St Andrew's CE VC Primary School

'Roots to grow, Wings to fly'
They will soar on wings like Eagles.

Isaiah 40:31

Anti-bullying Policy

Signed (Chair):	Name: Tony Parker	Date: September 2026
Signed (Head):	Name: Graham Pike	Date: September 2026
Ratified by Governing Body:		Next Review: September 2027

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

☐ *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

ST ANDREWS SCHOOL
Anti-Bullying Policy

Preface: Christian Ethos
"So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets." (Matthew 7:12)

Commonly known as the Golden Rule ("treat others the way you want to be treated"), this classic English phrase is actually a saying of Jesus. It follows vv. 7–11 that if God the Father gives good gifts generally to humanity (but especially spirit blessings [i.e. salvation] to those who ask Him in faith), we should likewise seek to do good to others. This, Jesus says, is the sum total requirement toward others expected in the "Law and the Prophets" (i.e. two large sections of the Old Testament). So at St. Andrew's, while we recognise we may not always particularly like someone and we will not always agree with others, we are called to treat them in the same way we would expect to be treated, that is with respect.

Rationale:

At St. Andrew's CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued and bullying does not take place.

To ensure we prevent bullying, respond quickly and appropriately if it does take place and/or avoid misidentifying allegations of bullying, it is vital that our school has a shared definition of bullying understood by the whole school community, including pupils, parents, staff and governors.

Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that our school has a shared definition of bullying understood by the whole school community including parents, pupils and all staff and governors.

What is bullying?
Bullying is the **repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.** It can happen face to face or online; short term or is continuous over a longer period of time.

In child-speak, we say bullying is unacceptable behaviour which occurs **'Lots of times, on purpose'**

Bullying behaviour can be:

Physical	pushing, poking, kicking, hitting, biting, pinching etc.
Direct or indirect Verbal	name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Emotional	isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, making continued false accusations, include the

	exploitation of others
Sexual	unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
Online /cyber	posting on social media, sharing photos, sending nasty text messages, social exclusion
Racial or religious	taunts, gestures, graffiti, name- calling

Under the Equalities Act 2010 the school has a duty to protect certain characteristics: gender, gender identity, age, disability, ethnicity, religion, sexual orientation. If these characteristics become the focus of bullying then separate records will be kept, which will inform the school's monitoring of its duty under the Equalities Act. There is a separate statutory publication 'Equality Information' which deals with this aspect of the school's work.

Learning to understand and manage conflict is an important part of growing up. Bullying is not:

- A falling out
- Occasional disagreements during playtimes.
- Accidental physical contact.
- Reciprocal.

Prevention:
Anti- Bullying is best approached through a constant programme of proactive, preventative and supportive education as well as with procedures for after the event(s). St. Andrew's has a well-developed positive, caring, co-operative ethos, where all children are valued as special and unique. We teach social skills in a conscious and systematic way, using, for example:

- Collective Worship and assemblies
- Discussing bullying in Circle Time, including considering the feelings of both the bully and the victim; discussing what bullying is and what to do if you feel it is happening to you or a friend.
- Sharing relevant fiction.
- Role-play situations.
- Raising self-esteem of all children.
- The school's RSHE and PSHE programmes.
- Showing the bully that he or she can satisfy his or her needs through working with others.
- Rewarding non-aggressive behaviour through our Positive Behaviour Policy.
- Using sanctions for aggressive behaviour.
- Cyber-bullying is addressed through our Online Safety Policy, Acceptable Use Policy and is part of the RSHE and computing curriculums.
- An annual Anti- bullying week.
- Working in partnership with outside agencies to support this area of the curriculum.
- Pastoral support.

At all stages children are empowered to bring the issues out into the open by letting them know what they can and should do and who they need to turn to for support.

Responsibilities of staff:

- Foster in our children self- esteem, self- respect and respect for others.
- Demonstrate through example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying and teach through the curriculum and other learning opportunities.
- Be alert to signs of distress and other possible indications.

What does St. Andrew's do when bullying is reported?

I. When bullying is reported the first thing any member of staff will do is listen to the details given by the pupils concerned (or their parent), then to those given by any witnesses to the incidents and finally to those of the alleged bully. This will enable the member of staff to build up a picture of what took place. If the member of staff is a Teaching Assistant or School Meals Supervisor, they will report the incident immediately to the class teacher or Head teacher.

II. Initially, bullying issues will be dealt with by the class teacher(s) although severe or repeated incidents will be referred straight to the Headteacher (or DDSL in their absence)

III. The Head teacher will then investigate the incident further.

IV. In carrying out the investigation, the class teacher or Head teacher will hear the statements, firstly of the bullied pupil, then any witnesses and then the alleged bully. The class teacher and Head teacher will establish if this is an isolated incident of unacceptable behaviour or a bullying incident as defined by this policy.

V. If this is an isolated incident of unacceptable behaviour then the class teacher or Head teacher will follow the school's Behaviour Policy guidelines.

