunction with our Behaviour Policy, E-Safety Policy, Staff Code of Conduct & Safeguarding Policy***

This document was drawn up having regard to the DfE document ["Preventing and Tackling Bullying", DfE, July 2017](#) and 'Cyberbullying: Advice for Headteachers and School Staff' (November 2014).

At St Christopher's ("the School"), our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to his/ her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other, inside and outside of School.

The School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school and at home, and that the School and parents co-operate closely together.

This policy is available to parents of pupils and prospective pupils on our website.

Bullying, harassment, victimisation and discrimination of pupils or staff will not be tolerated by the School. We treat all of our pupils and their parents fairly, and with consideration, and we expect them to respect the staff, the School and each other, in return. All forms of bullying are unacceptable at the School and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the Behaviour Policy.

**Aims**

- To raise awareness amongst pupils that we must respect all people no matter what their beliefs or persuasions are
- To raise awareness amongst pupils and parents about bullying behaviour and that they should report bullying, including when they find themselves as by-standers (as a by-stander a person has the responsibility to report immediately what he/she has witnessed)
- To raise awareness about the school's attitude to bullying behaviour via the anti-bullying policy
- To challenge attitudes about bullying-type behaviours and help build an anti-bullying ethos in school
- To raise awareness that hurtful behaviour in young children can develop into bullying in older children
- To prevent pupils being subjected to radicalisation (as part of the Prevent duty of all schools, following the Counter-Terrorism and Security Act 2015 – see Safeguarding Policy)
- To foster a positive caring atmosphere
- To always ensure good supervision in all areas of the school so far as is reasonably practical, including off-site visits and clubs

- To raise staff awareness by involving them in training
- To talk openly about bullying with the children so that they can understand the feelings of someone who is being bullied and learn to deal with bullying

### **Objectives**

- All governors, staff, parents and pupils understand what bullying is
- All governors, teachers and non-teaching staff know what the school policy is on bullying, use it to help prevent bullying and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arise
- Pupils and parents should be assured that they will be supported, and given appropriate counselling, if necessary, when bullying is reported

Bullying is defined as behaviour, which is:

- Being deliberately hurtful to others (physically, emotionally, mentally or through exclusion)
- Usually repeated over time
- Difficult for those being bullied to defend themselves against. This includes;
  - racist, cultural, sexist and homophobic bullying
  - bullying based on being lesbian, gay, bisexual or transgender
  - cyber-bullying, e.g., via mobile phones, social media, text messaging, websites, photographs and e-mail or bullying because of a person's special educational need or disability
  - bullying someone because he/she is adopted or a carer
  - bullying someone because he/she is a Looked After or Previously Looked After child.
- Frightening someone into doing something he/she does not want to do
- Invading someone's personal space to make him/her feel uncomfortable or unhappy
- Taking or damaging someone's property
- Spreading rumours about someone

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, July 2017). Although bullying is noted usually to be repeated over time, the school will, where appropriate, take action in response to a single incident and keep an appropriate record.

Staff are aware that child-on-child abuse, including upskirting, is closely allied with bullying and that initiation ceremonies may also have the effect of causing harm, embarrassment or physical or emotional distress. Staff work to raise the pupils' awareness of the potential damage of such incidences in order to minimise their occurrence. Any such issues will be dealt with in accordance with this policy.

As noted in the DfE Guidance 'Behaviour and Discipline in Schools', the headteacher has the authority to take disciplinary action in relation to events which take place away from the school premises (refer to the Behaviour Policy for further details). In this respect, the school will take seriously and respond appropriately, in accordance with this policy, to reports of bullying, including cyber-bullying, which take place away from school.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents

As a statutory requirement, the Anti-Bullying Policy is available to parents of pupils and prospective pupils via the school website. Its content and implications are discussed with pupils, for example, in lessons, assemblies and other relevant occasions.

### The Protected Characteristics

Equality Act protects people against discrimination because of the protected characteristics. In the Equality Act, the nine protected characteristics are defined as:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We recognise that people who have a protected characteristic may experience an additional vulnerability to being bullied. Throughout the curriculum and co-curriculum and, in particular, through PSHE/PSED (JIGSAW) programme, Staff work to develop a sense of tolerance and respect towards people who have a protected characteristic, in line with the school's promotion of fundamental British values. Any bullying based on a protected characteristic is taken very seriously. The school's log of bullying incidents enables any issues arising out of a protected characteristic to be identified and characterised to facilitate the monitoring of patterns or trends, the school's success in its anti-bullying strategies and its active promotion of the pupils' well-being.

