



## St Chad's C of E Primary School Policies & Procedures

Policy Title: Anti-Bullying

<b>Approved on</b>	Monday 27 <sup>th</sup> April 2026
<b>Approved by</b>	Local Governing Board
<b>Next review due</b>	30 <sup>th</sup> April 2027

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## Statement of Intent

At St. Chad's C of E Primary School, we are committed to creating a safe, inclusive and respectful environment where all members of our community can flourish.

Rooted in our vision:

**In the light of God, we care, we share, we laugh, we learn**

we promote a culture where:

- all individuals are valued as unique and made in God's image
- difference is respected and celebrated
- relationships are nurtured
- bullying is not tolerated

We recognise that bullying can have a significant impact on wellbeing, learning and long-term outcomes. We therefore take all concerns seriously and respond promptly, proportionately and restoratively.

We use the term "target" rather than "victim" to emphasise that no child is defined by their experience.

## Aims

This policy aims to:

- prevent all forms of bullying
- ensure all members of the school community understand what bullying is
- provide clear reporting and response procedures
- ensure consistent and effective responses to incidents
- support all pupils involved
- promote a culture of respect, inclusion and belonging

## Legislation and Guidance

This policy is based on DfE guidance Preventing and Tackling Bullying, July 2017 and supporting documents. It also takes into account the DfE statutory guidance Keeping Children Safe in Education as well as Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Other legislation sets out measures for schools' responses to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Section 175 of the Education Act 2002
- Section 89 of the Education and Inspection Act 2006, 2011

- Public Sector Equality Duty of the Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Article 12 UN Convention on the Rights of the Child 1989.

## **Definition of bullying**

We define bullying as:

Repeated, intentional behaviour that causes harm to another individual or group, where there is an imbalance of power.

Bullying can take place:

- face-to-face
- online (cyberbullying)
- inside or outside school

We recognise that:

- not all conflict or unkindness is bullying
- all harmful behaviour will be addressed
- early intervention is essential to prevent escalation

## **Our Approach**

Our approach is preventative, relational and restorative.

We:

- prioritise high-quality inclusive teaching and relationships
- explicitly teach respect, empathy and understanding of difference
- encourage pupils to be active bystanders
- operate as a "telling school", where concerns are shared early
- use restorative approaches to repair harm and rebuild relationships

## **Roles and Responsibilities**

**Headteacher**

- Ensures policy is implemented and communicated
- Ensures consistency and fairness

**Governors**

- Monitor and review the policy
- Hold leaders to account

### **Staff**

- Model respectful behaviour
- Identify and respond to concerns
- Record incidents appropriately

### **Parents/Carers**

- Work in partnership with school
- Report concerns appropriately

### **Pupils**

- Treat others with respect
- Report concerns
- Support peers

## **Reporting Bullying**

Bullying (or suspected bullying) can be reported by:

- pupils (verbally, worry boxes, online forms)
- parents/carers
- staff

All reports are:

- taken seriously
- recorded on CPOMS
- acted upon promptly

## **Responding to Bullying**

Our response is guided by the following principles:

- safety first
- listening carefully to all parties
- establishing the facts
- acting proportionately
- repairing harm through restorative approaches
- providing support for all involved

Where appropriate, parents/carers will be informed, safeguarding procedures followed and external agencies involved. Bullying outside school, including online, will be investigated and acted upon where appropriate. Further procedural detail is set out in Appendix Three.

## **Support**

Support will be provided for both the target and the child displaying bullying behaviour. This may include reassurance, pastoral support, restorative work, clear expectations, and intervention to address underlying needs. Further detail is set out in Appendix Five.

## **Consequences**

Consequences are:

- proportionate
- consistent
- aligned with the Behaviour Policy

They aim to:

- stop the behaviour
- repair harm
- prevent recurrence

## **Safeguarding**

Where bullying:

- causes significant harm, or
- indicates wider concerns

it will be treated as a safeguarding issue and escalated accordingly in line with our Child Protection and Safeguarding Policy.

## **Prevention**

We prevent bullying through:

- curriculum (PSHCE, RSE, collective worship)
- restorative and relational practice
- promoting protected characteristics and British Values
- pupil voice and leadership
- staff training
- strong home-school partnerships

- inclusive practice

Further detail is set out in Appendix Six.

## **Monitoring and Review**

We:

- record and analyse incidents
- identify patterns and trends
- evaluate impact of actions
- review the policy annually

## **Links to Other Policies**

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Equality Objectives
- Online Safety Policy

## Appendix One - Forms and Types of Bullying

Bullying can take a range of forms:

<b>Physical</b>	<ul style="list-style-type: none"> <li>• Being punched, pushed or hurt</li> <li>• Made to give up money or belongings</li> <li>• Having property, clothes or belongings damaged</li> <li>• Being forced to do something they don't want to do</li> </ul>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• Being teased in a nasty way</li> <li>• Discriminatory comments</li> <li>• Being called names or having offensive comments directed at them</li> </ul>
<b>Indirect</b>	<ul style="list-style-type: none"> <li>• By having stories told about them</li> <li>• Being left out, ignored or excluded from groups</li> </ul>
<b>Electronic/'cyberbullying'</b>	<ul style="list-style-type: none"> <li>• Via text message, instant messenger and social network sites, via email and via images or videos posted on the internet or spread via mobile phones or other electronic devices</li> </ul>

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

We encourage all pupils to take responsibility for their behaviour and its consequences, and to take action to report bullying and support others.

Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, *Bullying in Schools: How Successful Can Interventions Be?* (2007) At St. Chad's, we encourage the bystander to get involved, to report incidents or support someone being bullied; we are a telling school.

## Appendix Two - Signs and Symptoms of Bullying

### Pupil who may be being bullied:

A pupil may show signs or behaviours that indicate they are experiencing bullying. Staff should remain alert to the following indicators and investigate concerns appropriately:

Physical Signs	<ul style="list-style-type: none"> <li>• unexplained injuries, such as cuts or bruises</li> <li>• regularly feeling unwell, particularly in the morning</li> <li>• appearing anxious about travelling to or from school</li> <li>• becoming withdrawn, anxious or lacking in confidence</li> <li>• crying at night, having nightmares, or showing signs of distress</li> <li>• asking for money or beginning to steal money</li> <li>• coming home with torn clothing, damaged or missing possessions</li> <li>• frequently losing dinner money or other belongings</li> <li>• beginning to stammer</li> </ul>
Emotional and Behavioural Signs	<ul style="list-style-type: none"> <li>• being unwilling to attend school or beginning to truant</li> <li>• becoming aggressive, disruptive or unusually unreasonable</li> <li>• changes in eating habits</li> <li>• finding it difficult or being reluctant to talk about what is wrong</li> <li>• noticeable changes in mood</li> <li>• threats of running away or self-harm</li> </ul>
School-based Signs	<ul style="list-style-type: none"> <li>• changes in attendance or punctuality</li> <li>• deterioration in the quality of schoolwork</li> <li>• avoiding playtimes or social times</li> <li>• changes to usual routines</li> <li>• being afraid to use the internet or a mobile phone</li> <li>• being isolated or excluded by peers</li> </ul>

### Pupil who may be displaying bullying behaviour:

A pupil may display bullying behaviour or be accused of bullying others. Staff should remain alert to the following indicators and investigate concerns appropriately:

Behavioural Signs	<ul style="list-style-type: none"> <li>• aggression towards others</li> <li>• repeatedly picking on other pupils</li> <li>• seeking to dominate or manipulate others</li> <li>• using abusive or discriminatory language</li> <li>• being intolerant or disrespectful</li> <li>• being unwilling to share or include others</li> <li>• showing a lack of genuine friendship or empathy</li> </ul>
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School-based Signs	<ul style="list-style-type: none"><li>• disruptive behaviour</li><li>• involvement in group intimidation or gang-type behaviour</li><li>• repeated complaints from peers</li><li>• seeking popularity through unkindness or social control</li></ul>
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It is important to note that these signs and behaviours may also indicate other concerns. However, bullying should always be considered as a possibility and investigated appropriately.

A restorative approach will be used where bullying behaviour is identified, in order to repair relationships, resolve conflict and prevent recurrence.

## Appendix Three - Reporting and Responding to Bullying

Children are encouraged to report concerns immediately to any adult if they feel they are being bullied or if they are worried about someone else. This is regularly reinforced through collective worship, PSHE and wider school practice, promoting our culture as a *telling school* where pupils are not bystanders.

Pupils can report concerns by:

- speaking to a trusted adult
- using class worry boxes
- using the online reporting form (Share a Concern)

These options support pupils who may find it difficult to share concerns verbally or who wish to speak to a specific member of staff.

Parents/carers are encouraged to raise concerns with the class teacher in the first instance, or alternatively with a member of the Senior Leadership Team, pastoral staff, or via the online reporting form.

### Staff Response and Recording

All staff take bullying seriously and remain vigilant for indicators, including changes in relationships, wellbeing or attendance.

Where bullying is suspected or reported:

- the concern is addressed promptly by an appropriate member of staff (e.g. teaching assistant, class teacher, learning mentor or senior leader)
- all incidents and/or suspicions are recorded on CPOMS by the investigating member of staff (see Appendix Two for required information)
- the Senior Leadership Team are notified of all incidents or suspicions in real time
- records are reviewed regularly by the safeguarding team and/or Senior Leadership Team for analysis and to identify trends

If an incident **does not meet the definition of bullying**, it is managed in line with the Behaviour Policy and still recorded on CPOMS.

If an incident **is deemed to be bullying**, appropriate action and consequences will be implemented in line with the Behaviour Policy.

