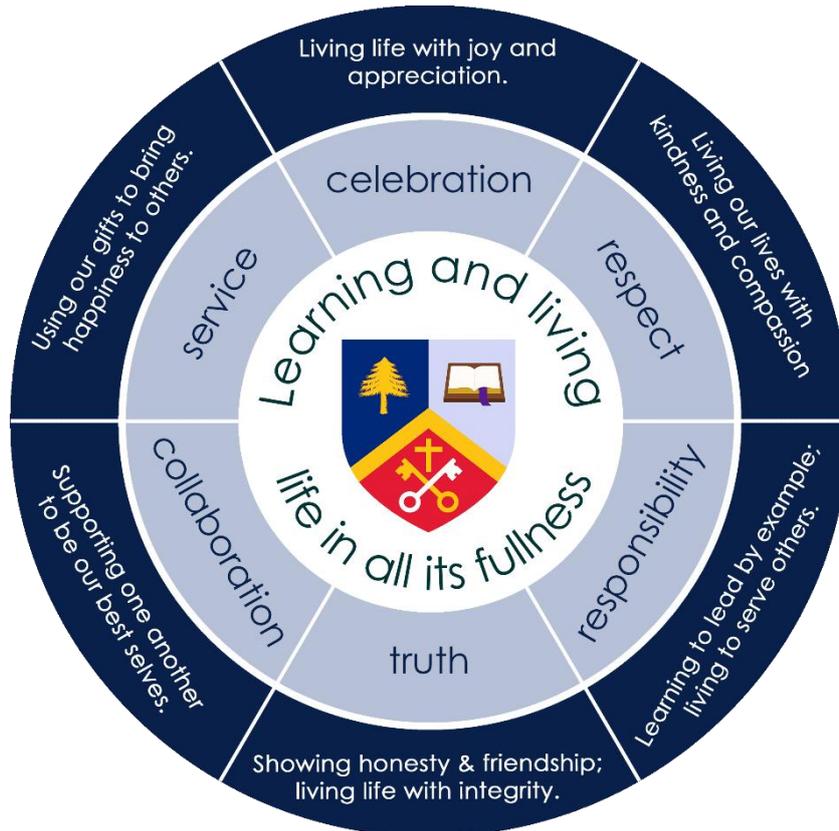




St Peter's CE Junior School

Learning and living life in all its fullness

Anti-Bullying Policy Autumn 2025



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	Reviewed HHF
Approved/Ratified by Governing Body	October 2025
Date for Review	Autumn 2026- annual
Status	Non-statutory

Anti-Bullying Policy

Promoting Positive Behaviour and Healthy Relationships

Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. The Church of England is committed to an education that enables people to live life in all its fullness.

(Valuing All God's Children - Guidance for Church of England schools)

Our Christian Vision

Our Christian vision is inspired by John 10:10: 'I have come that they may have life, life in all its fullness'.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to 'Learn and Live - Life in all its Fullness'. As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to 'use whatever gift you have received to serve others' (1 Peter 4:10).

Our School Values

We strive to embed our values in all areas of school life, promoting them as a guide for flourishing in life and learning.

- **Celebration:** Living life with joy and appreciation, learning to rejoice in the achievements of others and showing gratitude for all that we have.
- **Collaboration:** Learning the roles that we can play and living them out to bring fullness of life to our class, school and wider community. Supporting one another to be our best selves.
- **Respect:** Living our lives with kindness and compassion and learning to live with open hearts and minds. Loving each other and ourselves in all our fullness.
- **Responsibility:** Learning to lead by example and living to serve others. Modelling kindness and care to one another and ourselves, for our environment and our wider world.
- **Service:** Learning to use our gifts to bring happiness to others and living life with others before ourselves. Volunteering our time to bring life in all fullness to our local and global community.
- **Truth:** Learning to show honesty and friendship through life in all circumstances. Living life with integrity, guided by our values and staying true to ourselves.

School Statement on Bullying:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

It is our mission to support each child to fulfil their potential in all aspects of their lives. We therefore strive for every child to 'learn and live – life in all its fullness' in a safe, nurturing and welcoming environment.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (*Preventing and Tackling Bullying, Department for Education*).

Bullying also involves an 'imbalance of power' (*Anti Bullying Alliance*).

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)

- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Bullying and Conflict:

Bullying is different from conflict. Conflict is a disagreement or argument in which both sides express their views. Bullying is negative behaviour directed by someone exerting power and control over another person. The table below outlines some of the main differences between bullying and conflict.

Bullying	Conflict
<ul style="list-style-type: none"> • imbalance of power 	<ul style="list-style-type: none"> • equal power in the relationship
<ul style="list-style-type: none"> • victim is upset/bully is not 	<ul style="list-style-type: none"> • both children upset
<ul style="list-style-type: none"> • bully has no remorse 	<ul style="list-style-type: none"> • feel remorse
<ul style="list-style-type: none"> • bully does not see need for resolution 	<ul style="list-style-type: none"> • want to solve problem and restore relationship

Aims

All pupils at St. Peter’s Church of England Junior School have the right to learn in a safe, secure and supportive environment. The Christian principles of tolerance, understanding and respect for others are central to what we believe.

