



St Peter's CE Primary School

Anti-Bullying Policy



Policy reviewed – October 2026

Our School Vision

We believe that all are made in the image of God. We seek to ensure that all are valued, valuable and empowered to be the best they can be. We learn from each other, developing our understanding of different cultures to ensure 'life in all its fullness', (John 10:10) - the golden strand that runs through all our work.

1. Our Commitment

St Peter's C of E Primary Academy is committed to providing a supportive, caring and safe environment in which every child feels that they belong and is free from bullying. Bullying of any kind is not tolerated, whether it takes place face-to-face or online.

- Everyone has the right to feel welcome, safe, secure, comfortable and happy.
- Everyone should be valued and treated with dignity, consideration and respect.
- No child should be the target of bullying behaviour.
- All adults have a responsibility to notice, challenge and respond to bullying.
- Children will be listened to, believed and involved in finding solutions wherever possible.

This policy works alongside the academy Behaviour Policy and the five-stage behaviour pathway. The same shared language underpins both: Be Ready, Be Safe and Be Respectful.

2. What is Bullying?

Children will sometimes experience disagreements, friendship difficulties or one-off incidents of unkind behaviour. These still need to be addressed, but they are not automatically bullying.

At St Peter's, bullying is understood as behaviour that is (Pupil Voice, September 2026):

Intentional	Repetitive	Hurtful
done deliberately or on purpose	happens again and again over time	causes harm, distress, fear or humiliation

Bullying can also involve an imbalance of power, where the child experiencing bullying feels unable to stop it or defend themselves. The word STOP can help pupils remember the key idea: Several Times On Purpose.

3. Types of Bullying Behaviour

- **Emotional** – excluding, isolating, tormenting, threatening or deliberately making someone feel that they do not belong.
- **Verbal** – name-calling, teasing, spreading rumours, threats or derogatory language.
- **Physical** – pushing, kicking, hitting, punching, damaging belongings or other physical aggression.

- **Online** – harmful messages, posts, images, videos, group chats or misuse of technology.
- **Extortion** – demanding money, belongings or favours using threats or pressure.
- **Prejudice-related / discriminatory** – bullying linked to race, religion or belief, disability, sex, sexual orientation, gender reassignment or another protected characteristic.
- **Sexual** – unwanted sexual comments, sexualised behaviour or unwanted physical contact.

A one-off incident can still be serious, harmful or discriminatory and will be dealt with through the Behaviour Policy and safeguarding procedures as appropriate, even when it does not meet the definition of bullying.

4. Preventing Bullying

Preventing bullying is the responsibility of the whole school community. We aim to build a culture where pupils know what respectful behaviour looks like, where differences are valued and where children are confident that adults will act.

- Explicitly teaching and modelling The St Peter's Way: Be Ready, Be Safe and Be Respectful.
- Using PSHE, collective worship and wider curriculum opportunities to teach about bullying, respectful relationships, equality, protected characteristics and British Values.
- Teaching pupils the difference between conflict, friendship fallouts, one-off unkind behaviour and bullying.
- Developing empathy, emotional understanding, social skills and restorative approaches.
- Providing active adult supervision at breaktimes, lunchtimes and in shared spaces.
- Teaching online safety and responding to online bullying concerns.
- Using pupil leadership and pupil voice to help us understand how safe and included children feel.
- Reviewing behaviour and safeguarding information to identify patterns, repeated concerns or vulnerable pupils.

5. Reporting Bullying

Children are encouraged to tell an adult whenever they are worried about bullying, whether it is happening to them or to somebody else. They do not need to prove that something is bullying before speaking to an adult.

Pupils can speak to:

- any trusted adult
- their class teacher or teaching assistant
- the Pastoral Manager or another member of the pastoral team

- a member of SLT
- a pupil leader or School Council representative, who will pass concerns to an adult

Parents and carers should raise concerns with the class teacher in the first instance. Where bullying is suspected or identified, the Headteacher/SLT will be informed and the situation will be monitored carefully.

6. Responding to a Bullying Concern

All concerns will be taken seriously. The response will focus first on safety, then on establishing what has happened, stopping the behaviour, supporting those involved and preventing recurrence.

1. Concern raised or behaviour noticed

Listen carefully. Reassure the child. Check immediate safety and any safeguarding concerns.



2. Record and gather information

Record the concern factually on CPOMS. Speak to those involved and gather relevant information from witnesses or other adults.



3. Decide what the information shows

Consider whether the behaviour is intentional, repetitive and hurtful, and whether there is a pattern or power imbalance. One-off harmful behaviour is still addressed.



4. Link to the Behaviour Pathway

Bullying is treated as serious/unsafe behaviour and normally triggers Stage 4. Persistent or very serious bullying may require Stage 5. Serious incidents can bypass earlier stages.



