



St Gabriel's CE Primary School

Anti-Bullying Policy

Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Self-belief CourAge ResIlience AmbiTion HArmony

“Stand firm... be courageous” 1 Corinthians 16:13

Policy Reviewed: Summer 2023 (in conjunction with the Behaviour & Discipline Policy)

Next Review: Spring 2026



St Gabriel's C of E Primary School Anti-Bullying Policy

We are committed to providing a caring, friendly and safe environment for all our children to enable them to learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur our children should know they are able to tell an adult and that incidents will be dealt with swiftly.

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying, towards anyone in the school, are regarded as unacceptable. The school will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting would be done, as required, by the Head teacher to the Governing body on a termly basis. Serious incidents would be reported to the Local Authority.

The Governing Body and staff at St Gabriel's Primary School are firmly opposed to all forms of bullying. Each pupil has a right to enjoy an education free from fear and distress.

Aims of our policy

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To reduce and, if possible to eradicate instance of all type of bullying.
- To clarify the reporting processes.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

What is bullying?

Bullying will be defined by different people in different ways, therefore it is important to have a common definition on bullying, which everyone in school understands and accepts.

Bullying is a form of **child-on-child** abuse. Appendix 1 includes details of child on child abuse as stated in our Safeguarding Policy.

Bullying can be defined as "deliberately hurtful behaviour, repeated over a period of time and involves an imbalance of power, leaving the victim feeling defenceless." The Anti-Bullying Alliance defines bullying as: *"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power"* (2015).

It can happen face-to-face or through cyberspace (on-line, via social media or texting).

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several
Times
On
Purpose

The main types of bullying can be identified as:

- **Physical** – kicking, hitting, pushing, taking belongings
- **Verbal** – name calling, taunting, making offensive comments (including **racial** comments)
- **Indirect** – excluding people from groups, spreading hurtful and untruthful rumours
- **Cyber bullying** – the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else.
- **Sexual** – suggestive sexual comments or innuendo including offensive comments about a person's sexuality; or sexual language designed to humiliate or intimidate.
- **Homophobic** – motivated by a prejudice against homosexual or bisexual people.
- **Prejudice-based** – against any protected characteristic
- **Discriminatory** – behaviour to exclude/belittle based on eg racial characteristics

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

Bullying or falling Out?

Research by Childline has shown that the bully tends to focus on the younger, smaller, timid child whom they perceive as different. A “bossy” child will boss whoever is around at the time and will, in time, grow out of their bossiness as they become more self-controlled and learn social skills of negotiation and compromise. By contrast, the bully increasingly relies on force and threat.

There are instances when children disagree and fall out, resulting in name-calling and telling tales. Such behaviour, while unacceptable, does not constitute bullying.

Cyber bullying

This can be defined as the use of information technology, particularly mobile phones and the internet, to deliberately upset someone.

These methods should be sustained over a period of time to be seen as bullying. This may take various forms; threats can be sent through the use of mobile phones. Unwanted text messages, email, comments on websites, social network sites or message boards.

There are some aspects of cyberbullying that are different to other forms of bullying, these being:

- It can be an invasion of home and personal space and can be perpetrated at any time.
- The audience can be large and reached rapidly.
- People who cyberbully have a perception of anonymity.
- Bystanders to cyberbullying can easily become perpetrators by passing on messages.
- The profile of the bully and the target can be different; cyberbullying can take place both between peers and across generations. Teachers can also be targets.

Racial Harassment / Discriminatory or Prejudiced-based bullying

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are

made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed.

Any incidents are recorded on CPOMS and reported at governing body meetings.