The Designated Safeguarding Lead (DSL) will be informed where:

- there are safeguarding concerns, or
- external agencies (e.g. social care, police, Local Authority) may need to be involved

Parents/carers will be informed as appropriate, based on the circumstances.

Bullying that occurs **outside of school** , including during travel or online, will be investigated and responded to in line with this policy and the Behaviour Policy.

### **Prejudice-Related Incidents**

Racist, sexist, homophobic, biphobic or transphobic incidents, where perceived as offensive by the target, should be reported to any member of staff, who will ensure the Senior Leadership Team is notified. These are also reported to the Trust and to Stop Hate UK (supportteam@stophateuk.org).

### **Cyberbullying**

When responding to cyberbullying, the school will:

- act promptly
- support the target and address the behaviour of the child responsible
- encourage the preservation of evidence (e.g. screenshots)

Further guidance can be found in the Online Safety Policy and Mobile and Smart Technology Policy.

### **Approach and Support**

Our response to bullying is rooted in a **supportive and restorative approach** , aiming to repair relationships and prevent recurrence.

- The target will be supported to ensure their immediate safety and wellbeing and, where appropriate, involved in decision-making.
- The child displaying bullying behaviour will also receive support to understand and change their behaviour.
- In some cases, it may be appropriate for both parties to receive support together as part of a restorative process.

All actions and outcomes will be monitored, with further steps taken if required.

## **Appendix Four - How Support Will be Provided**

**Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support, which may include regular check-ins, pastoral support, counselling, and engagement with parents/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 Child and Adolescent Mental Health Services (CAMHS).

**Pupils who have perpetrated the bullying will be supported by:**

- Discussing what happened, establishing the concern and the need to change.
- Engagement with parents/carers to help change the attitude and behaviour of the child.
- Providing education and support to help them understand and change their behaviour.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences in line with school behaviour policy
- 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 Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **Appendix Five - Preventing Bullying**

### **Creating a Positive Environment**

The whole school community aims to:

- promote an inclusive environment based on mutual respect, care and consideration
- recognise that bullying can affect any member of the community, including child-on-child abuse
- openly discuss differences (e.g. through the Protected Characteristics)
- challenge discriminatory language and behaviour that does not reflect our vision or values
- promote the safe, positive and responsible use of technology
- work with staff, families and external agencies to prevent and address all forms of bullying
- provide safe spaces and targeted support for vulnerable pupils
- celebrate success and achievement to foster a positive school culture

### **Systems, Policy and Response**

We aim to:

- provide clear and accessible routes for pupils, staff and parents/carers to report concerns
- regularly review and adapt practice, including in response to developments in technology
- take appropriate, proportionate action in line with school policies, including incidents beyond the school day (e.g. online or on school transport)
- apply consequences consistently to ensure bullying is addressed and understood to be unacceptable
- use restorative approaches and other strategies to resolve conflict and repair relationships

### **Education, Training and Pupil Voice**

We aim to:

- train all staff to recognise, respond to and record bullying effectively
- embed anti-bullying education across the curriculum (e.g. PSHE, worship, pupil leadership, enrichment opportunities)
- provide opportunities to develop pupils' social, emotional and resilience skills

- involve pupils in shaping and reviewing the school's approach to bullying
- gather pupil views on the nature and prevalence of bullying
- ensure pupils know how to report concerns and access support
- raise awareness of expectations, including consequences for bullying behaviour
- engage pupils in anti-bullying initiatives and campaigns
- ensure support is available for both the target and the child displaying bullying behaviour

### **Working with parents/carers**

We aim to:

- work in partnership with parents/carers to promote a consistent approach
- ensure key information, including policies and contacts, is accessible in a range of formats
- provide guidance on how to seek support and raise concerns
- work collaboratively to address issues beyond the school environment
- encourage parents/carers to model positive behaviour, both online and offline
- ensure parents/carers understand the school's complaints procedures

## Appendix Six - Investigation Record: Information to Gather and Questions to Consider

Area	Information to record / consider
Details of incident observed and/or reported	<ul style="list-style-type: none"> <li>• <i>Details of who reported or observed</i></li> <li>• <i>Time and date of incident</i></li> <li>• <i>Location of incident</i></li> <li>• <i>Details of any injuries or damage to property</i></li> <li>• <i>Who was involved</i></li> <li>• <i>Details of any witnesses</i></li> <li>• <i>Background details or information</i></li> </ul>
Target's account of the incident	<i>If the target did not report the incident</i>
Alleged perpetrator's account of the incident	
Witnesses' accounts of the incident	
Perpetrator's and/or target's parents and/or carers informed	<i>Add details of conversations including consequences and/or support offered</i>
Action Taken	<i>Action taken and by whom</i> <i>Date of Review or follow-ups</i>

## Appendix Seven - Useful links and supporting organisations

### General

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://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](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools- Guide.pdf](http://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](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

## **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](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)