Anti-Bullying Policy

Date of review	September 2026
Next review	September 2028
Approval by	Local Governing Committee
Review frequency	Annually
Date approved	23.9.26

Statement of intent

At St Peter's Church of England Primary School, we believe that every child is uniquely created and loved by God and should be treated with dignity, kindness and respect.

Our single school rule is:

RESPECT

- Respect ourselves
- Respect others
- Respect learning
- Respect our environment

Bullying is a serious breach of our school rule because it shows a lack of respect for another person's dignity, wellbeing and right to feel safe. We are committed to creating a culture where every child feels safe, valued, included and able to flourish. Bullying of any kind is unacceptable and will not be tolerated.

We want all members of our school community to demonstrate our Christian values and actively contribute to a caring and supportive environment where difference is valued and everyone feels that they belong.

Definition of bullying

Bullying is the repetitive and intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It may be physical, verbal, emotional, social or online.

Bullying is usually:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the person experiencing it to defend themselves against

A single serious incident may not meet this definition of bullying, but it will still be taken seriously and addressed through the Behaviour Policy and, where relevant, safeguarding procedures. A single online post or image may also have a repeated and ongoing impact because it can be viewed, copied or shared by others.

Isolated disagreements, friendship difficulties, accidental hurt, occasional unkindness or behaviour arising through unmet needs do not automatically constitute bullying. These incidents will still be addressed, and patterns will be monitored.

Type	Examples
Physical	Hitting, kicking, pushing, spitting, taking or damaging belongings, or any use of violence.
Verbal	Name-calling, insults, threats, mocking, teasing, offensive language or spreading rumours.
Emotional or social	Deliberate exclusion, intimidation, humiliation, manipulation of friendships or encouraging others to isolate someone.
Cyberbullying	Bullying through social media, messaging or group-chat applications, gaming platforms, email, images, audio, video, impersonation accounts or AI-generated content intended to target, threaten or humiliate another person.
Prejudice-based and discriminatory	Bullying connected to race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or another protected characteristic. It may also relate to appearance, health, family circumstances, poverty, being a young carer, or being looked after or previously looked after.

Forms of bullying

Vulnerable pupils and inclusion

Any pupil can experience bullying. Staff recognise that some pupils may face additional barriers to reporting concerns or may be at increased risk, including:

- Pupils with SEND or an Education, Health and Care Plan
- Disadvantaged pupils
- Looked-after and previously looked-after children
- Young carers
- Children known, or previously known, to children's social care
- Pupils from minority ethnic or faith backgrounds
- Pupils with protected characteristics
- Pupils experiencing mental health difficulties, bereavement, family change or other significant life events

Staff will make reasonable adjustments to reporting, investigation and support arrangements so that all pupils can communicate their experiences and participate fully. A pupil's additional needs will never be used to minimise the impact of behaviour on another pupil.

Aims

- Create a culture in which bullying is unacceptable and pupils feel safe to report concerns.
- Respond promptly, consistently and proportionately to all reports.
- Support pupils who experience bullying and pupils who display bullying behaviour.
- Work in partnership with parents and carers.
- Address prejudice and discriminatory language or behaviour.
- Teach pupils how to build respectful relationships and stay safe online and offline.
- Monitor patterns and evaluate the impact of the school's response.

Prevention

The school takes a preventative, whole-school approach. Anti-bullying education is developed through:

- The behaviour curriculum and the school rule of Respect
- RSHE and health education
- Collective worship and class assemblies
- Computing and online safety education
- Anti-Bullying Week and age-appropriate themed activities
- Curriculum texts and resources that represent diversity positively
- Pupil voice, pupil leadership and opportunities to seek help
- Staff modelling of respectful language, relationships and conflict resolution
- Appropriate supervision and analysis of incident patterns

Pupils are taught how to recognise bullying, report concerns, act safely as a bystander, seek help and maintain respectful relationships.

Reporting concerns

Pupils may report bullying to any trusted adult in school, including their class teacher, a member of the senior leadership team or a member of the safeguarding team. They may also tell a parent or carer and ask them to contact the school.

Parents and carers should report concerns promptly to the class teacher. If the concern is serious, repeated or remains unresolved, they should contact the Headteacher or Deputy Headteacher. Concerns about the Headteacher should be raised in accordance with the school's Complaints Policy.

All reports will be listened to, taken seriously and handled sensitively. Staff will not promise confidentiality, because information may need to be shared to keep a child safe, but it will only be shared with those who need to know.

Responding to a report

1. Ensure immediate safety and listen carefully to the pupil reporting the concern.
2. Record the concern accurately on CPOMS and inform the appropriate staff member.
3. Investigate promptly and impartially, speaking separately with those involved and reviewing available evidence.
4. Consider whether the concern meets the definition of bullying, forms part of a pattern, involves prejudice or indicates a safeguarding concern.
5. Inform parents and carers where appropriate, unless doing so could place a child at greater risk.
6. Agree proportionate actions, support and consequences in line with the Behaviour Policy and safeguarding procedures.
7. Review the situation through planned check-ins and confirm whether the behaviour has stopped.
8. Escalate to the DSL, external agencies, children's social care or police when required.

