Anti-Bullying Policy
St Peter's Catholic Primary School

Approved by:	Children & Learning Committee	Date: 20th October 2025
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Contents

1. Mission Statement

St Peter's – building firm foundations for life
• We care for others
• We achieve our best
• We grow in faith

2. Vision Statement

As a Catholic School, St Peter's provides an education, which is based on Gospel values. These recognise the unique worth of each individual.

This policy underpins these core values on equality of opportunity, fairness and dignity.

Bullying is unacceptable in the school's community. This applies to governors, staff and pupils in their relationship with each other as well as governors and staff with parents/carers.

In upholding and developing the distinctive ethos of a Catholic School, St Peter's promotes through education an inclusive society in which discrimination, harassment and victimisation are known to be unacceptable and alien to Gospel values.

At St Peter's Catholic Primary School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, this includes developing an understanding of issues relating to safety, such as bullying. We want children to know how to keep themselves safe and to feel confident to seek support from adults in school should they feel unsafe:

3. School Aims

> To follow the principles of our Catholic Faith in order to prepare the children to become positive and caring members of our society with a moral responsibility towards each other.

> To encourage an awareness of God's Presence in each other.

> To help each individual acquire the knowledge and skills necessary for the next stage of education.

> To provide a structured and well-balanced curriculum which will enable all pupils to progress at a desirable rate within their ability range and strive to enable them to reach their full potential.

> To develop an orderly atmosphere, where industry, self-discipline and an acceptable level of independence are expected.

> To foster home, school and parish links.

4. School Values

At St. Peter's, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school.

The whole staff team, parents and pupils are involved in promoting values and recognizing where others are 'living the values', outside of the school site.

A values-based approach to behaviour for learning, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

These values are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We encourage pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and emotionally intelligent civilized adults.

5. Policy Development

This policy was formulated in consultation with input from members of staff and the school council.

Pupils contribute to the development of the policy through the School Council, circle time discussions and assemblies. We have a set of school rules that underpin class rules and class code of conduct. We have a whole school behaviour policy which promotes positive behaviour.

Parents/carers will be encouraged to contribute at parent meetings.

5.1 Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Diocese. Local Authority and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for, the implementation and monitoring of this policy.

The Anti–Bullying Co-ordinator in our school is: Lisa Kelly.
The Anti-bullying Governor is: Laura Jackson

Whose responsibilities are:

> Policy development and review to involve pupils, staff, governors, parents/carers and relevant local agencies.

> Implementing the policy and monitoring and assessing its effectiveness in practice.

> Ensuring evaluation takes place and that this informs policy review.

> Managing bullying incidents.

> Managing the reporting and recording of bullying incidents.

> Assessing and coordinating training and support for staff and parents/carers where appropriate.

> Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti-Bullying and Behaviour is: ……….

5.2 Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007)

5.2.1 How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour

> There is a deliberate intention to hurt or humiliate.

> There is a power imbalance that makes it hard for the victim to defend themselves.

> It is usually persistent.

> We use the acronym STOP; – **S**everal **T**imes, **O**ften, on **P**urpose

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent (as in 1 and 2 above). This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

5.2.2 Definitions of bullying behaviour

> Physical Bullying: Physical bullying is using one's body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.

> Verbal Bullying: Verbal bullying is when an individual uses verbal language (e.g, insults, teasing) to gain power over his or her peers.

> Relational Bullying: Relational Bullying is a form of bullying common amongst youth, but particularly so among girls, and involves a bully trying to hurt a peer and/or that peer's standing within a particular peer group. Relational bullying can be used as a tool by bullies to both improve their social standing and control others.

> Cyberbullying: There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

  o Harassment: This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

  o Denigration: This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps, this includes altering photos of others and posting online for the purpose of bullying.

o Flaming: This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

o Impersonation: This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.

o Outing and Trickery: This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

o Cyber Stalking: This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

o Exclusion: This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

> Homophobic Bullying: Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. Victims may be male or female. What distinguishes it from other forms of bullying is the language that is used. Words (such as "gay" and "lesbian") which were formerly descriptive but which now may be used as general insults.