Cyber-bullying is perpetrated via a technological medium, e.g. using social media. It can be an extension of 'face-to-face' bullying, with technology providing the bully with another route to harass their target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience, and that it can take place at any time of the day. It takes different forms;

- threats and intimidation
- harassment
- cyber stalking, e.g. repeatedly sending unwanted texts, defamation
- exclusion or peer rejection
- impersonation
- circulation of private information or images.

Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyber-bullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyber-bullying; those who have been bullied can go on to do the bullying themselves. Further information can be obtained from Cyber Bullying: Advice for Headteachers and Staff (2014).

## **THE SCHOOL'S RESPONSE TO BULLYING**

At the School, we always treat bullying very seriously. It conflicts sharply with the School's social and moral principles, and potentially with its policy on equal opportunities, and will not be tolerated. When incidents of bullying do occur, they are dealt with quickly and taken seriously. The School will never dismiss bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

The School understands that bullying can be so serious that it may cause physical, emotional and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the School's first priority, however, the School acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the Behaviour Policy. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, upskirting and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

Bullying which occurs on School trips or outside of the School's premises will not be tolerated any more than bullying on School premises. Teachers will, where appropriate, discuss with parents' extreme misbehaviour reported outside School premises and outside School hours.

**We have zero tolerance to bullying in our school and we ensure that bullying is prevented as far as reasonably practical.**

### We believe that:

- bullying behaviour is unacceptable anywhere in our school community
- bullying can have a devastation effect on victims, possibly causing psychological damage and even suicide
- bullying is a deliberate behaviour
- bullying is not restricted to children and can happen in the workplace
- bullying can take many forms: physical contact, intimidation, exclusion, comments, interference with property and cyber-bullying
- we have to be alert to the fact that bullying may take the form of abuse by one or more pupils against another pupil and will require immediate action like any child protection disclosure/suspicion, as set down in our Safeguarding Policy
- silence and secrecy nurture bullying
- there is no unique collection of characteristics that adds up to a bully to be effective in dealing with bullying we need to work with victims, perpetrators and their parents
- not all aggression is necessarily bullying.
- records must be kept so that it is easy to report bullying, including cyber-bullying outside school and to evaluate the effectiveness of our approach to bullying issues

### We endeavour to:

- educate in order to prevent bullying
- create an ethos where bullying is spoken about openly
- make known ways in which victims can seek help within school
- take all complaints of bullying seriously
- thoroughly investigate all suspected cases of bullying and react in a reasonable, proportionate and consistent way
- act promptly to de-escalate and stop any continuation of harmful behaviour
- keep parents of victims and perpetrators fully informed and, where necessary, trigger sources of support from outside agencies
- raise awareness of staff through training to promote the effective implementation of this policy

### We do this by:

- using assemblies and PSHE/PSED, especially Jigsaw, assemblies and circle times, to discuss bullying: prevention and 'what to do if ...'
- using stories to inform the children about bullying
- providing training for staff, including annual updates regarding e-Safety
- being aware of 'hot spots' for potential bullying, e.g., the playground
- providing a Blue Bench together with monitors, to support lonely or concerned children
- listening to children and taking them seriously
- teachers knowing the children in their class and being alert to signs and symptoms
- staff sharing knowledge/concerns about individuals during staff meetings
- making our policy known to parents
- providing procedures to be followed
- keeping up to date with advice, guidance, and support materials
- having knowledge of support available from outside agencies
- keeping up-to-date records in our Bullying Incident Log
- providing annual Safer Internet Guidance to both children (Safer Internet Day) and parents (Information Evening) to highlight and consolidate school practice, whilst sharing discussing current research
- providing a Good Digital Citizen programme for Year 2 children

## **Procedures**

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School. Our PSHE/PSED JISGAW programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce messages about community involvement and taking care of each other. It focuses on the importance of equality and diversity and pupils are encouraged to avoid prejudicial and exclusionary language. We also proactively promote teamwork. We value and reward caring, considerate behaviour. We discuss bullying in PSHE lessons. So that it is easy to report bullying, including cyber-bullying and bullying outside school, we keep a record of all incidents and reflect on these to recognise patterns and identify offenders.

Children should:

- support other children when they need help
- never join in with bullying or go along with it
- say "no", "stop it", "go away"
- tell their teacher, Headteacher or parent if they feel they are being bullied
- tell their teacher, Headteacher or parent if they know of another child being bullied.

