



St Peter and St Paul CE Primary — Anti-Bullying Policy

Approved by the Governing Body: October 2026

Next review: October 2028 (or sooner if statutory guidance changes)

1. Principles and Values

1.1 At St Peter and St Paul CE Primary we firmly believe every child in our care has the right to feel safe, secure and happy in school and in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. Our Christian ethos fosters high expectations of outstanding behaviour. We value talking about bullying and equipping children with strategies to respond if they encounter it.

1.2 We are distinctively Christian in ethos and inclusive of all. Our Christian values — kindness, fairness, hope, forgiveness, courage and respect — underpin our anti-bullying work. We welcome those of all faiths and none to shine their lights brightly, celebrating joys, failures and successes with parents and the community.

1.3 All members of the Governing Body, staff, children and parents will have a shared understanding of what bullying is and the school's procedures for responding. Information will be shared on the school website and through regular events and workshops for parents/carers.

1.4 The school takes bullying seriously. Children, staff, parents and anyone associated with the school should be assured that bullying will not be tolerated and that they will be supported when behaviour is reported.

1.5 This policy takes account of current statutory guidance including Keeping Children Safe in Education (most recent edition) and DfE guidance on Preventing and Tackling Bullying. The school will review this policy promptly in the event of further statutory updates.

1.6 This policy links with other school policies, practises and action plans including (but not limited to):

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- E-safety and Acceptable Use Guidance
- Curriculum Policies (PSHE, Computing)
- Relationships and Sex Education Policy
- Acceptable Use Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Equality and Diversity Policy
- Our School's Christian Vision and Values
- Staff Well-being Policy



1.7 Bullying of staff by pupils, parents or colleagues is unacceptable. Where this occurs, Governors and the Headteacher will follow the appropriate policies (Complaints, Whistleblowing, Unacceptable Behaviour). Anyone feeling aggrieved will be encouraged to follow those procedures.

2. Definition of bullying

2.1 Bullying is “Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (DfE, Preventing and Tackling Bullying). Although bullying is usually repeated behaviour, a single incident may be treated as bullying where the impact is serious (for example sexual violence/harassment, a hate incident, or severe online abuse). The school will consider context, impact and safeguarding risk when determining the response.

2.2 Bullying can be direct or indirect:

- Physical — kicking, hitting, taking belongings, sexual violence
- Verbal — name-calling, taunting, mocking, moderate/severe banter, offensive comments, sexual harassment
- Non-verbal — gestures, producing offensive graffiti
- Psychological — deliberately excluding people from groups, threats

2.3 This includes inappropriate or harmful behaviours expressed via digital devices (cyberbullying) — e.g., sending abusive messages by phone, text, instant messenger, social media, apps or sharing offensive or degrading imagery. (See E-safety and Acceptable Use Guidance; for youth-produced imagery follow relevant safeguarding guidance.)

2.4 Bullying behaviour is deliberately hurtful and can be ongoing. It is unequal and difficult to counteract for the person being bullied because it involves a power imbalance: physical, psychological or social. It can intimidate through the threat of violence or by isolating someone physically or online.

2.5 Low level disruption, offensive language, banter and horseplay will be challenged. Clear expectations of behaviour will be set to prevent escalation.

2.6 Bullying can occur at any time in or outside school premises or hours. This policy applies while a child is a registered pupil. All staff are trained to be vigilant about all forms of bullying and peer abuse.

3. Forms of bullying

3.1 Bullying can happen to anyone. This policy covers types including (but not limited to):

- Race and culture
- Religion
- Disability
- Sexual issues (including sexual harassment and sexual violence)
- Sexual orientation (Homophobic / LGBTQ+)
- Perceived differences (appearance, speech)
- Special Educational Needs (including gifted/talented)



- Child in care or adopted
 - Young carer
 - Other reasons (jealousy, friendship fallouts)
- 3.2 We are a TELLING school. We encourage and support all to report bullying. Children may not always recognise bullying (due to age, SEND or vulnerability); it is the responsibility of the school community to be vigilant.

4. **Why we respond to bullying**

4.1 Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. Children and staff who engage in bullying need to learn alternative behaviours; the school will use disciplinary and educational measures to change behaviour.

4.2 A proactive approach to identify and act on signs of bullying helps resolve issues early. Signs and behaviours that might indicate bullying include (non- exhaustive): fear of walking to/from school, reluctance to attend school, changes in routine, truanting, withdrawal, anxiety, sleep disturbance, declining attainment, damaged/ missing possessions, hunger, fear of using internet/phone, mood changes.

5. **Anti- Bullying Education and Prevention**

5.1 The school uses a range of methods to prevent and address bullying:

- PSHE, Citizenship and Jigsaw curriculum
- Relationships and Sex Education
- SMSC curriculum and school worship themes
- Community worship, Anti-Bullying Week, Safer Internet Day
- E-safety lessons, restorative practice and friendship skills
- Cross-curricular learning (English, Drama, History)
- School awards and recognition (e.g., Star of the Week)
- Buddies, community leaders, School Council
- Worry Monster and class worry systems
- External speakers and theatre companies

5.2 The PSHE leader, in partnership with senior leaders and staff, is responsible for developing an anti-bullying programme. Curriculum provision will include content on prejudice, protected characteristics, online safety, consent and respectful relationships.

5.3 The school will publish an annual summary of anti-bullying work and curriculum coverage on the website.

6. **Pupil Voice**

6.1 Children are actively involved in prevention as appropriate, including:

- Writing school/class rules and charters
- Personal pledges or promises against bullying
- Role-plays and scenario work
- Discussions on the impact of bullying and dealing with unacceptable behaviour
- Knowing how to express worries and access help



- Publicising helplines, websites and report mechanisms
 - Peer support roles (buddies, peer mentors)
 - Engaging in restorative justice where appropriate
- 6.2 The school gathers pupil views through surveys, focus groups and the School Council. Years 5 and 6 take part in the North Lincolnshire Lifestyle Survey as applicable.

7. Reporting and Procedures

7.1 Parents

7.1.1 If parents suspect their child is being bullied they should contact the school promptly — usually the class teacher in the first instance. Parents should be prepared to discuss observed signs and any suspected perpetrators.

7.1.2 Parents must allow school staff to conduct the initial investigation. Attempts to resolve the matter directly with other families are discouraged and may make the situation worse.

7.1.3 Parents should encourage their child to talk to a trusted adult in school, a buddy/peer mentor, or use the school's reporting systems (worry box).

7.1.4 The school will set clear expectations for meetings (agenda, outcomes, follow-up) and will not tolerate abusive behaviour towards staff. If parents behave unacceptably, the school will follow its Unacceptable Behaviour and Complaints policies.

7.2 Children

7.2.1 If a child believes they are being bullied they must tell an adult they trust (parent, staff member) or use the school's anti-bullying system (worry monster, buddy). They should explain what the bullying is and how it affects them.

7.2.2 Children who witness bullying or suspect bullying must tell an adult (staff, buddy, Learning Mentor).

7.3 Staff

7.3.1 If bullying is reported to a member of staff they must record details as presented and pass these to the anti-bullying lead via CPOMS within 24 hours. Due to safeguarding responsibilities, staff cannot promise confidentiality.

7.3.2 Staff should complete the Checklist for Managing a Bullying Incident (Appendix 1) and discuss meeting notes and agreed outcomes with the Senior Leadership Team (SLT).

7.3.3 Where an incident involves sexual violence or sexual harassment, the Designated Safeguarding Lead (DSL) or deputy must be informed immediately and child protection procedures followed in line with KCSIE and local procedures. A risk assessment must be completed and recorded promptly.

7.3.4 During investigations, care must be taken to support both the child who perceives themselves to be bullied and the child alleged to have shown bullying behaviour.

7.3.5 Time out/reflection time may be used if appropriate during investigations.

7.3.6 Parents will be informed and asked to attend meetings as part of the investigation where appropriate. The school will set expected timescales for communication and meetings.

7.3.7 Consequences may be applied where bullying is substantiated (see Section 10). Restorative approaches and educational programmes will be used where appropriate.



7.4 Timeframes for action and communication

- Initial recording and notification to the anti-bullying lead/DSL: within 24 hours.
- Acknowledgement to reporting parent/child: within 48 hours.
- Full investigation: completed within 10 working days where possible. Complex safeguarding cases may take longer but will receive regular updates.
- Ongoing monitoring: reviewed within agreed short review periods and recorded on CPOMS.

7.5 Recording, monitoring and reporting

7.5.1 All incidents must be recorded on CPOMS within 24 hours, with records kept in line with the school's data retention schedule and Data Protection policy.