> Sexist Bullying: Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Young people's expectations and attainment can be limited by sexist attitudes. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

> Transphobic Bullying: Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is as an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

> Racist Bullying: Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

If you would like to know more about these types of bullying please visit:

https://antibullyingsoftware.com/what-is-the-definition-of-physical-bullying/
http://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/
https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents

5.3 What Does Bullying Look Like

Bullying can include:

> name calling

> taunting

> mocking

> making offensive comments

> physical assault

> taking or damaging belongings

> cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet

> producing offensive graffiti

> gossiping and spreading hurtful and untruthful rumours

> excluding people from groups.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

5.4 Why Are Children and Young People Bullied?

Specific types of bullying include:

> bullying related to race, religion or culture

> bullying related to special educational needs or disabilities

> bullying related to appearance or health

> bullying relating to sexual orientation

> bullying of young carers or looked after children or otherwise related to home circumstances

> sexist or sexual bullying.

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

> young people

> young people and staff

> between staff

> individuals or groups.

5.5 Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, attention seeking, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. There may also be physical evidence such as unexplained bruising or grazes.

All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy and also the school's Safeguarding and Child Protection policy.

6. Reporting and Responding to Bullying

St Peter's has clear and well publicised systems, for the whole school community (including staff, parents/carers, children and young people) to report bullying; this includes support for those who are the victims of bullying or who have witnessed bullying behaviour (bystanders).

The school also has a role to respond to and support bullying incidents outside of school which may then affect children's wellbeing during the school day.

7. Reporting Incidents

Children:

> Report the incident immediately to an adult in charge or identify an adult you feel comfortable talking to (class teacher, Mrs Walsh or Miss Latham).

> It is also the responsibility of any witness to report the incident immediately to the adult in charge and/or the class teacher.

> The teacher/adult will then investigate the allegation and pass this information on to the class teacher or Anti Bullying Co-ordinator.

> When incidents arise all children (including witnesses) may be interviewed without the parent/carer being present. This is to inform the Headteacher's / staff's decision about action resulting from the incident. Witness accounts may not necessarily be shared with other parties.

> A clear account of the incident will be recorded on CPOMS by the adult the child spoke to, who will then alert the class teacher and Anti-Bullying Coordinator. Parents and other relevant staff will be informed.

> Any disciplinary measures will be carried out in accordance with the Behaviour Policy.

> The class teacher and the Anti-Bullying Coordinator will routinely monitor the victim to ensure that the child has recovered and is happy. (See Appendix 1 – Flow chart of timescales).

Parents/Carers

> Speak to the class teacher about the incident. Parents/carers can contact the school office to arrange a meeting.

> Class teacher will log the details of the incident on CPOMS and pass to the Anti Bullying Coordinator, phase leader or a member of the senior leadership team as appropriate.

> If the incident requires following up, the Anti Bullying Coordinator will speak to the parties involved in line with our anti-bullying and restorative procedures.

> If parents are not satisfied with how the class teacher has managed the incident they can speak to the Headteacher.

> If parents are not satisfied with how the incident has been managed, they can follow the complaints procedure on the school website.

Staff and visitors:

> Speak to the Anti Bullying Lead who will log any incidents and if the incident requires following up, they will speak to the parties involved in line with our anti-bullying procedures.

8. Pupils Who Have Been Bullied:

Will be supported by:

> Offering an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice.

> Reassuring the pupil.

> Encouraging their friends to be supportive.

> Circle time discussion.

> Time out.

> Restorative Approach.

> Activities to restore self-esteem, confidence and to build resilience.

> Offering continuous support, including possible interventions provided by the school (through our own wellbeing offer of interventions).

9. Pupils Who Have Bullied:

Will be supported by:

> Discussing what had happened.

> Discovering why the pupil became involved.

> Establishing the facts of wrong doing and the need for change.

> Creating an opportunity to acknowledge wrong doing and to make amends.

