

# St John's CE Primary

## Anti-bullying policy



**“Use your God-given gifts to serve others” 1 Peter 4:10**

Ratified by governors: Spring 2026

Mr D Ricketts (Chair of Governors)

Policy to be reviewed: Spring 2027

**All different, all equal, all growing together**

*This policy is based on DfE [‘Preventing and Tackling Bullying guidance’](#), July 2017 and supporting documents. It also considers the DfE statutory guidance [‘Keeping children safe in education’](#) and [‘Sexual violence and sexual harassment between children in schools and colleges’](#) guidance.*

## **1) Objectives of this Policy**

- This policy outlines what St John’s CE Primary School will do to prevent and tackle all forms of bullying.
- St John’s Primary School is committed to the values of equality, tolerance and respect for others and as an institution opposes all forms of bullying.
- All members of the school community including pupils, parents, staff and governors have an important role to play in developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- The school is committed to fostering an ethos where each individual feels cared for and valued.

## **2) Definition of bullying**

- Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”)
- Bullying can include physical and emotional abuse such as: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting or inappropriate messages by phone, text, Instant Messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
- St John’s’ CE Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by St Johns’ CE Primary School as being a form of child on child abuse; children can abuse other children.

- o Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

- o 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.

- o All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

## **3) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including, but not limited to:

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Bullying related to Special Educational Needs or Disability (SEND)
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

### **3) School Ethos**

St John's recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, St John's creates a safe environment, where pupils are able to learn and fulfil their potential.

Our school community:

- Endeavours to follow the Golden Rule 'Treat others as you like to be treated' (Matthew, 22, 34 – 40)
- Understands the importance of challenging inappropriate behaviours between peers.
- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying.
- Recognises that some members of the community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that our pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy and that pupils feel safe to learn.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilises support from other relevant organisations when appropriate.

## 5) Responding to bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

We will follow the Beacon behaviour support Attendance Tracker to support, intervene and prevent.

- The headteacher, designated safeguarding lead or another appropriate member of leadership will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded in Tier one paperwork, which will then be uploaded onto CPOMS. This will include recording appropriate details regarding decisions and action taken
- 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.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- The school will speak with and inform other staff members, where appropriate
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, CASS or Early Help if a child is felt to be at risk of significant harm
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- If required, the DSL will collaborate with DSLs at other settings
- If the incidents continue, it will be escalated to Tier 2, and if necessary, Tier 3.

### Cyberbullying

When responding to cyberbullying concerns, the school will follow the Beacon behaviour support Attendance Tracker to support, intervene and prevent. They will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - ▪ looking at use of the school systems
  - ▪ identifying and interviewing possible witnesses
  - ▪ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - ▪ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - ▪ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - ▪ advising those targeted not to retaliate or reply.
  - ▪ providing advice on blocking or removing people from contact lists.
  - ▪ helping those involved to consider and manage any private information they may have in the public domain.

### **Supporting pupils**

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

- Reassuring the pupil and providing immediate nurture support
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, a member of the Nurture team or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and 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 helped by:*

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Receiving a consequence, in line with St John's behaviour policy; this may include losing play time or removal of privileges (including online access when encountering cyberbullying concerns). In extreme or repeated cases, this may result in fixed-term or permanent exclusions
- 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 or support through the Child and Adolescent Mental Health Services (CAMHS).

### **Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## 6) Preventing bullying

### *Environment*

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying
- Actively create "safe spaces" for vulnerable children and young people (such as 'The Nurture den', lunch club, drawing club, Nurture breakfast).
- Celebrate success and achievements to promote and build a positive school ethos.

## ***Policy and Support***

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns to include: worry boxes, nurture team, availability of SLT to raise concerns before and after school, questionnaires, reminders in school newsletter to phone/ email/ drop into office to make same day appointments.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using the local park after school or online, etc
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## ***Education and Training***

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents
- Use a range of opportunities and approaches for addressing bullying throughout the curriculum (PSHER, Online safety, myhappymind) and other activities, such as: through displays, collective worships, school council, values board.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

## **10) Involvement of Pupils**

We will:

- ensure that pupils understand the school's approach and are clear about the part they play in preventing bullying.
- Canvas pupils' views through surveys or school council feedback to find out the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

### **11) Involvement and Liaison with Parents and Carers**

We will:

- Ensure parents access and understand the policy and are aware that the school does not tolerate any form of bullying.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **12) Monitoring and Review: Putting Policy into Practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate and will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- This policy links with several school policies, practices and action plans including
  - Behaviour policy
  - Complaints' policy
  - Safeguarding and child protection policies
  - Confidentiality policy
  - Online Safety and Acceptable Use Policies
  - Curriculum Policies such as PSHER and computing
  - Social Media policy

This policy has been agreed by the BASS committee, Spring 2026 and will be reviewed Spring 2027.

### **13) Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

- 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)
- 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)
- 

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **SEND**

- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)
- 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)

### **Race, Religion and Nationality**

- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- 

### **LGBTQ+**

- Barnardo's: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual Harassment and Sexual Bullying**

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)