



**St James's Cof E
Primary School**

Let Your Light Shine

Anti-Bullying Policy

Ratified on: 26th March 2026

Ratified by: Lee Salton-McLaughlin

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Vision

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

Let your light shine ~ be the best we can be!

Anti-Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that anyone (children, staff, parents) who knows that bullying is happening is expected to tell the staff.

What is Bullying?

St James C.E Primary School has adopted the Government's definition of bullying:

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

Bullying is different to other kinds of aggressive behaviour in its repetitive and targeting nature.

Bullying can occur child to child, adult to adult, group of children / adults to another group or child to adult.

Bullying can be related to:

- Age / Maturity
- Appearance
- Hygiene
- Class / Socio-economic
- Family circumstances (e.g. caring role)
- Ethnicity / Race
- Religion / Belief
- Gender
- Transphobia / Gender identity
- Homophobia / Sexuality

- Sexualised
- SEND
- Perceived attainment

Bullying can be carried out in a range of ways, including:

- Emotional – being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching, or any use of violence including damage to personal belongings
- Verbal – name-calling, sarcasm, spreading rumours, teasing, threats, insults
- Cyber – All areas of internet such as email, instant messaging and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology ie camera and video facilities.

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation).

All children within our school have access to the school anti-bullying poster. This is displayed around school, shared during lessons and sent home to parents / carers. The poster explains types of bullying, how bullies can act, signs and symptoms of bullying and how to report bullying.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Individuals who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- **BULLYING WILL NOT BE TOLERATED**

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

Procedures, Reporting and Recording

1. Step 1: Allegation of bullying form

Pupils and/or witnesses report bullying (or possible or perceived bullying) incidents to any member of staff, who in turn report incident to Headteacher or the Deputy Headteacher (in their absence, a senior member of SLT). Allegation of bullying form is completed along with a witness statement form. If it is decided that the incident does not constitute bullying on this occasion the form is filed under both pupils' names in the behaviour log. (**Appendix 1 & 2**) If bullying is possible proceed to Step 2.

2. Step 2: Bullying Analysis and Action

The bullying behaviour or threats of bullying must be investigated by staff or named persons using the Bullying Analysis and Action form, and the bullying stopped

quickly. This includes action to be taken by both the pupil experiencing bullying behaviour and the pupil exhibiting bullying behaviours. **(Appendix 4)**

3. **Step 3: Pupil Voice**

A form is to be completed by the pupil experiencing the bullying behaviour. **(Appendix 5)**

4. In serious cases (e.g. especially aggressive, persistent or distressing for victim) parents of both pupils should be informed by phone or fact to face and may be asked to come in to a meeting to discuss the problem (separately). If necessary and appropriate, police will be consulted.
5. The Headteacher / SLT member will use the correct behaviour log to record bullying incidents. All forms will be attached together and copied so that a copy can be filed in the behaviour log for every child involved in the incident.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise.
2. Other consequences may take place e.g. sanctions for breaking school rules – withdrawal of privileges and / or playtimes: behaviour log, reflection time.
3. In serious cases, internal exclusion or even exclusion will be considered
4. If possible, the pupils will be reconciled
5. The victim will be offered support by a staff mentor
6. An attempt will be made to help the bully (bullies) change their behaviour e.g. through mentoring and through focusing on prevention strategies (see prevention section below)
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Staff (e.g. teaching, TA, lunchtime supervisors) will be made aware, by SLT, of situations that require monitoring
8. If bullying persists, further sanctions will incur, and support and prevention strategies will be put in place.
9. Governors will be informed.

Prevention, Support and Guidance

As and when appropriate, these may include:

- PSHE programme includes activities specifically designed to prevent and reduce bullying
- Circle time
- Use of Play ambassadors and lunchtime supervisors e.g. to play games, peer mediation, improve facilities and activities
- Health, bullying and safety weeks
- SMSC focus to raise awareness of issues
- Anti-bullying training for staff / children / buddies
- Visitors, collective worship, workshops (whole school and phase)
- Online safety training
- Writing stories or poems or drawing pictures about bullying

- Reading stories about bullying or having them read to a class or assembly
- Role plays
- Having discussions about bullying and why it matters
- Annual surveys of pupils, parents, staff also to gauge individual well being
- Writing a set of school rules
- Signing a behaviour contract
- Behaviour plan – written by teachers and SENCO in consultation with child and parents
- Behavioural Support – professional meetings with children and parents providing advice and support

Monitoring Policy and Procedures

The number and type of bullying referrals, and questionnaires will be analysed to monitor whether the policy is working. The Anti-Bullying Policy will be reviewed as necessary and updated if required.