As a result, we aim:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure that each person in all their unique difference is able to thrive so that they may ‘live life in all its fullness’.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures

Reporting bullying

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent should be investigated in order to establish whether a single incident is a bullying incident and if so, if it is isolated.

Reporting - Roles and Responsibilities:

Staff:

- All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. Key roles will include addressing anti-bullying through assemblies and the RHE curriculum, watching for early signs of distress and ensuring that all areas of the school are thoroughly supervised during break and lunch time.
- Staff must investigate all reported incidents or potentially threatening or suspicious situations.
- Our Deputy Headteacher (RHE and Mental Health Lead) is our designated staff anti-bullying lead.

Senior Leadership Team:

- The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- The Headteacher (or Deputy Headteacher) has responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child in accordance with prevailing guidance from the Department for Education and Local Authority.

Parents/carers:

- Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. We expect parents to inform us of any concerns they have about bullying at the time of the event, or as soon as possible afterwards.
- Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should contact senior leaders. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, and the Governing Body may become involved.

Pupils:

- Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.
- Pupils are encouraged to 'tell' any adult in school if they are being bullied or know that bullying is happening. Pupils can report incidents of bullying by:
 - telling any adult in school
 - asking their parents to arrange an appointment with an adult in school
 - talking to student leaders (peer mentors)
 - clicking the 'whistle blowing' icon on DB Primary

Governors:

- Governors are responsible for evaluating the effectiveness of the policy.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on CPOMS.
- Designated school staff will monitor incident reporting and information recorded on CPOMS.
- Designated school staff will produce termly reports summarising the information, which the headteacher will report to the governing body.
- Support will be offered to the target of the bullying from the class teacher, learning support assistant, senior leaders and peer mentors. The school ELSA will also offer support, where appropriate.
- Staff will proactively respond to the bully who may require support from the class teacher, learning support assistant, senior leaders or peer mentors.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of online bullying in particular means that it can affect pupil's wellbeing beyond the school day. Staff, parents and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- Through our RHE curriculum, children are taught about different types of bullying and ways they can respond and prevent bullying. The curriculum also includes opportunities for pupils to learn to value themselves, value others and to appreciate and respect difference.
- Through the RE curriculum and our Collective Worship schedule, children explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle Time and Class Worship provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- As part of the RHE and Computing curriculum, children are taught how to keep themselves safe online. Training/guidance is also provided to parents.
- Our Behaviour Values of 'Be Kind, Be Respectful, Be Responsible and Be Safe' are regularly reinforced throughout the school year.
- School has an open-door policy, including the daily opportunity for parents to meet class teachers at the gate.
- Stereotypes are challenged by staff and pupils across the school.
- Best practice interventions from Anti-Bullying training are implemented by staff across the school, including The Support Group Method and sentence stems to support children's conversations.
- Peer-mentoring and pupil-led programmes, including our Play Leaders and Buddy System, offers support to all pupils.

Training

The headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The headteacher/anti-bullying lead is responsible for monitoring the policy on a day-to-day basis. The headteacher/anti-bullying lead is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for evaluating the effectiveness of the policy. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

Stop Bullying Workshop

Cath Lowther, Educational Psychologist

Bullying

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

Preventing and tackling bullying – DfE October 2014

Bullying also involves an 'imbalance of power'.

Anti Bullying Alliance

Assertiveness

- Body language
- State preferences
- Practise

When you _____ I feel _____ because _____.
Could you _____?

Interventions

The Support Group Method

This method gathers assistance for the bullied student. It does this by sharing knowledge of his or her distress at a meeting with the children who bully, together with peers who would offer support.

The rationale behind using the Support Group Method is as follows:

- Children who have been bullied will describe to an adult the distress they have experienced by those who have bullied them, especially when they are convinced that nobody will be punished. They will also say who bullied them.
- Children will empathise with the person they bullied when they are told about their distress, especially if they attend a meeting run by an adult in the company of some other students who are supportive of the child who was bullied.
- In these circumstances the children who bully will accept responsibility for helping to alleviate the distress and act accordingly.

Method of Shared Concern

It facilitates the emergence of a solution to a bully/target problem through the use of a series of interviews and discussions with the parties involved.

The rationale behind using the Method of Shared Concern is as follows:

- Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group.
- Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress caused and agree to act to reduce that distress.
- Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted.
- An agreed resolution involving all concerned is likely to be sustainable.

Further reading

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
www.childline.org.uk

www.antibullyingalliance.org.uk

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

www.bullying.co.uk

www.ditchthelabel.org

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/bullying>

Hampshire Educational Psychology, *Dealing with Bullying*.

Hampshire County Council. *Anti-bullying – whole school anti-bullying policy template*

www3.hants.gov.uk/whole-school-anti-bullying-policy-template.doc

@bullyinguk

#choosekindness