

Anti-Bullying Policy

Committee Name:	Standards and Achievement Committee
Date of Approval:	September 2025
Validity Date:	2025-2027
Person responsible:	Head Teacher

‘Together we live and grow in the love of Jesus Christ’

This policy has been written considering the DfE statutory guidance “Keeping Children Safe in Education” and “Sexual violence and sexual harassment between children in schools and colleges” guidance. This policy is written using guidance from the Church of England, ‘Flourishing for All’ [nse-flourishing-for-all-final-for-publication-april-2025-inc-parts-ab-c.pdf](#). It should be read alongside the DfE’s guidance on preventing bullying (2017), found at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>. It also considers Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

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.

We are a UNICEF Rights Respecting School, and believe that every child has the right to a safe environment (articles 2, 12, 13 and 19 – see appendix for details). We believe that every child has the right to be protected from physical or mental harm, including the right to education with discipline that respects their dignity.

Aims and purpose of the policy

- 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 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.

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’). It is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the victim and the whole school community and its secure and happy environment.

The nature of bullying can be repeated instances of:

- 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 (SEN) or disability
- 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

At St Saviour's we are proud of our supportive environment; however we acknowledge that bullying does happen from time to time - indeed, it would be unrealistic to claim that it does not.

Bullying is recognised by St Saviour's CE Primary School as being a form of child on child abuse; children can abuse other children. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Whole School Strategies to Minimise Bullying

- Our school vision is at the heart of everything we do and ensures that every person in the school community are respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing school-wide anti-bullying initiatives throughout the year
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Each child chooses two Listening Partners (member of staff) whom they can go to at any time with problems or issues.

- Each class has a Worry Box that the children can use to write about any worries they have or incidents that have upset them. The class teacher regularly checks the box and deals with any issues that arise.
- Every class from Year One-Year Six has two elected School Councillors. They hold weekly meetings in the class to discuss any issues that their classmates have and these are discussed and hopefully resolved during weekly School Council meetings led by a Class Teacher.
- Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist “joining in” with bullying;

If you see someone being bullied:

- DON'T rush over and take the bully on (*eg. If you see someone being bullied, get an adult rather than trying to stop the bully yourself*);
- DO let a teacher or other staff member know;
- DO try to be a friend to the person being bullied;
- DON'T be made to join in;
- DO try to help the bully stop bullying.

If you are a victim of bullying:

- TELL a teacher or another adult in school;
- TELL your family;
- TAKE a friend with you if you are scared to tell someone by yourself;
- KEEP telling people until someone listens;
- DON'T blame yourself for what has happened.

We also think about Online Safety and cyber-bullying throughout the school year and as part of our PSHE and Computing curriculum.

Roles and responsibilities

Role of the Headteacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and alongside the PSHE lead who will have general responsibility for handling the implementation of this policy.

Their responsibilities are to:

- Develop and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate coordinating strategies for preventing bullying behaviour
- Review and update the policy annually.
- Ensuring that there are opportunities in the curriculum to teach about anti bullying and online safety

Role of governors

- Supporting the Headteacher in all attempts to eliminate bullying from the school.
- Monitoring the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- Requiring the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.
- This information will be presented to the governors in an anonymous format as part of the annual report.

Role of Teaching and Support staff

- Teaching the PSHE sessions, participate in Anti-Bullying Week and explicitly teach online safety as part of Computing curriculum
- All staff watch for early signs of distress in pupils
- All staff listen, assess, act
- Encourage use of worry boxes in school where children can put written notes if they feel they cannot speak about their problem

Role of Parents/Carers

- Recognising that an effective anti-bullying policy requires close partnership between parents, teachers and children
- Discussing the school's rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Attending Parents' Evenings, parents' functions, and by developing informal contacts with the school
- Knowing that learning and teaching cannot take place without sound boundaries
- Remembering that staff deal with behaviour problems patiently and positively
- Recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- Allowing the school to deal with them and NOT dealing directly with other children and parents
- Speaking directly to the class teacher.

How the School Responds to Specific Allegations of Bullying

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

1. The class teacher will be the first person who will follow up allegations, with support from a member of the Senior Leadership Team if necessary.
2. The class teacher will speak to all pupils separately.
3. 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
4. A clear and precise account of the incident will be recorded on CPOMS, including actions taken.
5. Other relevant staff members will be informed
6. Parents/carers will be kept informed about the concern and action taken
7. Appropriate sanctions will be implemented in line with the school Behaviour Policy
8. Support will be offered to the pupil who perpetrated the bullying, as appropriate
9. If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed or Early Help if a child is felt to be at risk of significant harm.
10. 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 and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

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 cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

- School staff will take action if incidents of bullying that happen outside school are reported to them
- School staff members have the power to discipline pupils for misbehaving outside the school premises

However, DfE guidance states that school staff can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

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

RRS Articles that are linked are:

LINKED UNCRC ARTICLES

Article 2 (non-discrimination) - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19 (protection from violence, abuse and neglect) - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

2
NO DISCRIMINATION

12
RESPECT FOR CHILDREN'S VIEWS

13
SHARING THOUGHTS FREELY

19
PROTECTION FROM VIOLENCE