Parents should:

- listen to their children
- take all allegations seriously
- promptly discuss any concerns/suspicions with their child's teacher or Headteacher
- keep an open mind until all the facts are established
- remember not all aggression is necessarily bullying
- avoid taking matters into their own hands
- never tackle the alleged perpetrator
- work with the School to resolve/monitor the situation
- inform the School if their child has been bullied in other situations away from school

Staff should:

- be aware that children with SEND may not have the confidence or understanding to recognise or report bullying
- be aware of pockets of the playground where all children, including those with SEND may be isolated and subject to bullying
- include topics on bullying, valuing differences and teamwork in the curriculum
- be alert to possible bullying
- listen to children
- take all allegations/complaints seriously
- record all reported or observed incidents of bullying in the **Bullying Incident Log** (see Appendix 2) so that patterns may be identified
- have no preconceived ideas about any parties possibly involved
- investigate all complaints thoroughly
- inform the Headteacher
- devise strategies and action for the bully and victim with the Headteacher
- involve and inform parents of all children concerned
- implement and monitor agreed action plans
- in cases of cyberbullying, preserve evidence by keeping a diary of events, including date, time and site information. The Headteacher will inform the police either via a police station or by contact CEOP ([www.ceop.police.uk](http://www.ceop.police.uk)). See also the E-Safety Policy

## **Action Plan for Dealing with reported Bullying**

We acknowledge that every action plan will vary according to the circumstances of the bullying. Every action plan must, however, lay down how the victim is to be supported and protected and clearly state the steps to be taken with the bully including possible future action. Any action plan will broadly follow these steps but not necessarily in this order. The teacher of the victim, with the knowledge of the Headteacher, should drive the action plan.

### **Step 1**

Reassure the person who disclosed the possible bullying and thank them for bringing it to your notice. Reassure the victim that you will support them and inform them what will happen next.

### **Step 2**

Teacher of the victim to fill out Bullying Incident Log and **inform the Headteacher**, then set up protection for the possible victim. This should be done so that only staff and the victim are aware and could take the form of a general staff alert and/or giving the victim help routes.

### **Step 3**

Promptly investigate the allegation without prejudice. The investigation should start with the victim and include interviews with any possible child witnesses, parents and staff, as well as those involved. Check for other recorded incidents. Inform parents of the victim.

### **Step 4**

Discuss the outcome of the investigation with the Headteacher. Agree next steps.

### **Step 5\***

Headteacher or teacher of perpetrator(s), bystander(s) and accessories to inform their parents. Remember this will most likely come as a shock and be difficult for the parents to accept, so be sensitive. Stick to facts and avoid judgements.

### **Step 6\***

Inform the parents of the victim what the school is planning to do.

### **Step 7\***

Inform the perpetrators of any immediate sanctions. Also inform the perpetrators of future sanction should behaviour be repeated, emphasising the School's 'zero tolerance' policy towards bullying.

### **Step 8\***

Inform the victim of sanctions against the perpetrators. Support the victim with strategies to deal with any possible future incidents. Emphasise that teaching staff will always support them and the School will not tolerate bullying. Inform the parents of suggested strategies and offer them book lists to help discussion of bullying with their children.

### **Step 9\***

Monitor the situation and feedback weekly to involved parents and children. Continue to make the victim feel safe and rebuild their confidence and resilience.

**\* To emphasise the serious view taken by the School to bullying, the Headteacher will usually take over steps 5 to 8.**

## **Sanctions**

These will be tailored to the individual circumstance but may include missing playtimes or being closely supervised during times when bullying occurred. Sanctions in the school area are always, when possible, stepped to give the offender the incentive to improve and to show that we believe they can behave well.

If at any time behaviour recurred, the sanctions would be re-instated.

We always expect success, but it should be noted that the School does take bullying seriously. Persistent bullying, along with lack of support and co-operation from the parents of the perpetrator could result in fixed-term or permanent exclusion from School. **Please refer to our Behaviour Policy and our Exclusion Policy.**

Signed	<i>K Park</i>	May 2022
	Mrs K Park Chair of Governors	

Signed	<i>A C Thackray</i>	May 2022
	Mrs A C Thackray Headteacher	

Reviewed	May 2022
Previous review	September 2020
Next review	June 2024



## **Appendix 1**

### **Useful Information and Resources for Staff and Parents**

[Anti-bullying Alliance](#)

[Educate Against Hate](#)

[Kidscape](#)

[Advice for parents on cyberbullying](#) – from the DfE

Cyber bullying: DfE guidance (Cyberbullying Advice for Headteachers and School Staff)

ChildNet International ([www.childnet.com](http://www.childnet.com))

CEOP's [Thinkuknow website](#)

Digizen ([www.digizen.org](http://www.digizen.org))

UK Council for Internet Safety (UK council for internet safety)

[The UK Safer Internet Centre](#)

[DfE Guidance: \(The use of social media for on-line radicalisation\)](#)

## **Appendix 2**

### **BULLYING INCIDENT LOG**

<b>Date</b>	<b>Child/Children involved</b>	<b>Description of Incident</b>	<b>Action Taken</b>	<b>Follow-up</b>