St. Peter's Church of England (VA) Primary School

Anti-bullying Policy

At St. Peter's, our school vision of, 'One Family, Aiming High, Learning Together with God,' and our school parable of The Lost Sheep intrinsically linked within this policy. As our vision states, we are one big family and we will ensure we are all safe and cared for. Safeguarding all in our care is of paramount importance and through a range of mechanisms we achieve this at our school. Our relentless dedication to ensuring our children are safe and happy to enjoy God's love, free from abuse, is something we hold dear.

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy

Michael Conley (Headteacher)

Designated Safeguarding Lead(s)

Mr Conley

Miss O'Connor

Mrs O’Donovan

Miss Stirling

Mrs Ewing-Patel

Mrs Harvey

Named Safeguarding Governors

Kate Hoskin

Date updated: September 2026

Date agreed and ratified by Governing Body: September 2026

Date of next review: September 2027

St. Peter's Primary School Anti-bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2020 and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” and DfE research into anti-bullying practices:

www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

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1) Policy objectives

- This policy outlines what St. Peter's Primary School does to prevent and tackle all forms of bullying.
- St Peter's Primary School are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

- This policy links with several school policies, practices and action plans including:
  - Behaviour and discipline policy
  - Complaints policy
  - Child protection policy
  - Confidentiality policy
  - Online safety and Acceptable Use Policies (AUP)
  - Curriculum policies, such as: PSHE, citizenship and computing
  - Mobile phone and social media policies

3) Links to legislation

- There are several pieces of criminal and civil legislation setting out measures and actions for schools in response to bullying. These include (but are not limited to):
  - The Education and Inspection Act 2006, 2011
  - The Equality Act 2010
  - The Children Act 1989
  - Protection from Harassment Act 1997
  - The Malicious Communications Act 1988
  - Public Order Act 1986

4) Responsibilities

- It is the responsibility of:
  - The headteacher to communicate this policy to the school community, to ensure disciplinary measures are applied fairly, consistently and reasonably, and a member of the senior leadership team has been (assigned?) to take overall responsibility for the above requirements
  - Governors to take a lead role in monitoring and reviewing this policy annually by ratifying at an annual GB
  - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

5) Definition of bullying

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. For example sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy.

- Bullying can happen to individuals or groups of people. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying
  - Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

6) School ethos

- St. Peter's Primary School communities recognise that all forms of 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 wellbeing.
- By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti- bullying policy.
- Requires all members of the community to work with the school to uphold the anti- bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

7) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision- making, as appropriate.
  - The deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
  - The DSL will be informed of all bullying issues where there are safeguarding concerns.
  - The school will speak with and inform other staff members, where appropriate.
  - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
  - Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
  - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Timescales for responding to bullying

At St. Peter's, we will endeavor to meet the deadlines below but at times these may alter. Parents will be informed of the reason for any delay in advance.

Stage	Timescale
Concerns raised	Parents met within a week of initial contact with school
Parents informed and mediation offered	Within one week of initial meeting
Monitoring cycle (if used)	Four to six weeks
Outcomes of monitoring and next steps	Within one week after ending of monitoring cycle
Investigation launched with clear scope identified	One week after parents have been met with next steps identified
Investigation	four to six weeks
Report written and submitted to Headteacher	one to two weeks after conclusion of investigation
Headteacher first read	Within two working days
Second read	Within two working days
Outcomes sent to parents and follow up meetings offered	Within one week after second reading.

Timeline

Week numbers are shown across the top.

Stage	1	2	3	4	5	6	7	8	9	10	11	12	13
Concerns raised	■												
Parents met		■											
Parents informed and mediation offered			■										
Monitoring cycle (if used)			■	■	■	■							
Outcomes of monitoring and next steps							■						
Investigation launched with clear scope identified				■									
Investigation				■	■	■	■						
Report written and submitted to Headteacher								■	■				
Headteacher first read										■			
Second read										■			
Outcomes sent to parents and follow up meetings offered											■		

  - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
  - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Allegations of Bullying

The school takes all allegations of bullying seriously. When an allegation of bullying is made:

- Following observations by a member/s of staff, an investigation into the incidents will be undertaken.
- Any investigation is undertaken by a member of SLT and a report is provided to the Headteacher and selected Governors to decide on if bullying has occurred.
- An investigation might include interviews with parents/carers of both parties, children, staff and the children directly involved.
- CPOMs logs will be checked and other relevant evidence collected.
- Once all evidence and interviews are collated, a decision will be made by impartial parties to determine the outcome of the investigation.
- Where a parent or carer has made an allegation of their child being bullied by another child, the school will in the first instance monitor the situation for 4-6 weeks to determine whether an investigation is required. The school does reserve the right to not require a monitoring period if we feel it is not needed. This will be fully explained to those involved.
- When concerns are raised regarding bullying, mediation will be offered at different stages of the process. When mediation occurs, there will be clear objectives identified and outcomes decided upon. This would be done collaboratively.
- Any allegations by parents/carers must be communicated to the child's teacher to monitor with the support of SLT.
- The school acknowledges bullying investigations can be stressful for all parties involved and therefore must be undertaken with care and only when necessary.

Cyberbullying

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;

    - contacting the service provider and the police, if [remainder clipped in original].
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully) 'Searching, screening and confiscation at school'
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

- Pupils who have been bullied will be supported by:
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discussing how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Pupils who have perpetrated bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.

  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discussing how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance is available for leaders regarding dealing with complaints made on social networking sites:

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

Bullying in relation to children with SEND or trauma

When a child who has SEND needs or a diagnosis has been accused of bullying, this can mean further support is needed. Due to the nature of SEND, some children will find it difficult to process feelings and emotions, which can result in negative attitudes and behaviours towards others. At St. Peter's, we will

attempt, through our processes, to identify if the child with SEND has diminished responsibility and so their actions might not be deemed as bullying. To do this, we will use the wider context, support from external agencies and our knowledge of the SEND needs the child may have.

For children that have experienced trauma in their lives, they may also find it difficult to manage relationships, feelings and behaviours. Whilst the school will endeavor to support all children in our care, specific support/guidance will be needed when investigating a child with trauma. As a school, we will seek external advice to support us in dealing with cases where trauma is present.

This does not mean that children with SEND or trauma do not choose to bully, but in order that our children have a fair representation, we will ensure we are compliant with the equalities act and disability discrimination act. This decision will solely lie with the school.

8) Preventing bullying

Environment

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - Recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
  - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
  - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
  - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
  - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
  - Actively create "safe spaces" for vulnerable children and young people.
  - Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Education and Training

- The school community will:
  - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
  - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
  - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
  - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
  - Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

9) Involvement of pupils

- We will:
  - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvas children and young people's views on the extent and nature of bullying.
  - Ensure that all pupils know how to express worries and anxieties about bullying.
  - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
  - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - Utilise pupil voice in providing pupil led education and support
  - Publicise the details of internal support, as well as external helplines and websites.
  - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

10) Involvement and liaison with parents and carers

- We will:
  - Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
  - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
  - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
  - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner. Parents will be supported with this process. However, when parents request a bullying investigation, the process will be explained to them and time to reflect will be given. Alternatives to an investigation might be offered in the first instance. When parents feel bullying has occurred/occurring Whether or not bullying is found to have taken place, appropriate support will be given to both pupils and parents. This would be bespoke to each case.

11) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12) Useful links and supporting organisations

Anti-Bullying Alliance
www.anti-bullyingalliance.org.uk

Childline
www.childline.org.uk

Family Lives
www.familylives.org.uk

Kidscape
www.kidscape.org.uk

MindEd
www.minded.org.uk

NSPCC
www.nspcc.org.uk

The BIG Award
www.bullyinginterventiongroup.co.uk/index.php

PSHE Association
www.pshe-association.org.uk

Restorative Justice Council
www.restorativejustice.org.uk

The Diana Award
www.diana-award.org.uk

Victim Support
www.victimsupport.org.uk

Young Minds
www.youngminds.org.uk

Young Carers
www.youngcarers.net

The Restorative Justice Council
www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces
www.changingfaces.org.uk

Mencap
www.mencap.org.uk

Anti-Bullying Alliance: Cyberbullying and children and young people with SEN and disabilities
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet
www.childnet.com

Internet Watch Foundation
www.iwf.org.uk

Think U Know
www.thinkuknow.co.uk

UK Safer Internet Centre
www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE: Cyberbullying: advice for headteachers and school staff
www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE: Advice for parents and carers on cyberbullying
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

Anne Frank Trust
www.annefrank.org.uk

Kick it Out
www.kickitout.org

Report it
www.report-it.org.uk

Stop Hate
www.stophateuk.org

Tell Mama
www.tellmamauk.org

Educate against Hate
www.educateagainsthate.com

Show Racism the Red Card
www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub
www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity
www.metrocentreonline.org

EACH
www.eachaction.org.uk

Proud Trust
www.theproudtrust.org

Schools Out
www.schools-out.org.uk

Stonewall
www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk

A Guide for Schools
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body
www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in "Preventing and Tackling Bullying" (July 2017)

Preventing and Tackling Bullying
www.gov.uk/government/publications/preventing-and-tackling-bullying

13) Flowchart showing our process for addressing bullying

1	Allegation of bullying received from parents or school identify
2	Concerns raised with all parents. Mediation offered
3	If behaviours persist, a 4-6 week monitoring cycle may be used
4	Parents informed throughout monitoring cycle and mediation may be offered part way through
5	Monitoring cycle raises concerns; a final mediation offered
6	All parents brought together for meetings to discuss process and scope of investigation
7	A named investigator will be identified. This could be the class teacher or another member of staff
8	A range of data collection activities will begin: interview with stakeholders; CPOMS deep dive; triangulation of paperwork
9	A report will be produced and given to the headteacher. The headteacher will do the first read to see if bullying is identified and the investigation meets the agreed scope
10	The report will then be handed to a governor with no prior knowledge to see if bullying is identified and the investigation meets the agreed scope
11	Outcomes sent to parents with next steps identified. Follow up meetings offered. Agreed actions begin

Throughout this process, we will keep parents informed. If the scope of the investigation needs to alter, due to additional information, all parties will be informed. We reserve the right to seek external advice in relation to complex matters. Once an investigation is concluded, there will be no further opportunities to reopen the case. Parents are welcome to complain about process via our complaints policy.