



# CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY



*Ready For The Future*

## Anti-Bullying Policy

December 2025

# 'Ready for the Future'

We provide a **happy and safe** environment where everyone is valued and cared for. Guided by the parable of the Good Samaritan, we live out our Christian values:

- **Kindness**
- **Responsibility**
- **Forgiveness**
- **Service**
- **Respect**
- **Perseverance**

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## Anti-Bullying Policy

St James Primary Academy is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

At St James, we recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected in an environment where they can learn and fulfil their potential.

We will clearly communicate our whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

### **What is bullying?**

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication (including social media).

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 (as amended) and Public Order Act 1986.

**Homophobic and bi-phobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

### **Child-on-child abuse**

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

### **Supporting Children Who May Have Been Bystanders**

We recognise that for children who are bullying they can often be unintentionally influenced by others. Often children who bully have been victims of bullying, are trying to impress their peers or maintain other's expectations of them. This can be really difficult for a child to navigate, even if they want to change their behaviour.

Often other children will see the bullying, but feel powerless to make it stop through fear of backlash or being singled out. As part of our preventative and restorative measures, we also discuss the role of bystanders and what they can do to report bullying behaviour they have seen whilst also securing their anonymity if this is a primary concern.

### **How to report bullying**

If children feel that they are being bullied, they should tell their class teacher, or a trusted adult in school. This will then be passed on to the Behaviour Lead or the Headteacher.

If a parent feels that their child is being bullied, they should contact the class teacher in the first instance.

### **School System – 4 Clear Stages**

If the school, children or parents/carers raise a concern then the following process will be deployed:

#### **Monitoring**

- The class teacher/s will carry out an initial review (including scrutiny of behaviour records) to ascertain if there is an issue and if so, what the issue is
- The concern will be recorded on CPOMs and shared with staff
- The children's class teacher/s will speak with children involved in potential bullying, sharing their concerns and informing them that they will be monitored. Within the discussion, the class teacher/s will try to establish the problems that children have and also will endeavour to find a solution. Children will be involved in these discussions, to support them to find a mutually agreed solution.
- Agreed timescales for monitoring behaviour will be set by class teacher/s, with regular communication between the two as required (this may be daily, weekly or as concerns emerge).
- An informal, daily check of the identified children will be made to ensure they feel safe, supported, happy and respected.
- At the end of the agreed timescales, if there have been no further incidents, the monitoring stage will end and children will be informed.

#### **Stage One**

- Should concerns persist or re-emerge monitoring will move to Stage One.
- The Behaviour Leader will be now part of this decision-making process. The Headteacher will be informed throughout.
- The identified child/children's class teacher/s, with support from the Behaviour Lead, will discuss concerns with parents/carers and outline the immediate course of action, support and timescales associated with these.
- Class teacher/s, with support from the behaviour lead, will meet with the identified children either together or individually (this must be considered case-by-case) to identify and resolve the problem. The system for monitoring will then be shared with the children.
- An informal, daily check of the identified children will be made to ensure they feel safe, supported, happy and respected.
- Agreed timescales for monitoring progress will be set by class teachers, behaviour lead and parents/carers with regular communication between the two as required (this may be daily, weekly or as concerns emerge).
- All staff will be made aware of the scenario and updated weekly through Staff Briefing.
- Should concerns continue to persist during Stage One, then this will be escalated to Stage Two.

#### **Stage Two**

- The Behaviour Leader will hold an individual discussion with all parents/carers concerned to outline the current situation, reasons for escalation and the supporting processes from here.
- The Behaviour Leader will meet immediately with the children concerned.
- A 'Happy and Safe Plan' (this may be given a different title depending upon context) will be created with the children concerned. This includes a main aim, steps to achieve this and identifying support systems. From this point a daily monitoring system will be established. This will involve a daily post-lunchtime discussion between the children and the Behaviour Leader.
- This stage may involve the deployment of other staff to become an identified point of contact and/or monitor of playground behaviours for the children concerned.
- Class teachers will now act as a support for the process and will record any concerns with the Behaviour Leader at the first opportunity.
- A weekly behaviour log record will be completed and stored on the school system.
- Communication between home and school to check progress and to register incidents or new concerns will be agreed and put in place.
- Should timescales require this, parents/carers will be updated about progress each half-term.
- Decisions to de-escalate/escalate will be taken only by the Behaviour Leader after discussion with Parents/Carers.

- All staff will be made aware of the scenario and updated weekly through Staff Briefing.
- There is no set timescale for this level of support. Each situation must be measured based upon current evidence.
- Social skills intervention may be deployed to support any of the children in this process.
- The Headteacher will meet with the Behaviour Leader weekly for a formal update on progress.

**Stage Three** (Stage Two aspects will remain and be supported, enhanced and supplemented in the following ways.)

- Failure to resolve the situation will now require a more formal discussion with the children, parents/carers, class teacher, Behaviour Leader and/or Headteacher. The format and approach taken will depend upon each context and the most appropriate way to proceed.
- This may involve support from external agencies should it be deemed appropriate.
- Playground or social time 'Mentors' may be deployed to assist the management of the situation.
- The 'Happy & Safe Plan' will now include clear goals and timescales related to them.
- Agreed, short-term milestones must be set and progress reviewed through regular contact with those involved.
- Timescales set by the Headteacher & Behaviour Leader.

Should concerns persist from here with no resolution being found then the Headteacher will refer to wider behaviour and discipline procedures within school.

The school behaviour recording system (CPOMs) holds all bullying related instances – these are fully inclusive of all forms of bullying related to the protected characteristics.

PLEASE NOTE: Parents/carers must contact the class teacher in the first instance, prior to Stage One being initiated.

**Reviewed by:** Headteacher, Behaviour Lead, Chair of Governors

**Reviewed:** December 2025

**Review date:** December 2026

Signature of Headteacher: 

Signature of Chair of Governors: 