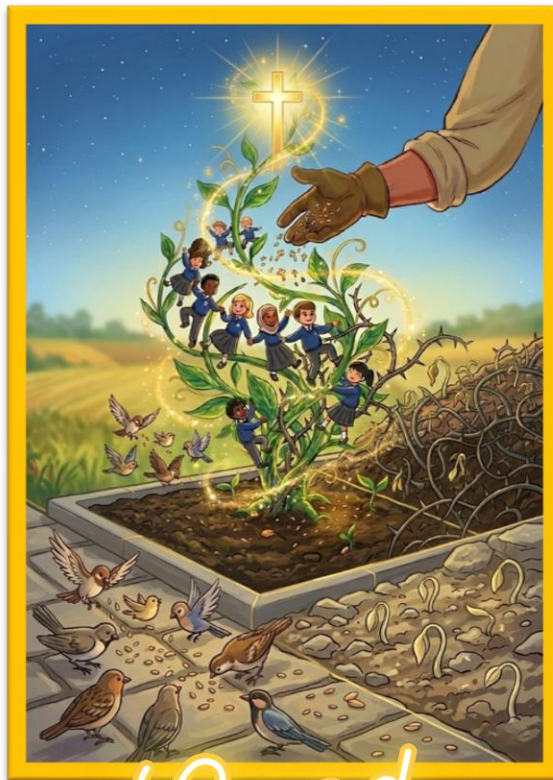




St. Peter's
Church of England Primary School

ANTI BULLYING POLICY



BE THE *Good* SOIL

Mark 4: 1-20

In Jesus we learn, love and grow together.

Anti Bullying Policy

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Linked policies

Behaviour

Safeguarding and Child Protection,

Online Safety,

SEND,

Equality

Complaints

Anti Bullying Policy

"Love your neighbour as yourself."

Matthew 22:39

1. Statement of intent

At St Peter's Church of England Primary School, every child has the right to feel safe, valued and respected. We do not tolerate bullying. We take every concern seriously and work with pupils, parents and carers to prevent harm and respond promptly when concerns arise.

Our Christian vision, "Be the Good Soil" (Mark 4:1–20), and our strapline, "In Jesus we learn, love and grow together", guide our expectations. We recognise every child's dignity and support their academic, social, emotional and spiritual development. Respect, compassion, fairness and forgiveness inform our relationships. Forgiveness never removes the responsibility to protect a child or address harmful behaviour.



This policy applies to pupil bullying in school, on visits, in school clubs, when travelling to and from school, and online or elsewhere when it affects pupils' safety or school life. It forms part of our wider behaviour and safeguarding arrangements. Concerns involving adults follow the relevant staff conduct, safeguarding or complaints procedure.

2. Aims and purpose

- ✚ Create a safe school where pupils learn without fear of bullying.
- ✚ Teach pupils to recognise bullying, respect differences and seek help.
- ✚ Provide clear reporting routes and a consistent response from all staff.
- ✚ Protect and support pupils who experience bullying, and address the behaviour and needs of pupils who cause harm.
- ✚ Work with families and review the impact of our actions until pupils feel safe.

3. Legal framework and statutory requirements

Our approach reflects the following duties and guidance. Appendix B provides links to the principal guidance documents.

- ✚ Education and Inspections Act 2006, section 89. Our behaviour arrangements include measures to prevent all forms of bullying. We communicate expectations to pupils, staff and parents.
- ✚ Equality Act 2010. We meet our equality duties, challenge discrimination and prejudice, and make reasonable adjustments for disabled pupils.
- ✚ Education Act 2002, section 175, and the Children Act 1989. We safeguard pupils and refer concerns about significant harm through child protection procedures.
- ✚ Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. We follow statutory safeguarding guidance and local referral arrangements.
- ✚ DfE Preventing and Tackling Bullying and Behaviour in Schools guidance. We use prevention, proportionate consequences and support to address bullying, including relevant conduct outside school.