7.5.2 The anti-bullying lead will collate anonymised data termly (type, location, protected characteristics, repeat incidents, actions, outcomes) and present this to the Governing Body termly. The school will use this data to identify patterns and inform action planning. Where patterns or safeguarding concerns emerge, the school will notify the Local Authority and take required actions.

7.5.3 While confidentiality cannot be guaranteed due to safeguarding duties, information will be shared on a need-to-know basis and handled in accordance with GDPR.

8. Persistent bullying

8.1 If a child continues to report bullying, they will be offered a log book/diary to record incidents. Support will be provided for younger children or those with SEND.

8.2 Staff and Governors will decide next steps for persistent bullying behaviour in line with the school's Behaviour Policy and other plans. Persistent or severe cases may require formal sanctions, external agency involvement or statutory services.

9. Support for children

9.1 Children who have experienced bullying will be:

- Given an immediate opportunity to talk with an adult they feel safe with
- Offered reassurance and steps to feel safe again
- Consulted on a support programme to build self-esteem, confidence and resilience with the pastoral team
- Referred to a buddy/peer mentor if appropriate
- Referred to counselling or external services if appropriate
- Supported with ongoing advice for parents
- Informed about investigation outcomes and next steps, where appropriate
- Referred to Children's Services where safeguarding concerns require it

9.2 Children who have engaged in bullying behaviour will be:

- Given an opportunity to explain what happened with an adult
- Offered time to reflect on their behaviour and understand harm caused
- Consulted on a programme to develop social and emotional skills with the pastoral team



- Given opportunities to repair harm (restorative work) where appropriate and safe
- Informed that parents/carers will be involved to support behaviour change
- Referred to external agencies (including Police, Children's Services) if necessary to support change
- Referred to counselling if appropriate
- Invited to mediation/restorative meetings with the target, where appropriate and safe

9.3 Reasonable adjustments for SEND/EAL

9.3.1 The school will make reasonable adjustments for children with SEND, disabilities or EAL. Investigations and support (interview methods, visual aids, one-to-one support, translator or advocate) will be adapted to the child's needs and recorded. Staff will consider communication needs and cognitive understanding when assessing impact and response.

9.3.2 Children with SEND who are involved in incidents will be supported by staff trained in their needs and by involving the SENDCo as appropriate.

10. **Sanctions and restorative practice**

10.1 The school uses a graduated response: restorative approaches where appropriate to repair harm and educational sanctions to change behaviour. Serious or repeated bullying will trigger formal sanctions in line with the Behaviour Policy, which may include fixed-term exclusion. Sanctions and support will be recorded and monitored for effectiveness.

10.2 Where criminal behaviour is suspected (assault, sharing sexual images, hate crime), the school will consider reporting to the police. The DSL will consult local guidance and record decisions; parents will be informed unless doing so would increase risk.

11. **Staff training and induction**

11.1 All staff (including support staff and governors) will receive annual training on bullying, including cyberbullying, prejudice-based incidents, and peer-on-peer sexual harassment. New staff will receive anti-bullying and safeguarding induction on joining. Training records will be maintained.

12. **Parental involvement and communication**

12.1 Parents will be engaged early and constructively. The school will set clear expectations for meetings and for communication. The school will not tolerate parents seeking to resolve incidents directly with other families. Any abusive behaviour by parents will be addressed through the school's Unacceptable Behaviour and Complaints policies.

13. **Accessibility and child-friendly information**

13.1 The school will publish a short child-friendly summary of this policy (what to do if you are bullied) and a parent/carer version on the website and in new intake information. Translations and accessible formats will be provided on request.



14. Responsibilities and contacts

14.1 It is the responsibility of:

- The Headteacher to communicate the policy to the school community and feedback the effectiveness of the policy in the Annual Report to Governors.
- School Governors to lead in monitoring and reviewing the policy, liaise with the anti-bullying coordinator and Pastoral Officer, and receive termly anonymised data.
- Senior Leaders, Teaching and Non-Teaching staff to be aware of and implement this policy.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Children to abide by the policy.