Links

St James C.E has adopted Dudley's Authority's Harassment and Bullying for Employees, model Race Equality Policy guidance. See also the school's Online Safety Policy and Acceptable Use Policy.

The Anti-Bullying Policy should also be read in conjunction with the school's Race Equality Policy and Behaviour Policy.

Appendices

Appendix 1

Step 1: Allegation of Bullying Form

Date: Completed by: Position within St James's :	Name and relationship to pupil of the person raising the concern: Pupil: Class:
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Concern/s:

Focus of behaviour: tick all elements which apply in your understanding of the incident(s):														
✓	Age/ Maturity	Appearance	Hygiene	Class/Socio-economic	Family circumstance (e.g. caring role)	Ethnicity/Race	Religion/Belief	Gender	Transphobia/Gender identity	Homophobia/sexuality	Sexualised	SEND	Perceived attainment	Other
Does apply														
May apply														

Agreed next steps:

Discussion with pupil (accuser)	Discussion with pupil (accused)	Discussion with other pupils/peers	Discussion with class teacher/s	Discussion with other staff member	Discussion with parent(s)/carer(s)	Discussion with Year Group Leader	Discussion with SLT	Increased classroom monitoring	Increased playground	Other

Agreed date for feedback:

Any instant action/s required:

Appendix 2

Step 1: Allegation of Bullying Form

Factors to help determine if incident constitutes bullying:

Possible bullying - all 3 warnings confirmed (**STEP 2 FORM MUST BE COMPLETED**)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, status)

Not bullying on this occasion because it was: (**MONITOR**)

- the first reported hurtful incident between these children
- teasing/silliness between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to went too far
- Other (detail below)

Date:	Pupil:
Completed by:	Class:
Position within St James's:	<input type="checkbox"/> Possible bullying (STEP 2 FORM MUST BE COMPLETED) <input type="checkbox"/> Not bullying

Appendix 3

Witness Statement

I

Date:

Name:

Relationship to pupil if applicable:

Appendix 4

Step 2: Bullying Analysis and Action Form

Date:	Pupil experiencing bullying behaviour/s:
Completed by:	Class:
Position within St James's:	Pupil/s exhibiting bullying behaviour/s:
	Class:

Focus of bullying: tick all elements which apply in your understanding of the incident(s):														
	Age/ Maturity	Appearance	Hygiene	Class/Socio-economic	Family circumstance (e.g. caring role)	Ethnicity/Race	Religion/Belief	Gender	Transphobia/Gender identity	Homophobia/sexuality	Sexualised	SEND	Perceived attainment	Other
Does apply														
May apply														

Manifestations of bullying: tick all elements which apply in your understanding of the incident(s):													
	Perception: feelings of being bullied/harassed	Isolation/ignoring	Teasing	General expressions of prejudice/stereotype	Verbal abuse or name calling	Threats/ultimatums	Rumours	Written word	Physical intimidation	Actual physical assault	Stealing/damaging property/possessions	Cyber bullying	Other
Evidence													

Information and Evidence: Who? When? Where? When? How? Why? How? (N.B attach all evidence including witness statements).

Action/s for pupil experiencing bullying behaviour/s:	Timescale	Review date:

Action/s for pupil/s exhibiting bullying behaviour/s:	Timescale	Review date:

STEP 3 FORMS MUST BE COMPLETED AT AN AGREED FINAL REVIEW DATE

Appendix 5

PUPIL VOICE



1 How safe did you feel before you reported the bullying behaviour?

Very safe	Safe	Mixture	Unsafe	Very unsafe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 How safe do you feel now?

Very safe	Safe	Mixture	Unsafe	Very unsafe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Has Causeway Green taught you what to do and who to speak to about bullying behaviour?

Yes	Unsure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 How happy were you with the way that the bullying behaviour was dealt with?

Very happy	Happy	Mixture	Unhappy	Very unhappy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Do you feel worried when you see the person who did the bullying behaviour now?

No	Sometimes	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PUPIL VOICE

6 Is the bullying behaviour happening to somebody else?

No	Unsure	Yes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Are you glad that you spoke out against bullying behaviour?

Yes	Unsure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Date: Class: Name (if happy to give):