Recognising signs of bullying

Someone who is being bullied may:

- be frightened of walking to or from school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- begin doing badly in school work
- have unexplained bruises, scratches, cuts
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself
- be afraid to use the internet or mobile phone
- give improbable excuses for any of the above

Action to Combat Bullying

Staff must investigate each and every incident or complaint. Often, if it is not bullying, it can be sorted to everyone's mutual satisfaction. The emphasis should be on vigilance by staff and other adults to ensure that bullying does not take place. It is vital that all allegations of bullying are taken seriously and action is taken. Very often, to bring such incidents to the attention of an adult has taken great courage on the part of the victim. To have the incident dismissed or forgotten about can give the message that bullying is acceptable or not important.

It is important for both victims and witnesses to recognise that the notion of "telling" is not "sneaking". Silence and secrecy nurture bullying.

There is no typical "bully" and it is important that we do not have any preconceptions, or we may not recognise incidents of bullying. However, there are typical characteristics of bullying:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little self-control.
- Bullies tend to lack empathy – they cannot imagine how the victim feels.
- Bullies tend to lack guilt – they rationalise that the victim somehow deserves to be bullied.
- A successful bully will carry on bullying.

Where bullying does occur, adults must ensure that the victim is supported. As a school we encourage children to speak out. If a child has the courage to speak out, we should take steps to stop the bullying from continuing.

Whilst at St. Gabriel's we accept that those who bully need our help, they must learn to accept the consequences of their actions. If necessary, parents will be invited to discuss incidents with the Head teacher and a constructive plan of action will be drawn up.

How we prevent bullying in school

Prevention of bullying

We aim to create a culture and a community in which established standards of behaviour are clearly upheld and respected; a culture in which bullying is effectively diminished.

Bullying is discussed with children during PSHE, Circle Time, class and whole school Collective Worship, so that all children are aware what bullying is and that it will not be tolerated.

Strategies to do this include:

- Establishing a strong Christian ethos that promotes friendship, tolerance and respect, including respect for difference and diversity.
- Agreeing on an anti bullying policy with all stakeholders, that embraces and promotes tolerance and respect.
- Setting and communicating clear standards of behaviour.
- Having clear procedures for staff and children to report incidents of poor behaviour.
- Providing regular training for staff.
- Promoting an ethos of positive behaviour in which children feel confident to communicate their concerns to an adult.

Guidance for all staff

At St. Gabriel's School we aim to combat bullying through:

- Encouraging children to report incidents
- Taking action
- Monitoring those identified at risk
- Working with children to make bullying unacceptable to all
- Modelling positive relationships between adults.

In cases of reported bullying staff should:

- Take the incident or report seriously and inform a senior member of staff in order that a full investigation can take place as quickly as possible.
- Reassure the victim and offer help
- Ensure that the bully recognises the full impact and consequences of their actions – both for their victim and for themselves.
- Explain clearly the punishment being given and why it is being given.

Prevention of cyberbullying

The school aims to prevent cyberbullying through discussions with pupils about their responsibilities in their use of ICT. These discussions not only take place in ICT lessons, but also form part of wider discussions across the curriculum.

The school has an Online Safety policy and an ICT & Internet Acceptable Use policy, along with Code of Conduct Guidance. These policies give guidance to staff on the acceptable use of the internet and when elements of internet safety are taught.

The school shares information about the safe use of technology through school newsletters and the school website. We aim to promote a positive view of technology in school, where it is used to support engaging, positive and effective learning. We aim to use computers in safe ways to support pupils self-esteem, encourage participation and to develop friendships. As we do this we will always refer back to appropriate use of the internet and online safety. Attention will be drawn to appropriate use of mobile phones, instant messaging, chat rooms, email and social networking sites. The use of unrestricted chat rooms and social networking sites is not allowed in school.

Implementing anti-bullying across school

St Gabriel's has firmly established standards of behaviour that are expected to be met by all children. Across school, any words, behaviour or actions that may be interpreted as bullying are explained and discussed in order to teach what is and is not acceptable behaviour. Opportunities to do this include worship (whole school and class), lessons (including RE and those in which elements of personal, social and health education are taught). The most effective opportunities are those taken in day to day dealings and relationships with children.