5. Act, support and restore

Stop the behaviour, agree proportionate consequences and support, inform parents/carers, protect the child experiencing bullying and complete restorative work where appropriate and safe.



6. Review and monitor

Continue to check that the behaviour has stopped. Review CPOMS patterns, speak with pupils and families, and consider any wider PSHE, supervision, curriculum or staff actions needed.

7. Link to the Behaviour Pathway

The anti-bullying response does not sit separately from the academy's behaviour system. It is applied through the same consistent, restorative and proportionate approach.

Pathway	When it applies	Expected response
Stage 4 – Serious / Unsafe Behaviour	Bullying, significant disrespect, aggression, dangerous or unsafe behaviour or another serious incident.	SLT involvement; child may be removed from the situation; appropriate consequence and restorative response; parents/carers informed; incident recorded on CPOMS.
Stage 5 – Persistent / Very Serious Behaviour	Very serious incidents or persistent behaviour where previous support and consequences have not resulted in improvement.	Formal SLT response; parent/carer meeting; targeted support or intervention; individual plan and other appropriate action in line with academy policy; CPOMS recording.

The stages are progressive, not a rigid ladder. Serious, dangerous or unsafe behaviour may move straight to Stage 4 or Stage 5. Adults will use professional judgement so that responses are reasonable, proportionate and appropriate to the individual child and incident.

Reasonable adjustments may be made for pupils with SEND or additional needs. This does not mean lowering expectations; it means providing the support needed to meet them.

8. Restorative Practice and Support

Our response is rooted in high expectations and unconditional positive regard. We challenge the behaviour without shaming or rejecting the child.

- The child experiencing bullying will be listened to, reassured and supported to feel safe.
- The child displaying bullying behaviour will be expected to understand the impact of their actions and make changes.
- Consequences will be logical and proportionate wherever possible.
- Restorative conversations or restorative work will be used where appropriate and safe. They will never be used to pressure a child into forgiving, meeting or reconciling before they are ready.
- After consequences and restorative work have taken place, children are given a genuine fresh start while adults continue to monitor the situation.
- Where there are safeguarding concerns, these will be referred to the DSL and safeguarding procedures will take priority.

9. Recording, Monitoring and Follow-up

- Bullying concerns and confirmed incidents will be recorded factually on CPOMS, including actions taken.
- Parents/carers of the children involved will be informed where bullying is identified or where serious concerns are being investigated.
- Staff will monitor for recurrence and check in with the child experiencing bullying.
- Behaviour records will be reviewed to identify patterns, repeated incidents, locations, groups or times of day that may require further action.
- Learning from incidents may lead to changes in supervision, curriculum content, PSHE, staff training or targeted support.
- Pupil voice will be used regularly to check whether children understand bullying, know who they can talk to and feel confident that adults will act.

10. Pupil Voice – September 2026

Pupil voice gathered across Key Stage 1 and Key Stage 2 provides useful evidence about pupils' understanding of bullying, safety and reporting.

- Pupils were able to identify trusted adults they could speak to when worried or anxious, including teachers, senior leaders and pastoral staff.
- Across the sample, pupils commonly described bullying as behaviour that happens repeatedly or 'again and again'; older pupils also referred to deliberate or purposeful behaviour.
- Pupils said that bullying would be dealt with. Some pupils described bullying as happening less now than previously.
- Pupils explained respect and equality in age-appropriate ways, including listening, kindness, fairness and treating people properly.
- Pupils also showed awareness of British Values and, in some responses, protected characteristics.
- Pupils generally described school positively and spoke about friendship, learning, belonging and feeling safe.

What we will continue to reinforce

- The simple definition: intentional, repetitive and hurtful.
- STOP: Several Times On Purpose.
- The difference between bullying, conflict and one-off unkind behaviour.
- That children can tell any trusted adult and adults will act.
- The St Peter's Way, particularly Be Safe and Be Respectful.
- Equality, protected characteristics and respectful behaviour through PSHE, worship and the wider curriculum.

11. Procedures for Parents and Carers

- Speak to your child's class teacher as soon as possible if you have a concern.
- If the concern relates to bullying, the school will investigate, record and monitor the situation and involve SLT as appropriate.
- The school will work with the children and families involved to stop the behaviour and put support in place.
- Parents/carers should not confront another child or their family directly, as this can make the situation more difficult and distressing for children.
- Parents/carers will be kept informed of relevant actions and follow-up.
- If a parent/carer feels that a concern has not been dealt with appropriately, they should follow the academy complaints procedure.

12. Whole-School Responsibility

All members of the school community, including pupils, staff, parents, carers and governors, are expected to treat others with dignity and respect in person and online. Through The St Peter's Way, consistent adult responses and regular pupil voice, we aim to make sure that every child feels safe, valued and able to flourish.

Be Ready. Be Safe. Be Respectful.