14.2 Named contacts

- Anti-bullying coordinator: Mrs J Smeaton — contact via school office/email. Deputies: Mrs J Winfield. The anti-bullying coordinator leads on recording, trend analysis and coordination of support.
- Headteacher: Mrs J Smeaton
- Designated Safeguarding Lead (DSL): Mrs J Smeaton — contact via school office
- Named Governor for bullying: Mrs Caroline Fielder-Shattell

15. Monitoring, evaluation and review

15.1 The Governors will review this policy every 2 years and assess implementation and effectiveness sooner if necessary. Next scheduled review: October 2028.

15.2 The anti-bullying lead will collate termly anonymised incident data and report to governors. The school will gather pupil, parent and staff feedback annually (surveys/focus groups) to evaluate impact and inform action planning.

15.3 Any issues identified will be incorporated into the school's action plans and improvement priorities. The named Governor for bullying will report regularly to the Governing Body on incidents and outcomes.

16. Complaints

16.1 If a parent/carer is dissatisfied with the school's response to a reported incident, they may make a complaint in accordance with the School's Complaints Policy.

17. Equal opportunities

17.1 In implementing this policy all staff must consider the school's Equality Duty. No child involved in any bullying incident will be disadvantaged on the grounds of



gender, race, disability, sexual orientation, age, religion or belief. Reasonable adjustments will be made for children with SEND and for EAL families.

18. **Data protection and confidentiality**

18.1 While confidentiality cannot be guaranteed due to safeguarding duties, the school will share information on a need- to- know basis and handle records in line with GDPR and the school's Data Protection policy. Records will be retained according to the school retention schedule.

Appendix 1: Checklist for Managing a Bullying Incident

(Use alongside CPOMS recording; ensure timescales and actions are recorded.)

Students named in incident: Date:

Checklist — ✓ and date when complete

- Young person tells you they are being bullied or incident observed.
- Report to Anti-bullying school lead / record on CPOMS within 24 hours.
- Ensure an appropriate adult meets with the target. Follow interview guidance and record.
- Listen to other witnesses. Follow interview guidance and record.
- Ensure an appropriate adult meets the young person alleged to be responsible. Follow interview guidance and record.
- If evidence/admission of bullying: issue appropriate consequences (Behaviour Policy) and/or restorative actions. Record on CPOMS.
- Consider whether impact warrants a safeguarding referral. If so, inform DSL and follow child protection procedures.
- If no bullying substantiated: consider what action is needed to reassure and meet needs.
- Inform the target of outcomes and actions; keep them supported and informed.
- Inform the young person responsible of outcomes and support available.
- Contact parent/carers of the target and inform/offer support; keep them updated.
- Contact parent/carers of the young person responsible; inform and involve them in agreed actions.
- Where a criminal offence may have occurred, consider reporting to police; record decisions and advice given.
- Consider additional input: prejudice/ diversity work, class/year interventions, assemblies, individual/group work, referrals to external agencies.
- Monitor and review with all parties to ensure bullying has stopped.
- Review effectiveness and identify preventative measures.

Appendix 2: Reporting Pathways (Pathways of Help)

Child is bullied

Step 1a: Referral by a parent to class teacher

Step 1b: Self-referral by child using "worry box" or designated reporting system

Step 1c: Child approaches buddy/peer mentor, Learning Mentor, school staff or other trusted adult

Step 2: Child meets with class teacher and/or Learning Mentor — discuss facts,



suggested ways forward, parents may be informed; short review time

Step 3: Designated adult leads an interview with all parties — agree actions/strategies, parents informed and invited; short review time

Step 4: Senior leader (anti-bullying lead) directs help strategies delivered by trained personnel (restorative practice, counselling, anger management, peer mentor support, circle of friends, external agencies via Early Help)

Step 5: Headteacher and Chair of Governors informed/seek LA Anti-Bullying Officer advice where appropriate

Appendix 3: Supporting Organisations and Guidance

(As listed in original policy — Anti-Bullying Alliance, Childline, DfE guidance, NSPCC, Stonewall, Childnet, ThinkUKnow, etc. Links to be published on school website and updated as required.)

Policy implementation notes for governors and leaders

- Ensure contact names and deputies are published in the staff handbook and on the website.
- Maintain training records and evidence of curriculum coverage.
- Ensure CPOMS recording, termly anonymised reporting and annual stakeholder feedback occur as described.
- Publish a child-friendly summary and parent version of this policy on the website; provide translations/accessible formats on request.

This policy was approved by the Governing Body on: October 2026

Next review: October 2028