4. Understanding bullying

Bullying involves an individual or group deliberately and repeatedly hurting another person physically or emotionally. It usually involves an imbalance of power, such as greater physical strength, social influence, group support or knowledge of another child's vulnerabilities. The person experiencing it finds it difficult to defend themselves or stop the behaviour.

Staff consider the pattern, the balance of power and the impact on the child. A denial of an intention to hurt does not prevent action. A single incident of aggression, discrimination or abuse still requires a response. We never wait for repetition before protecting a child.

Forms of bullying

- ✚ Physical bullying, including hitting, pushing, threats, damaging belongings or taking possessions.
- ✚ Verbal bullying, including repeated insults, name-calling, intimidation or humiliating comments.
- ✚ Social or emotional bullying, including spreading rumours, deliberate exclusion, manipulation or pressuring others to reject a pupil.
- ✚ Online bullying through messages, social media, games, group chats, images or videos. This includes impersonation, repeated sharing of harmful content and abusive content created or altered using artificial intelligence.
- ✚ Prejudice-based bullying linked to actual or perceived differences, including race, religion or belief, disability, special educational needs, sex, sexual orientation or gender reassignment. We also challenge bullying linked to appearance, family circumstances, being adopted, being in care or caring responsibilities.
- ✚ Sexual bullying, including sexualised insults, unwanted sexual comments, harassment or pressure. Staff refer these concerns promptly to the safeguarding team.

Online harm often continues through repeated viewing or sharing of one original post. Ordinary disagreements and friendship difficulties do not always involve bullying, but staff still help pupils resolve them safely. Staff challenge harmful behaviour rather than dismissing it as teasing, a joke or banter.

Recognising concerns

Staff remain alert to changes in attendance, reluctance to join activities, withdrawal, distress, unexplained injuries, missing belongings or changes in confidence and friendships. These signs have several possible causes. Staff listen carefully and explore concerns without making assumptions.

Some pupils face additional barriers to recognising or reporting bullying, including younger children, pupils with special educational needs and disabilities (SEND) and pupils with communication needs. Staff adapt conversations and reporting methods, involve the special educational needs coordinator (SENCO) when appropriate, and check for harm even when a child shows few outward signs.

5. Roles and responsibilities

Governing Body

Governors approve and review this policy. They hold leaders to account for effective prevention, staff training and responses to bullying. They review anonymised information about incidents, patterns, repeat concerns and the impact of support. Individual cases follow the school's published procedures.

Headteacher and senior leaders

The headteacher leads implementation and ensures all staff, including lunchtime, club and supply staff, understand their responsibilities. Senior leaders oversee investigations, support plans, communication with families and follow-up. They address recurring concerns and provide staff with suitable training and external advice. Assemblies and collective worship reinforce expectations without identifying children involved in individual cases.

All staff

Staff model respectful relationships, supervise pupils carefully and challenge harmful language and behaviour. They act immediately to protect pupils, listen without blame, report concerns to senior leaders and make a factual record. They share safeguarding concerns with the designated safeguarding lead (DSL) or a deputy without delay. The staff member receiving a concern remains responsible for passing it on, rather than expecting the child to find another adult.

Safeguarding team and SENCO

The DSL assesses safeguarding risks, coordinates protection and follows local referral arrangements. The special educational needs coordinator (SENCO) advises on communication, reasonable adjustments and additional support. They work with families and outside agencies where needed. All children involved receive support appropriate to their needs.

Parents and carers

Parents and carers should raise concerns with their child's class teacher promptly, share relevant information and support agreed actions. They should encourage their child to seek adult help, promote respectful behaviour and supervise online activity. They should contact the headteacher if concerns continue. Families should avoid confronting other pupils or families or posting about individual incidents online.