> Informing parents/carers to help change the attitude of the pupil.

> Referral to outside agencies if appropriate – CAMHS or Behavioural Support.

10. Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff/class teacher who deals with the incident and this will be recorded on CPOMs and be alerted to the Anti-Bullying Lead.

The '5 Magic' Questions used in a Restorative Conversation:

> What Happened?

> What were you thinking?

> How were you feeling?

> Who else has been affected by this?

> What do you need to do now, so that the harm can be repaired and positive relationships can be restored?

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, to sustain a more inclusive ethos across the school community.

11. Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at St. Peter's Catholic Primary School have developed the following strategies to promote positive behaviour and discourage bullying behavior.

> Involvement in Personal, Social, Health and Citizenship Education (PSHCE) lessons.

> Anti-Bullying week during the Autumn Term.

> Specific curriculum input on areas of concern such as Cyberbullying and internet safety in computing lessons.

> School Council

> Play leaders.

> Playground Buddying.

> Parent information.

> Staff training and development for all staff.

> Restorative Approach.

> Counselling and/or mediation schemes.

12. Links with Other Policies

> Behaviour Policy.

> Safeguarding and Child Protection Policy.

> Online Safety Policy

> Special Educational Needs and Disability Policy.

13. Reference Documents and Related Policy/Guidance

> Surrey CC documentation – *responding to concerns about Surrey CC schools p34 – p36, Parent's guide to tackling bullying in schools.*

Safe to Learn- DFE Guidelines:

> Embedding anti-bullying work in schools – DFE-00656-2007

> Homophobic bullying – DFE – 00668-2007

> Cyberbullying – DFE – 00658-2007

> Bullying Involving Children with Special Educational Needs and Disabilities – DFE 00372-2008

> Cyberbullying - supporting school staff: https://www.childnet.com/ufiles/4-Cyberbullying-Supporting-School-Staff.pdf

Appendix 1: St Peter's Catholic Primary School Concern Flow Chart

Incident(s) Reported
Recorded by adult who child spoke to
(include age, place, time, type of incident on
CPOMS, alert Anti-Bullying Coordinator)

Parents and students involved/informed
Phase Leaders/Teacher/TA informed
SLT informed
Governor informed if race or hate

1 School Day

Investigation
Facts established; students involved spoken to
separately

Parents and students involved/informed
Phase Leaders/Teacher/TA informed
SLT informed
Governor informed if race or hate
Recorded by investigator on CPOMS, alert Anti-
bullying Coordinator

Up to 3 School Days

Action (Short Term)

Restorative approach: Hold students
to account and agree actions:
Pair, Group, with parents, with police as
necessary.

Sanctions may include:
Reprimand, Social Time Removal, Seclusion,
Exclusion, Contract, Police Involvement if
necessary.

All Parents and students involved informed of action.
SLT Lead informed.
Governor informed
Actions recorded on CPOMS

Action (Longer Term)

- Self-esteem and relationship support
- Older student mentor assigned
- Counselling, liaison with outside agencies
  if necessary

Issue Resolved

**CHECKING and FOLLOW UP (with parents and
children – victim and perpetrator)**

After 1 week	Class teacher to call parents and speak to victim/s and perpetrator/s
	Class teacher to alert Anti-Bullying Coordinator that this has happened via CPOMS
After 4 weeks	Anti-bully coordinator call parents and speak to victim/s and perpetrator/s
After 3 months	Independent check by Governor and report to full governing body.

**If checking shows unresolved issue it gets investigated for
more action.**

Zero tolerance Anti-Bullying Culture

School ethos and values-based approach

Who to contact:
- **Parents**
- **Midday Supervisors**
- **Class teacher**
- **Phase Leaders**
- **Member of SLT**
- **Mrs Kelly**

Whole school pro-active strategies

School ethos and values based approach
Curriculum and PSHCE lessons
Anti-Bullying Week and events throughout year
Relevant information available to parents

Complaint?

head@stpeters-leatherhead.surrey.sch.uk