Anti-Bullying Policy

St Peter's CEVC Primary School



<u>Our Christian Vision</u>

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be.

We flourish through the connections and relationships we nurture, guided by our Christian values.

Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.

As James 2:18 reminds us, *'I will show you my faith by my actions'*

Approved by:	Governing Body	**Date:**

Introduction

At St Peter's, we are committed to providing a safe, caring and supportive environment in which every child can flourish. Bullying of any kind is unacceptable and will not be tolerated. All children have the right to feel safe, respected, valued and free from harm.

This policy aligns with:

- *Keeping Children Safe in Education* (DfE, 2025)
- *Preventing and Tackling Bullying* (DfE, 2017)
- *Behaviour in Schools Guidance*
- *Sexual Violence and Sexual Harassment Between Children* (DfE)
- The *Education and Inspections Act* (2006)
- The *Equality Act* (2010)
- The school's Behaviour & Relationships Policy
- Our PSHE and wellbeing curriculum: My Happy Mind

We recognise our duty to safeguard and promote the welfare of all pupils, including those vulnerable to bullying, discrimination, isolation or emotional harm.

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2. School Ethos and Approach

Our Anti-Bullying practice is rooted in:

Trauma Perceptive Practice (TPP)

We emphasise:

- Compassion and kindness
- Hope
- Connection and belonging

These values guide all responses to behaviour and embed a relational, emotionally-attuned culture.

My Happy Mind PSHE Programme

This programme builds:

- Emotional regulation (Meet Your Brain)

- Self-esteem and identity (Celebrate)
- Gratitude and positivity (Appreciate)
- Healthy relationships and empathy (Relate)
- Resilience and goal-setting (Engage)

These modules underpin our preventative bullying work and strengthen pupil wellbeing and relationships.

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3. Definition of Bullying

We adopt the Anti-Bullying Alliance definition:

"The repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power. It can be physical, verbal, psychological, in-person or online."

Bullying is:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend themselves

Bullying is not:

- Normal conflict or fallouts
- Disagreements between equals
- Single incidents of unkindness
  However, repeated relational conflict may become bullying if patterns emerge.

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4. Types of Bullying

Emotional	Excluding, tormenting, manipulation, humiliation.
Physical	Hitting, kicking, pushing, spitting, damaging or taking belongings.
Sexual	Unwanted contact, sexualised comments, gestures, harassment.
Racial, Faith-based or Cultural	Racial taunts, slurs, graffiti, stereotyping.
Homophobic, Biphobic, Transphobic	Targeting perceived or actual sexual orientation or gender identity.
SEND-related or appearance-based	Mocking needs, disabilities, medical conditions, or physical appearance.
Cyberbullying	Online messaging, social media, gaming, sharing images, exclusion, impersonation.
Direct or Indirect Verbal	Name-calling, insults, teasing, sarcasm, threats.

5. Child-on-Child Abuse

Bullying may form part of the wider spectrum of child-on-child harm, including:

- Harmful sexual behaviour
- Relationship abuse
- Youth violence or exploitation
- Discriminatory abuse

Staff must respond in line with safeguarding procedures.

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6. Aims of This Policy

We aim to:

- Provide a safe, supportive environment where bullying is not tolerated.
- Ensure pupils, staff and parents know how to report concerns.
- Promote emotional wellbeing and resilience through My Happy Mind.
- Use restorative, relational and trauma-informed responses.
- Support both the child who has been bullied and the child displaying bullying behaviour.
- Ensure consistent procedures and transparent communication with parents.

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7. Prevention Strategies

Our preventative approach includes:

Curriculum

- Direct PSHE/RSE lessons using *My Happy Mind* modules
- Explicit teaching of empathy, kindness, diversity and respect
- Internet safety and digital citizenship education
- Assemblies reinforcing values and behaviour expectations

Relational Behaviour Practice

- Clear routines and expectations
- Warm, consistent adult-pupil relationships
- Connection before correction
- Emotion coaching and co-regulation

Supervision and Environment

- Well-supervised play spaces
- Safe spaces for vulnerable pupils
- Structured lunchtime activities
- Visible staff presence

Whole-School Culture

- Celebration of positive behaviour (Star of the Day, certificates)

- Inclusive, diverse curriculum representation
- Encouragement to report concerns

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8. Recognising Signs of Bullying

Possible indicators include:

- Reluctance to attend school
- Becoming withdrawn or anxious
- Damaged belongings
- Unexplained injuries
- Decline in work or engagement
- Loss of confidence or sudden mood changes
- Bullying other children
- Nightmares, sleep difficulty
- Fear of using digital devices or walking to/from school

These signs could indicate other issues but must be taken seriously.

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9. Reporting Bullying

Bullying concerns may be reported by:

- Pupils
- Staff
- Parents/carers
- Visitors
- Volunteers

Reports may be made:

- In person
- In writing
- Via CPOMS (staff only)
- Through trusted adults

All allegations must be recorded, investigated and acted upon promptly.

10. Responding to Bullying

Immediate Actions

- Ensure safety of all pupils
- Separate involved pupils if necessary
- Record initial information
- Notify senior staff where needed

Investigation

- Speak with the child who experienced harm
- Speak with the child alleged to have bullied
- Speak with witnesses
- Review digital evidence (screenshots, messages) if cyberbullying

Restorative and Educational Responses

In line with our Behaviour & Relationships Policy:

- Guided restorative conversation
- Reflection on impact ("Who was affected?", "What needs to happen now?")
- Reparation activity (apology, act of kindness)
- Teaching or modelling prosocial behaviour
- Emotional coaching using *My Happy Mind* frameworks

Protective Consequences (if needed)

- Increased supervision
- Temporary change of grouping/seating
- Restricted access to certain spaces
- Additional check-ins with a trusted adult
- SENCo support for underlying needs

Disciplinary Actions

If behaviour is repeated, serious or harmful:

- Internal exclusion
- Fixed-term suspension

- In extreme cases, permanent exclusion
  (Only the Headteacher may enact exclusions.)

Support for the Child Who Has Been Bullied

- Safe space
- Regular pastoral check-ins
- Social skills or self-esteem interventions
- Enhanced adult presence

Support for the Child Displaying Bullying Behaviour

- Needs-based assessment (SEN/SEMH review)
- Emotional regulation strategies
- Mentoring or coaching
- Behaviour support plan
- Positive relationship-repair work

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11. Parent/Carer Involvement

Parents will be:

- Informed promptly of confirmed incidents
- Invited to attend meetings where required
- Given guidance on supporting their child at home
- Encouraged to maintain communication with the school

We reassure parents that all concerns are taken seriously.

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12. Online Bullying

Where bullying occurs online:

- Evidence must be preserved (e.g., screenshots)
- The school may request device review following DfE "Searching, Screening and Confiscation" guidance
- Behaviour will be addressed in line with the Behaviour Policy

- Police may be contacted for criminal matters (e.g. harassment, threats, explicit images)

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13. Record Keeping

Staff must log:

- All bullying concerns on CPOMS
- Actions taken
- Parent communication
- Outcomes and any follow-up plans

SLT will:

- Monitor patterns
- Report anonymised data to governors
- Ensure vulnerable children are identified and supported

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14. Monitoring and Evaluation

This policy will be evaluated through:

- Behaviour logs and CPOMS reports
- Pupil voice surveys
- Parent feedback
- Staff feedback
- Governor monitoring visits

Findings inform future policy refinement.

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15. Linked Policies

- Child Protection Policy
- Behaviour & Relationships Policy
- Online Safety Policy

- PSHE / RSE Policy
- SEND Policy
- Exclusions Policy

16. Review

This policy will be reviewed annually, or sooner if:

- Statutory guidance changes
- Concerns arise
- Significant incidents prompt revision