Pupils and School Council

Pupils should treat others with respect, report bullying affecting themselves or another child, and keep seeking help if the behaviour continues. They should support others safely and never join in or share harmful content. Our School Council shares pupils' views about safety and prevention with senior leaders. Staff check class comment boxes each school day and act on individual concerns. Adults handle investigations and confidential information.

6. Preventing bullying

We teach respectful relationships through PSHE, Relationships Education, RE, collective worship and everyday school life. Stories, drama and role-play help pupils recognise hurtful behaviour, understand its impact and practise seeking help. Pupils learn about differences, fairness, online safety and the responsibility of witnesses to report concerns.

Staff establish clear classroom expectations, recognise kindness and challenge discriminatory language promptly. They supervise places and times where pupils feel less safe, including playtimes, transitions and clubs. Leaders use pupil feedback and incident records to adjust supervision, teaching and support.

We explain reporting routes regularly and provide age-appropriate ways to share concerns. Pupils with communication needs receive suitable support, such as pictures, supported conversations or a familiar adult. Staff training covers bullying, prejudice, online harm, child-on-child abuse, recording and referral. We share expectations with families and support them in reporting concerns.

7. Reporting and responding to bullying

Reporting a concern

Pupils should tell a trusted adult in school or at home. They also have access to class comment boxes, although urgent concerns should go straight to an adult. Parents and carers should contact the class teacher through the school's usual contact arrangements. Any member of staff receiving a report must act and pass it on promptly.

Staff take reports seriously, including reports about online incidents or behaviour outside school. The school investigates relevant concerns and responds within its lawful authority, working with families, other schools or agencies when necessary. Staff explain the next steps and how the child and family will receive updates.

Immediate protection and safeguarding

Staff stop unsafe behaviour, arrange first aid where needed and ensure the child has a safe place and adult support. They reassure the child, explain who needs to know and avoid promises of secrecy. Safeguarding concerns go immediately to the DSL or a deputy. Bullying involving abuse, sexual harassment, exploitation, serious threats or suspected significant harm follows the Safeguarding and Child Protection Policy alongside this policy.

The DSL follows local arrangements for children's social care, Family Help and police referrals. Staff must not delay urgent action if the DSL is unavailable. Any staff member with a child protection concern should make a referral if necessary. Call 999 if a child faces immediate danger.

Investigation and recording

The class teacher or senior leader speaks separately with pupils involved and relevant witnesses, using age-appropriate questions. They establish what happened, where and when, whether it has happened before, and its impact. They consider previous records and patterns. Safeguarding advice takes priority where further questioning risks interfering with a child protection or police investigation.

Staff record suspected and confirmed bullying promptly on CPOMS/SIMS, normally on the same school day. Records include the pupils involved, their accounts, relevant dates and locations, the nature of the behaviour, any prejudice or online element, immediate protection, decisions and reasons, family contact, support and review dates. Records distinguish reports from established findings. Staff share information securely with those who need it to protect pupils.

Support and consequences

The school agrees a safety and support plan with the child experiencing bullying. This identifies a trusted adult, supervision or other protective arrangements and regular opportunities to talk. We consider emotional wellbeing, friendships, learning and attendance. We avoid making the child bear the burden of changes needed to keep them safe.

Staff help the pupil who has caused harm understand its impact and change their behaviour. They consider underlying needs, SEND and safeguarding concerns alongside clear expectations. Support never excuses bullying. Consequences follow the Behaviour Policy and remain proportionate, reasonable and appropriate to the pupil's age and circumstances. Serious or persistent behaviour is escalated to the headteacher. Decisions about suspension or permanent exclusion follow the applicable law and statutory guidance.

Restorative conversations take place only when safe, suitable and freely agreed. We do not require a child to meet the pupil who has hurt them, accept an apology or take part in mediation. Safeguarding decisions take priority.

Working with families and checking progress

Senior leaders or the class teacher contact the families of pupils involved promptly and explain the concern, protective action and next steps. The DSL decides whether sharing information creates a safeguarding risk. The school protects other pupils' personal information and does not disclose their confidential records or individual sanctions.

