



ANTI-BULLYING POLICY

***Stanley St Peter's CE Primary
School
2026-2027***

Document title:		Anti-Bullying Policy	
Author (name & job title):		Michelle Wiggins Headteacher	
Version number:		V7	
Date approved:			
Approved by:		Governors	
Date of review:		27/7/27	
Document History			
Version	Date	Author	Note of revisions
V2	2/8/21	MWiggins	Update to KCSIE 2021
V3	22/2/22	MWiggins	Updated key contacts (DSLs)
V4	9/8/23	MWiggins	Updated to KCSIE 2023 Addition of the use of AI for bullying
V5	24/7/24	MWiggins	Updated to KCSIE 2024 Change of nominated member of leadership team responsible for our whole school approach to anti-bullying Change of DSL member from L Hick to L Flood Replacement of reference to ‘Valuing All God’s Children’ with ‘Flourishing for All: Anti-bullying Guidance for Church of England Schools 2024 document
V6	29/7/25	MWiggins	Updated to KCSIE 2025 L Hick added back in (in addition to L Flood as a deputy DSL) In the ‘Supporting Adults’ section, the following has been added ‘If the adult is a member of staff, be provided with a copy of the Resolutions Policy.’

			Changed from 'The governor for bullying...' to 'The headteacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.'
V7	27/7/26	MWiggins	Named Safeguarding Governor updated from Emma Watson to Rebekah Ramsden. Leanne Hick references replaced with Assistant Headteacher. Standalone reference to Sexual Violence and Sexual Harassment guidance removed and replaced with KCSIE reference. Child-on-child abuse terminology updated to child-on-child abuse. AI section expanded to include deepfakes, voice cloning and synthetic content. Children and Families Act 2014 added to legislative references. Monitoring section strengthened to include analysis of bullying trends and protected characteristics. Equality Act responsibilities strengthened.

Reporting Instances of Bullying

Any member of our school community can approach any member of our staff to report any bullying incidents. The member of staff will pass this information on to one of our key personnel listed below. Please be assured that any such reports will be taken seriously and thoroughly investigated.

Key Contact Personnel

Nominated member of leadership team responsible for our whole school approach to anti-bullying:

Michelle Wiggins (Headteacher) mwiggins@stanleystpeters.co.uk

Designated Safeguarding Lead (s):

Michelle Wiggins (Headteacher) mwiggins@stanleystpeters.co.uk

Lucy Flood (EYFS Leader) lflood@stanleystpeters.co.uk

Lisa Dougan (Learning mentor) ldougan@stanleystpeters.co.uk

Named Safeguarding Governor: **Rebekah Ramsden**

Named Anti-Bullying Governor: **Catrin Chan**

Stanley St Peter's CE Primary Schools' Anti-Bullying Policy

This policy is based on the Department for Education's 'Preventing and Tackling Bullying' guidance (most recent version available at the time of review) and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2026 and the '[Flourishing for All: Anti-bullying Guidance for Church of England Schools 2024](#)' publication by the Church of England. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)" and DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-andtackling-bullying

1) Policy objectives:

This policy outlines what Stanley St Peter's CE Primary School will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. Stanley St Peter's CE Primary School are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Positive Behaviour Policy
- Complaints Policy
- Safeguarding policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum Policies (such as PSHE)

- Mobile Phone and Social Media Policies

3) Links to legislation

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

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Children and Families Act 2014
- Human Rights Act 1998
- UK General Data Protection Regulation
(where cyberbullying investigations involve electronic evidence)

4) 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.

5) Definition of bullying

- 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”, July 2017)
- Bullying can include 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 and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- The school recognises bullying as a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying, including:

- 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 or Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - ❖ 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
 - ❖ Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

- Stanley St Peter's CE Primary School 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.

Our School:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.

- Recognises that some members of our 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 our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying 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's response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying (including homophobic, biphobic and transphobic bullying)

The following steps may be taken when dealing with all 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 person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/assistant headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- 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 action taken, as appropriate and in line with safeguarding and confidentiality policies.
- Consequences, as identified within the school's positive behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services, including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the

concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy and the school's positive behaviour policy.

- 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 actions taken.

Cyberbullying

When responding to cyberbullying concerns, the school 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 the 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.
 - ❖ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the school's Behaviour Policy and the latest DfE Searching, Screening and Confiscation guidance and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully)
 - ❖ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensure access to any additional help that 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 think carefully about what private information they may have in the public domain.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Stanley St Peter's CE Primary School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Stanley St Peter's CE Primary School will treat any use of AI to bully pupils in line with our anti-bullying policy and considers this to be cyberbullying.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, 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 concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, and 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 the Child and Adolescent Mental Health Services (CAMHS)

Pupils who have perpetrated 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.
- Applying consequences, in line with the school's positive behaviour policy; this may include detentions, removal of privileges (including online access when encountering cyberbullying concerns), and 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, Specialist Children's Services, or 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 concerns and build resilience, as appropriate.
- 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' positive behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- If the adult is a member of staff, be provided with a copy of the Resolutions Policy.
- 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/Resolution Policy.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/esafety

9) 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).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- 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 our school values, or promote 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-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- 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.
- 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 school's attention, which involves or affects pupils, even when they are not on school premises; for example, when on the journey to or from school, or online, etc.
- Implement appropriate consequences; 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, midday supervisors 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.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, collective worship, peer support, the school parliament, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example, during transition.
- 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 their resilience and self-esteem.

10) Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's 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 consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school and embed 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.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- 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.

I2) Monitoring and review: putting policy into practice

- The school will ensure that it regularly monitors and evaluates 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.
- The headteacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

I3) Useful links and supporting organisations

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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk

- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis □ DfE 'Cyberbullying: advice for headteachers and school staff':

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

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying