



Trinity St. Peter's

Church of England Primary School

where children shine

Anti-Bullying Policy

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Rationale

At Trinity St Peter's CE Primary School, we are committed to creating a safe, inclusive and nurturing environment in which every child feels valued, respected and protected. Bullying of any kind is not tolerated.

We believe that all children have the right to feel safe and to experience a strong sense of belonging. Our approach is rooted in strong relationships, emotional safety and a shared commitment to care for one another.

Bullying is addressed through a balanced approach of protection, accountability and support, ensuring that:

- children who experience harm feel safe, listened to and supported
- children who cause harm are supported to reflect, repair relationships and make positive changes

Definition of Bullying

We adopt the DfE definition of bullying:

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

Bullying is characterised by:

- repeated behaviour over time
- a deliberate intention to cause harm
- an imbalance of power between those involved

We recognise that not all unkind behaviour constitutes bullying; however, all unkindness is taken seriously and addressed appropriately.

Bullying may include:

- physical
- verbal
- social or relational
- online (cyberbullying)
- discriminatory behaviour (e.g. relating to race, disability, religion, gender)

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This policy should be read alongside the Behaviour, Safeguarding and Emotional Health and Wellbeing policies.

Underpinning Principles

Our approach reflects our Behaviour Policy:

- Behaviour is a form of communication.
- Children do well when they can; when they cannot, they need support.
- Positive relationships and emotional safety are essential to preventing harm.
- Responses to bullying must be restorative, educational and protective.

We are committed to:

- fostering compassion, empathy and respect
- actively preventing bullying through culture and teaching
- addressing incidents consistently and fairly
- safeguarding all children

Prevention: Creating a Safe Culture

Bullying prevention is embedded within our whole-school ethos.

We will:

- promote positive, trusting relationships between staff and pupils
- create a calm, inclusive and predictable environment
- teach children about respect, equality and difference through the curriculum
- develop emotional literacy and self-regulation skills
- ensure all children know who to talk to and how to seek help
- encourage pupils, staff and parents to report concerns early

We actively challenge:

- discriminatory language
- stereotypes
- behaviours that exclude or harm others

Roles and Responsibilities

All staff:

- model respectful behaviour
- remain vigilant

- act immediately on concerns
- record and report incidents appropriately

Pupils:

- treat others with kindness and respect
- report concerns to a trusted adult

Parents and carers:

- work in partnership with the school
- model respectful behaviour
- share concerns promptly
- support agreed approaches

Our response is graduated, proportionate and restorative, guided by the Behaviour Policy.

Step 1: Immediate Safety

- Ensure the child is safe and supported
- Listen and reassure
- Take concerns seriously

Step 2: Information Gathering

- Speak with all involved
- gather evidence from staff, pupils and parents
- record clearly

Step 3: Restorative Response

When appropriate and after emotional regulation:

- hold structured, restorative conversations
- explore what happened
- support accountability
- repair relationships

This reflects our commitment to:

- repairing harm
- rebuilding trust
- developing understanding

Step 4: Consequences and Support

Where appropriate:

- proportionate consequences are applied
- support plans may be put in place
- additional adult support or interventions may be introduced

Step 5: Ongoing Monitoring

- monitor relationships and behaviour
- maintain communication with families
- adjust support as needed

Support for Children

Support is provided to all children involved:

For the child experiencing harm:

- reassurance and protection
- access to trusted adults
- emotional and pastoral support

For the child causing harm:

- support to understand behaviour
- guidance to make better choices
- opportunities to repair relationships

Where needed:

- SENDCo involvement
- individual support plans
- external agency support

Safeguarding and Child-on-Child Abuse

All bullying is taken seriously. Where behaviour meets the threshold for child-on-child abuse, it will be managed in line with safeguarding procedures and statutory guidance.

Particular attention is given to:

- discriminatory bullying
- online harm
- repeated or severe incidents

Safeguarding concerns are:

- reported immediately
- recorded in line with policy
- escalated where necessary

Recording and Monitoring

All bullying incidents are:

- recorded accurately
- monitored for patterns and trends
- reviewed by leaders

Leaders use this information to:

- identify triggers
- ensure consistency
- improve practice

The Headteacher reports anonymised data to governors termly.

Partnership with Parents

We work collaboratively with parents and carers and will:

- communicate promptly and respectfully
- involve parents at an early stage
- share outcomes and next steps

We ask parents to:

- work with the school
- support agreed actions
- communicate concerns constructively

Review

Through this policy, we aim to ensure that Trinity St Peter's is:

- a safe and welcoming environment
- a place where all children feel valued and protected
- a community where bullying is prevented, challenged and addressed effectively

This policy will be reviewed annually to ensure continued effectiveness and alignment with statutory guidance and school practice.