

School Policy Document

Title: Anti-Bullying Policy

Purpose: Supporting staff in dealing with bullying and following school procedures

Lead Role Responsibility: Head / Assistant Head Teacher Sarah Hanson / Cathy Spence

Governing Body Team or Head Teacher Responsibility: Curriculum & Standards Team

Reference and Source Documents:

DfE Guidance- Preventing and Tackling Bullying
The Equality Act 2010 - Public Sector Equality Duty (PSED)
Keeping Children Safe In Education 2025

Approved by Leadership: 1.12.25

Approved by Governing Body: 8.12.25

Reviewing Cycle: Annual

Next Review Due: End Autumn Term 2026

Anti-Bullying Policy

St. Barnabas CE Primary School & Green Lane Pre-School Christian Vision and Aims statement

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every person understand their **unique purpose** and **place in God's world**.*

Statement of Intent

We are committed to providing an inclusive, disciplined and safe environment for every pupil so they can learn in a secure and happy atmosphere. We also want every child to grow up in a supportive and safe community, free from bullying, harassment, victimisation or harm. Bullying, child-on-child abuse or discrimination of any kind is unacceptable and not tolerated at our school.

If bullying does occur, all pupils should be able to tell a trusted adult, either at home or school and know that incidents will be dealt with promptly, proportionately and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

At St. Barnabas CE Primary School we know that our public sector equality duty under the Equality Act 2010 means that we must:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

We recognise that bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. As a result of this we take a preventative and proactive approach to creating a culture which does not tolerate bullying.

St Barnabas Agreed Definition of Bullying:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group - either physically or emotionally.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

All incidents of possible bullying are taken seriously and investigated proportionately, fairly and thoroughly.

It is generally agreed that a single incident of verbal or physical aggression is not necessarily bullying, however, children are encouraged to report all such incidents and repeated incidents by one child to many others will be taken into account.

Poor or hurtful behaviour, whether a one off or targeted and frequent, is not tolerated at St. Barnabas CE Primary School.

Glossary of terms:

Target or victim: The term victim can imply that someone has no power and is helpless to change what has happened to them. Therefore, we usually use the word **target** to define a person who has been bullied.

Perpetrator: Someone who bullies

Bullying can be, but not limited to:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force; social isolation.
 - **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
 - **Racist:** racial taunts, graffiti, gestures, inappropriate racially abusive language.
 - **Sexual:** Unwanted physical contact or sexually abusive comments
 - **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying, harassment or use of inappropriate homophobic language is unacceptable.
 - **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
 - **Cyber:** All areas of internet, such as messaging, email & internet chat room misuse. Threats, deliberate unkindness, messaging or deliberate isolation (ghosting) of a pupil made on a mobile phone or other device by text or App messaging, inappropriate use of photography, video, memes and calls. Misuse of any associated technology.
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- We encourage and promote an open culture so that pupils and their parents or carers can discuss any concerns, including those related to bullying as quickly as possible.
 - We actively teach all pupils to not accept bullying behaviours in any form, to report any suspected incidents of bullying. We recognise that sometimes children find this difficult to do.
 - Positive behaviour, respect for others and resolving disagreements are all actively taught throughout school.
 - Specific lessons and focus weeks also teach pupils how to stay safe on-line (e-safety) and how to recognise and not be drawn into bullying (anti-bullying).
 - Bullying can be verbal, physical, emotional, via the internet or through social media.
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- All children are expected and actively encouraged to follow our school rules in line with our Behaviour Policy. This includes high expectations of the way that other children are treated.
 - All children have the right to come to school without anxiety or the fear of intimidation.
 - All children have the right to live in their community without the fear of bullying, harassment or intimidation.
 - All situations are individual and need to be treated as such.
 - We believe that restorative justice is a suitable and necessary process to follow so that both the alleged perpetrator and the target can feel empowered to deal effectively with bullying behaviours and that the situation has been effectively resolved.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened or unduly anxious of walking to or from their school
- Doesn't want to go into vulnerable areas of the school i.e. toilets, library, hall, playground
- Is unwilling to go to school
- Becomes withdrawn or anxious
- Shows changes in behaviours
- Reports or raises concerns that they are unhappy, isolated or feeling harassed or bullied.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting bullying:

When a child, parent or carer reports an incident of suspected bullying **a senior member of staff** will fully investigate the situation including some or all of the following actions, as appropriate depending on the severity or outcomes:

1. Meet with both the target and the perpetrator.
2. Reassure the child that they have done the right thing to disclose the concern.
3. Meet with other children who may have witnessed or been party to bullying behaviours.
4. Meet with any adults who may have witnessed any incidents.
5. Keep detailed notes of meetings.
6. Record the incident onto our school electronic reporting system CPOMS.
7. Follow any sanctions as appropriate to the situation.
8. Ensure that where appropriate, both the target and the perpetrator have access to further support and guidance (such as Thrive, Learning Mentor/counselling/ report card/SLT daily check in) so that the bullying behaviour is changed and the target child is protected and if needed, has support to improve their self-esteem and well-being.
9. Inform parents/carers and class teachers or other relevant staff of both the target and the perpetrator of what has been alleged or observed. Involve parents fully and appropriately, including where bullying has occurred out of school including via social media or gaming or within the local community.
10. Invite parents/carers in to school to discuss the outcomes.
11. Make sure that all people involved, both adults and children, have a shared understanding of what bullying is, or is not. Ensure that the children involved are helped to understand how bullying feels for the person being bullied.
12. Give parents and carers updates of actions taken and the outcomes of the situation. Ensure that parents and carers feel that the situation has been followed through and dealt with effectively.
13. Check in regularly at later dates with both the target and perpetrator and record these check ins on CPOMS if appropriate.
14. Inform governors and possibly the local authority including if an incident was racially motivated.
15. If necessary, involve external agencies (Children's Services, Early Help, Community Policing, School Nurse, CAMHS WEST) and consider whether there is a safeguarding concern for either the target or perpetrator.

Possible consequences for the perpetrator:

- a) Loss of any privileges.
- b) Loss of free or break time (playtimes, lunchtimes, individually or any combination) or a child contained to one specific area during OPAL so that behaviour can be more closely monitored.
- c) Incident recorded on our school electronic reporting system, CPOMS.
- d) Set activities to be carried out by perpetrator to support the target.
- e) Discussion with wider group of children and peer group who may have witnessed and accepted the bullying situation.
- f) Removal from class to work in a different class or as an internal suspension for a period of time.
- g) Other consequences suitable for individual cases, which may include suspension or exclusion from school.
- h) Look at potential causes or triggers of bullying behaviour in recognition of the fact that poor behaviour is often the result of unmet needs.

Read this policy in conjunction with:

Our school website – safeguarding section [Safeguarding – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](https://st-barnabas-primary.worcs.sch.uk/safeguarding)

Safeguarding and Child Protection Policy 2025

Behaviour policy 2025

Anti-Bullying Guidelines for Parents and Carers

[Policies & key documents – St Barnabas C.E. Primary School, Worcester \(st-barnabas-primary.worcs.sch.uk\)](https://st-barnabas-primary.worcs.sch.uk/policies-key-documents)