We can also address anti bullying issues through:

- Keeping Safe Week
- The Children's Pocket Book Guide to School
- Circle time activities
- Multi agency working
- Life Education Van

Role of the Headteacher and the Governing body

The school will fulfil its legal duty of care to ensure its pupils do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the Headteacher to the governing body when required.

Policy scope and coverage

This policy covers all incidents of bullying when children are in our care e.g. school site, school web sites, school visits, trips and extended school programmes. However, under Section 89(5) of the Education and Inspections Act 2006, behaviour of pupils outside school can be considered, in terms of the school's own policy, especially when considering grounds for exclusion.

Reviewing and monitoring the policy

The school will monitor and evaluate bullying by:

- Keeping records of all the incidents
- Recording parental complaints
- Discussions at staff meetings.

Guidance for Parents

If a child reports incidents of bullying at school, parents should report the incident to their child's class teacher.

The school will endeavour to have open and supportive communication with parents in relation to anti bullying incidents. Parents who are concerned that their child is being bullied, or who may suspect that their child may be a perpetrator of bullying, should contact the class teacher immediately. Parents have a responsibility to support the schools anti bullying policy and to actively encourage their child to be a positive member of the school.

Appendix 1

Child on Child Abuse – as referred to in our Safeguarding & Child Protection Policy (2023)

- 1.1 All child-on-child abuse is unacceptable and will be taken seriously by all staff.
- 1.2 Child-on-child abuse is most likely to include, but is not be limited to:
 - 1.2..1 Bullying, including online, prejudice-based and discriminatory bullying
 - 1.2..2 Abuse in intimate personal relationships (teenage relationship abuse)
 - 1.2..3 Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - 1.2..4 Initiation/hazing type violence and rituals
 - 1.2..5 Sexual violence, such as rape, assault by penetration and sexual assault
 - 1.2..6 Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
 - 1.2..7 Causing someone to engage in any sexual activity without consent
 - 1.2..8 Consensual and non-consensual sharing of nude and semi-nude images
 - 1.2..9 Upskirting, which typically involves taking a picture under a person's clothing without their permission
- 1.3 At this school we minimise the risk of child-on-child abuse by:
 - 1.3..1 Developing and maintaining respectful and trusting relationships with all children
 - 1.3..2 Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour
 - 1.3..3 Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour
 - 1.3..4 Creating a culture with a zero-tolerance approach to abuse
 - 1.3..5 Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes
 - 1.3..6 Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies
- 1.4 Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by other means
- 1.5 Particular consideration will be given to how children with SEND are able to report concerns.
- 1.6 We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of 'it could happen here' with regards to child-on-child abuse.
- 1.7 All victims of child-on-child abuse will be reassured that they are being taken seriously
- 1.8 All adults in school take concerns and allegations of child-on-child abuse seriously and will refer the concern to the DSL (or deputy) as soon as practically possible.
- 1.9 Designated staff will record of the concern or allegation of child-on-child abuse using CPOMS.
- 1.10 DSLs will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.
- 1.11 When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:
 - informing parents or carers (unless this would put the victim at greater risk)
 - a referral to local authority children's social care if a child is at risk of harm, is in immediate danger, or has been harmed, and
 - when a report of rape, assault by penetration or sexual assault is made, this should

be referred to the police.

- 1.12 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.
- 1.13 When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required.
- 1.14 Risk assessments will be documented and kept under review.
- 1.15 The designated safeguarding lead (or a deputy) should engage with local authority children's social care and specialist services as required [5.31 Peer Abuse \(proceduresonline.com\)](#)
- 1.16 In cases of consensual and non-consensual sharing of nude and semi-nude images and/or videos, the key consideration is for staff not to view or forward such images of a child.
- 1.17 Staff should follow the following guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(publishing.service.gov.uk\)](#)
- 1.18 The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:
 - Internal pastoral support
 - Early Help Assessment/CAF
 - Referral to specialist services such as Local Authority children's social care.