



St. John with St Augustine **CE Primary School** **Anti-Bullying Policy 2024**

Our Christian Vision

With God's help, together, we aspire, achieve and believe.

We will provide a curriculum and experiences within God's wonderful world and prepare our school family for their life journey. We want all of our pupils to achieve and become the person God wanted them to be.

We hope to foster confidence, delight and discipline in seeking wisdom, knowledge, understanding and skills in order to shape their lives. Together, as a nurturing Christian school, our goal is to encourage each other to believe in ourselves. With Jesus' help we will promise to make a positive difference through our Christian values.

Anti-Bullying Lead: Mr Proctor

Anti-Bullying Training Champions: Mrs McLeod, Miss Middleton

At St John with St Augustine Primary School we want to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our anti-bullying policy has been created with contributions from children, parents, staff and governors, considering their thoughts, opinions and ideas.

We promote an "It's OK to tell" approach in school, where children know that they will be listened to and taken seriously.

AIMS

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We want to promote positive and respectful behaviour and strive to :

- Prevent bullying
- Deal with cases of bullying in an effective way which has a long term impact
- Provide information to parents/carers and children in a way that will reassure them that issues are being dealt with.

To ensure that there is a clear understanding and actions of Peer to Peer abuse.

Child on Child Abuse

Children can abuse other children (often referred to as Child on Child abuse), and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is likely to include but not be limited to: Different types of bullying?

Whole school strategy Child on Child abuse

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). What staff should do if they suspect Child on Child abuse
- It is important if staff have any concerns regarding Child on Child abuse they should speak to the designated safeguarding lead and record all concerns on CPOMs.

DSLs: Mark Proctor, Lynn Mortimer, Sarah McLeod, Clare Martin.

What is bullying?

Children at St John with St Augustine's think bullying is....

When someone repeatedly hurts someone else, physically, mentally or emotionally.

When someone is repeatedly mean to another person.

When someone purposely targets the same person in a hurtful way either physically or emotionally.

When someone constantly carries out a hurtful act towards someone else, and the targeted person can't defend themselves.

Trying to get someone to fight.

The children think that bullying is when one thing or a number of different things are done to the same person regularly.

The staff in school agree and think that bullying...

Is a repeated or deliberate act which causes distress, embarrassment, physical harm or humiliation to another person who finds it difficult to defend themselves.

Bullying can result from a perceived imbalance of power whereby one party feels superior in some way to another and uses this to intimidate them, and takes place over a period of time.

Children agree that the following may not necessarily be bullying:

When someone hurts someone by accident.

When children have a disagreement or argument.

When someone is angry and says something hurtful that they shouldn't have said.

When someone doesn't want to play with you.

When someone has hurt you once.

When someone has hurt you during rough play.

When people argue because they have different opinions.

Sending one nasty message.

Swearing.

Although the things above may not be perceived as bullying, we recognise that they can still be hurtful and upsetting and adults in school will deal with them in line with our school behaviour policy if felt necessary.

Different types of bullying

Bullying can come in many forms and the list below is by no means exhaustive...

Ganging up on people – when a number of people unite against an individual or group in an intimidating way or purposely exclude them from groups.

Rumours – spreading rumours about someone which is going to be hurtful or embarrassing.

Stealing , hiding or damaging possessions.

Cyber bullying – by text/messaging/gaming sites/social media.

Physical name calling – calling an individual/their friends/family in a way that causes them to be upset.

Peer pressure-forcing people to do things to 'fit in'.

Racism- targeting someone because of their race, ethnicity, nationality or colour.

Purposely isolating someone. Targeting someone because of their appearance. Targeting someone because of their personality.

Preventative Strategies

We feel that it is important that any individual/group of children who have displayed behaviour which can be considered as bullying are supported in a way that will prevent them from repeating the behaviour.

This may be done through:

- Personal Social Health Education (PSHE) lessons or class discussions.
- Regular discussions in class/assemblies about bullying to encourage all children to let an adult know if they or anyone else is being bullied.

- We endeavour to provide children with a playground environment, which will help prevent them from being bored and thus reduce the likelihood of bullying.
- All staff will be made aware of what is happening in their classrooms or in the playground.
- Non-teaching staff and lunchtime supervisors are to be made aware and have training in what constitutes bullying behaviour and how to deal with it, should it occur.
- Each year an Anti-Bullying week takes place and concludes with a Be Lovely and Understanding to Everyone (BLUE) Assembly.
- Restorative work with staff and role reversal activities where they get to hear about how it feels from the other side.

Communication

Children are often reluctant to disclose information regarding as they may fear retribution and being accused of 'telling tales'. We promote an ethos of openness where children will trust adults with information about inappropriate behaviour.

- **We promote an "It's OK to tell" approach in school, where children know that they will be listened to and taken seriously.**

An open environment is one where all members have responsibilities towards each other, which may involve disclosing information about themselves being bullied, or if they are aware of others being bullied.

Encouraging communication and reminding children that they need to talk and let adults know about things which are making them unhappy is essential. Children should be aware that all adults in school are here to help.

Procedures for dealing with incidents

- If a child feels they are being bullied they should inform a member of staff.
 - The teacher should listen carefully to all accounts and not make premature assumptions.
 - The teacher will make notes and inform the SENCo, Deputy Headteacher and Headteacher.
 - The teacher will adopt a problem solving approach and ask the child what he/she wants to happen.
 - The teacher will then together with the child agree the next steps to be taken.
 - School will keep a register of all bullying incidents so as to monitor the situation. This will also be noted on the school CPOMS system.
 - Follow up any incidents repeatedly, ensuring bullying has not re-occurred.
 - Bullying incidents will be dealt with firmly and swiftly.
 - All incidents will be noted at Safeguarding Weekly Meetings and the CPOMS system.
 - One off incidents will be dealt with in line with our See Behaviour Policy.
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- **Parents will be involved if there are repeated incidents of bullying that result in damage to property or person. The matter should be reported to and dealt with by the Headteacher and/or SENCo.**

POLICY REVIEW:

This policy will be reviewed every year

Date reviewed: May 2025

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governor's Committee)

