

# Leigh St Peter's CE Primary School



## Anti-Bullying Policy

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|--------------------------------------|-----------------|
| <b>Member of Staff Responsible:</b>  | Mr M Fletcher   |
| <b>Signed (Chair of Governors'):</b> | Miss J Williams |
| <b>Signed (Headteacher):</b>         | Mr M Fletcher   |
| <b>Date Policy Adopted:</b>          | July 2026       |
| <b>Policy Review Date:</b>           | July 2028       |

# Leigh St Peter's CE Primary School

## Anti-Bullying Policy



### Our Christian Vision is:

"Let Your **LIGHT** Shine" *Matthew 5:16*

### Vision & Values:

Our Christian Vision is to provide a happy, safe and caring, high-quality learning environment where all members of the school community have the opportunity to flourish, 'living life in all its fullness'. Our Christian Values have been developed in consultation with everyone who is invested in our school community: pupils, parents, staff and governors. We aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

### AIMS

This policy outlines what Leigh St Peter's CE Primary School will do to prevent and tackle all forms of bullying. Leigh St Peter's is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not accepted in any form.

### LINKS TO LEGISLATION AND STATUTORY GUIDANCE

There are several pieces of legislation and statutory guidance which set out measures and actions for schools in response to bullying, as well as relevant criminal and civil law. These include, but are not limited to:

- Education and Inspections Act 2006, including section 89, which requires schools to have measures to encourage good behaviour and prevent all forms of bullying among pupils.
- Equality Act 2010, including the Public Sector Equality Duty, which requires schools to have due regard to eliminating discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations.
- Children Act 1989 and Children Act 2004, supporting the school's wider safeguarding responsibilities.
- Protection from Harassment Act 1997.
- Malicious Communications Act 1988.
- Communications Act 2003, where relevant to online communications.
- Public Order Act 1986.
- Department for Education guidance: Preventing and tackling bullying, updated July 2026.
- Department for Education guidance: Preventing and tackling bullying and harassment of school staff, published July 2026.

### ROLES AND RESPONSIBILITIES

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### DEFINITION

Bullying can be defined as '*behaviour by an individual or a group, 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, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours. The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Leigh St Peter's CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Bullying is recognised by Leigh St Peter's CE Primary School as being a form of peer on peer abuse; children can abuse other children.

Abuse should never be accepted or passed off as "banter", "just having a laugh" or "part of growing up". 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. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

## FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

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

**Leigh St Peter's CE Primary School**  
*'Let Your LIGHT Shine'* Matthew 5:16



### LAYING THE FOUNDATIONS FOR ANTI-BULLYING SUCCESS

Our five must-dos for building the best anti-bullying whole-school or setting foundations – we have the tools to support you every step of the way on our website.

- 1 ESTABLISH A SHARED DEFINITION OF BULLYING**  
Clearly understood and consistently applied by all staff, young people, and parents & carers.
- 2 DEVELOP A ROBUST ANTI-BULLYING POLICY**  
Share it regularly with the whole community, and name a senior member of staff as anti-bullying lead (and lead governor for schools).
- 3 PROVIDE ANTI-BULLYING TRAINING TO ALL**  
Ensure all staff (including non-teaching staff) are provided with regular anti-bullying CPD, and ensure it's built into staff induction.
- 4 EMBED A RESPECTFUL CULTURE**  
Foster belonging, inclusion and fairness; value every voice (young people, parents and staff); and prioritise kindness.
- 5 SET UP AN EFFECTIVE REPORTING SYSTEM**  
Ensure it is widely promoted and consistently used by all; and proactively use data, along with annually gathered views from young people, to inform and improve the anti-bullying strategy.



- 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
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
- Leigh St Peter's CE Primary School community recognises that all forms of 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 our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.



[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

## RESPONDING TO BULLYING CONCERNS

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- 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.
- The school will provide appropriate support for the victim – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL/DDSL and Pastoral Team will be informed of all bullying concerns, especially where there may be safeguarding issues. Pastoral check-ins will form part of the support following any incidents.
- The Headteacher, Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) or another appropriate member of leadership staff will consult with all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and outcomes.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and outcomes, as appropriate and in line with child protection and confidentiality policies.
- Appropriate outcomes, for example as identified within the Relationship and 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, or Targeted Education Support Service (TESS) or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy.
- All incidents are logged effectively allowing a proactive approach to support all those involved.
- Restorative conversations will be facilitated when all parties feel ready to participate, with a focus on reflection of the impact of actions.

Pupils who have perpetrated bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help teach about appropriate attitudes and behaviour.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Action outcomes, in line with the 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 or support through the Children and Young People's Mental Health Service (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 DSL, 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.

## WHOLE SCHOOL COMMUNITY

- 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 (peer on peer 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.
- Celebrate success and achievements to promote and build a positive school ethos.

## INVOLVEMENT OF PUPILS

We will:

- Regularly canvas pupils' views on 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 outcomes 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.
- Utilise pupil voice in providing pupil led education and support.
- 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.

## 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)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- 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) Cyberbullying
- 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-SEND](http://www.gov.uk/government/publications/preventing-and-tackling-bullying-SEND)
- 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
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)