The responsible member of staff agrees review dates and a first follow-up within five school days, sooner when risk requires it. Staff speak separately with the pupils, seek relevant family feedback and check for retaliation or further online harm. They continue monitoring over the following weeks. If bullying continues, leaders strengthen the response and seek specialist support where needed. A case closes only after staff record the review findings, including the child's views and evidence of improved safety.

Additional steps for online incidents

For ordinary non-sexual messages, families and staff preserve relevant details, such as dates, usernames and screenshots, without circulating harmful material. They use platform reporting and blocking tools and seek safeguarding advice about removal. Staff follow the school's authorised procedures and current DfE guidance for any device search or confiscation.

Concerns about nude or semi-nude images, including AI-generated sexual images, go immediately to the DSL. Staff must not view, copy, print, save or forward such imagery, ask a child to share it, or delete it themselves. If staff see an image accidentally, they report this to the DSL. The DSL follows UK Council for Internet Safety guidance and decides the safeguarding response.

Unresolved concerns and complaints

If parents or carers remain concerned after speaking to the class teacher, they should contact the headteacher. Further concerns follow the school's published Complaints Policy. Complaints concerning the headteacher go to the chair of governors through the school's usual arrangements. An unresolved complaint never delays action to protect a child.

8. Monitoring and evaluation

The headteacher monitors implementation with senior leaders, the DSL and the SENCO. Leaders review incident records regularly, including locations, online harm, prejudice, repeat incidents and the experiences of pupils with additional needs. They check the quality of responses and follow-up, and use findings to improve teaching, supervision and support.

Pupil voice, School Council feedback, family concerns and staff observations inform this review. A low number of reports does not prove an absence of bullying. Leaders check whether pupils understand reporting routes and feel confident using them. Governors receive anonymised information and challenge leaders about patterns and the impact of actions.

9. Review

The Governing Body reviews this policy every two years, or sooner following changes to guidance, a serious incident or evidence of ineffective practice. Leaders review implementation annually and communicate any changes to staff, pupils and families. The headteacher holds overall responsibility for implementation, supported by all staff.

Appendix A Pupil guide

At St Peter's, everyone deserves to feel safe and respected.

What bullying means

Bullying happens when someone keeps hurting, frightening or leaving another person out, and the person finds it hard to stop it. Bullying happens face to face and online. Tell an adult about any hurtful behaviour, even if it has happened once.

If it happens to you

- ✚ Tell a teacher, teaching assistant, lunchtime adult or another adult you trust.
- ✚ Explain what happened and where. Ask someone to help you tell the story if you need support.
- ✚ Use your class comment box for a concern if you prefer. If you feel unsafe now, go straight to an adult.
- ✚ Tell an adult about hurtful messages or images. Do not send them to other children.
- ✚ Keep telling an adult if the behaviour continues. You deserve help and support.

If you see it happen

Tell an adult. Stay kind to the person who needs help. Do not join in, laugh, like, forward or share hurtful content. Keep yourself safe and let adults deal with the situation.

What adults will do

We will listen, take you seriously and help keep you safe. We will explain the next steps and check how you feel afterwards. Asking for help is the right thing to do.

Appendix B Guidance and sources

The following official guidance supports this policy. Statutory guidance and non-statutory advice are identified below.

DfE Keeping Children Safe in Education 2026

Statutory guidance, September 2026.

DfE Working Together to Safeguard Children 2026

Statutory guidance, March 2026.

DfE Preventing and Tackling Bullying

Non-statutory advice, July 2017. Publication page updated July 2026.

DfE Behaviour in Schools

Non-statutory advice, February 2024.

DfE Equality Act 2010 Advice for Schools

Non-statutory advice, May 2014.

UKCIS Sharing Nudes and Semi Nudes

Non-statutory advice for education settings, March 2024.