Investigations will avoid bringing pupils together before it is safe or appropriate to do so. The wishes and wellbeing of the pupil who has experienced harm will be considered throughout.

Support and outcomes

Support for the pupil experiencing bullying

- A named trusted adult and regular check-ins
- A clear safety or support plan where needed
- Increased supervision or changes to routines where appropriate
- Friendship, nurture or emotional wellbeing support
- Support with online reporting, blocking and preserving evidence
- Regular communication with parents or carers
- Referral for specialist support where appropriate

Support for the pupil displaying bullying behaviour

- Clear accountability and proportionate consequences
- Restorative work, only where safe and willingly agreed
- Reflection on impact, empathy and future choices
- Individual behaviour targets or a support plan
- Assessment of unmet needs, SEND, safeguarding or contextual factors
- Work with parents or carers and, where appropriate, external agencies

Restorative approaches may be used to repair harm, rebuild trust and prevent recurrence. They will not replace safeguarding action or appropriate consequences and will never be forced upon a pupil who has experienced harm.

Safeguarding and child-on-child abuse

Bullying can be a form of child-on-child abuse. Any concern involving sexual violence, sexual harassment, harmful sexual behaviour, coercion, exploitation, serious violence, threats, hate incidents or significant online harm will be managed under the Safeguarding and Child Protection Policy. Staff will consult the Designated Safeguarding Lead and complete any required risk assessment or referral.

The absence of a report does not mean that bullying or child-on-child abuse is not occurring. Staff remain professionally curious and act where behaviour, attendance, wellbeing or pupil voice indicates a concern.

Online and off-site bullying

The school may respond to bullying that takes place outside school or online where it affects the safety or wellbeing of a pupil, disrupts the orderly running of the school, threatens another pupil, or

adversely affects the school community. Parents and carers may be asked to preserve screenshots, messages, usernames, dates and other evidence. Staff will not ask pupils to circulate harmful content or view it unnecessarily.

Roles and responsibilities

Local Governing Committee

- Monitor the effectiveness and implementation of this policy.
- Receive information about trends and the impact of actions, while maintaining confidentiality.
- Provide appropriate support and challenge to school leaders.

Headteacher and senior leaders

- Establish and communicate the school's anti-bullying culture.
- Ensure staff understand and follow reporting, recording and response procedures.
- Monitor incidents, repeat concerns, vulnerable groups and outcomes.
- Ensure staff receive appropriate training and that parents and pupils know how to report concerns.

All staff

- Model respectful behaviour and challenge harmful language or conduct.
- Listen, record and report concerns promptly.
- Avoid dismissing behaviour as banter or an inevitable part of growing up.
- Implement agreed support, consequences and monitoring consistently.

Parents and carers

- Report concerns promptly and share relevant information or evidence.
- Work constructively with the school and reinforce respectful behaviour at home.
- Avoid confronting other pupils or families directly or posting identifiable information online.

Pupils

- Follow the school rule of Respect.
- Report bullying or harmful behaviour to a trusted adult.
- Do not join in, share harmful online content or encourage bullying.
- Support others safely and co-operate honestly with investigations.

Recording, monitoring and evaluation

Bullying concerns and confirmed incidents will be recorded on CPOMS using the appropriate categories. Leaders will review information regularly, including:

- The number and type of concerns and confirmed incidents
- Repeat incidents and whether agreed actions have stopped the behaviour
- Patterns by year group, location, time, online context or protected characteristic
- The experience of pupils with SEND, disadvantaged pupils and other vulnerable groups
- Links with attendance, behaviour, wellbeing and safeguarding information
- Pupil, parent and staff voice

Findings will inform supervision, curriculum content, staff training, individual support and school improvement priorities. Governors will receive appropriate summary information without identifying individual pupils.

Complaints

The school aims to resolve concerns promptly and in partnership with families. Where a parent or carer remains dissatisfied with the school's handling of a concern, they may use the school's Complaints Policy. A disagreement about whether behaviour meets the definition of bullying will not prevent the school from addressing harmful or unkind behaviour.

Linked policies

- Behaviour Policy and Statement of Behaviour Principles
- Safeguarding and Child Protection Policy
- Online Safety Policy
- RSHE Policy
- Equality Information and Objectives
- SEND Policy
- Staff Code of Conduct
- Complaints Policy
- Suspension and Permanent Exclusion Policy

Sources of help

- Childline: 0800 1111
- Family Lives: 0808 800 2222
- Samaritans: 116 123
- Kidscape: www.kidscape.org.uk
- CEOP Safety Centre: www.ceop.police.uk/safety-centre
- Department for Education guidance: www.gov.uk/bullying-at-school