VI. If it is a case of bullying, then the following action will be taken:

The class teacher or Head teacher will:

- Speak to individuals on their own, including the bully/bullies
- Reassure the bullied pupil that he/she was right to report the bullying behaviour and explore with the pupil, ways of dealing with bullying behaviour in the future.
- Help the bully understand more about how the victim is feeling and seek a commitment that they will try to help the victim in some way e.g. Leave them alone in the future, try to be their friend, not spread rumours etc. Explore with the pupil the reasons for their bullying behaviour.
- Bring the bullied pupil and the bully together to talk about the incident. This allows the bully to apologise for the behaviour.
- Explain to both pupils they are unique, valued as individuals and are equal members of God's family.
- Record the incident and action taken.
- Maintain a separate record of bullying relating to characteristics protected under equalities legislation.
- The Head teacher will inform the parents of the bullied pupil and those of the bully about the incident and of any actions taken by the school.
- Once parents have been contacted, a clear plan of action will be agreed with parents, the bully and the victim to try and prevent any continuation of the bullying.
- The situation will be closely monitored by the Headteacher and parents will receive regular feedback
- In the event of persistent bullying further steps may be deemed to be necessary and will be taken in accordance with the specific history of the case.

- The following sanctions may be used following a bullying incident:
    1) Loss of playtime/ lunchtime.

2) In extreme cases of either repeated bullying or violent bullying, the pupil concerned may be excluded following school guidelines.

- The class teacher and the Head teacher will monitor the behaviour of the bully.
- The school will explain to all children involved that it is the behaviour that we dislike, and not the child.

At St. Andrew's CE Primary School, we aim to:

- Support the victim: recognising their correct behaviour and pledge action to immediately stop the bullying.
- Support the bully: recognising their need for help to break the cycle of unpleasantness they are part of. Involving their parents will be key in dispersing the secrecy that allows bullying to flourish.
- Support the victim's and the bully's parents: recognising their need for clear information and pledging impartial action through a consistent policy-based approach.

Responsibilities of Pupils:

What should a pupil do if they feel they are being bullied?
Tell someone:

- Your class teacher.
- Your Head teacher.
- Any other member of staff eg. MDSA, TA, Office staff, volunteer.
- A friend; ask your friend to go with you if you are worried about telling a teacher or another adult.
- A family member.

Help yourself:

- Ignore the comments or actions of the bully and, if possible, tell them to stop.
- Walk away from the situation as quickly as possible.
- Tell an adult straight away.

Remember:

- Do not blame yourself for what has happened.

If you see someone being bullied, what should you do?

- Report what you saw or heard straight away.
- Do not join in with the bullying behaviour.

The responsibilities of Parents:

- Listen.
- Notice changes in behaviour.
- Reassure.
- Act straight away and inform the school of any concerns.
- Allow the school to resolve incidents which occur within school time.
- Not expect the school to resolve incidents which occur out of school hours.
- Praise your child for telling you their concerns.
- Help the child feel valued and build their confidence.
- Do not encourage retaliation.
- Keep a written chronology of any reported instances.

What can parents do to help their child who has been bullying others?

- Listen
- Talk calmly.
- Make it clear you disapprove of their bullying behaviour.
- Work with the school to overcome the behaviour.

- Help the child feel valued and build their confidence.

The Responsibilities of Governors:

- The governing body supports the Headteacher in all attempts to eliminate bullying from St. Andrew's CE Primary School.
- The Governing body has a designated safeguarding governor.
- The governing body is committed to ensuring that bullying does not take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the policy on a regular basis.
- The Headteacher will deal with and investigate bullying reports in the first instance.
- The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. Overall figures will be reported, giving the number and type of incidents.
- If parents are not happy with investigations and actions put in place by teachers or the Headteacher then they may request to see the Chair of Governors. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct and inform them of investigations into the case and to report back to a representative of the governing body.

Appendix One:

St. Andrew's CE Primary School Record of Bullying Incident(s)					
Date(s) of incidents:			**Time(s) of incidents:**		
Reported by:					
Type of incident (Tick all boxes that apply)					
Verbal abuse		Isolation (including being left out or ignored)		Physical abuse	
Having possessions taken/ causing damage to personal property		Cyberbullying (including text messages, emails, social media…)		Being forced to hand over money/ property	
Being forced into something against their will		Spreading rumours/ nasty notes		Other (specify)	
Racial		Religious		Sexual	
Pupil(s) being bullied			**Pupil(s) who have bullied**		
Name:	**DOB:**	**Year group:**	**Name:**	**DOB:**	**Year group:**
Description of incident(s)					
What happened?					
Actions suggested by the person who logged the incident.					
Actions taken: Refer to the school anti- bullying policy, positive behaviour & safeguarding policies.					
Have the parents/ carers of the pupil(s) who was bullied been notified and the actions taken?					
Have the parents/ carers of the pupil(s) who bullied been notified and the actions taken?					

Has the issue been resolved, if so how?

Appendix Two:

St. Andrew's CE Primary School **Bullying Accusation Resolution Meeting**		
Date and time of meeting:		
In attendance:		
Accuser Name:		**Year:**
Accused Name:		**Year:**
Brief overview of the accusations/concerns:		
Thoughts/responses from the accused:		
Moving forwards		
……..agrees to	……..agrees to	
The school agrees to:		
SIGNED:		
Accuser Parent:	**Accuser Child:**	
Accused Parent:	**Accused Child:**	