



Anti-bullying Policy

St John's & St Peter's CofE Primary

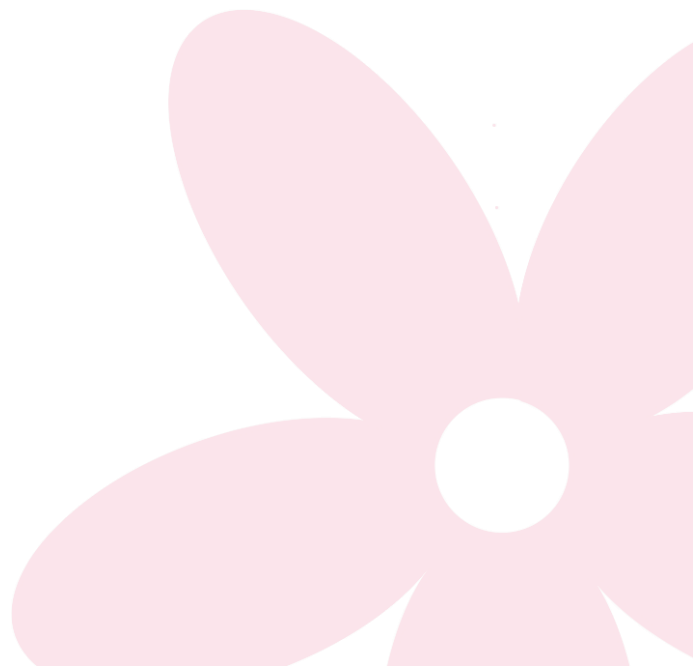
Approved by: St John's & St Peter's LAB **Date:** 08/07/2026

Last reviewed on: July 2026

Next review due by: July 2027

This policy supersedes all previous Anti-bullying Policy.

Fioretti Trust
Aspiration Wisdom Compassion



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Mission Statement

St John's and St Peter's CE Primary is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Primary can **uniquely contribute to the community and make it a place they are proud to call home.**

1. Aims, Scope and principles

At St John's & St Peter's CE-Primary, we value children's happiness and emotional well-being above all else. Children learn best when they feel secure and understood as individuals. We are dedicated to building the foundations for happy and successful life-long learners

There are three school rules which underpin our Behaviour Policy and how we expect children and adults to conduct themselves in school.

**Ready
Respect
Safe**

The children are at the heart of everything we do. We expect both children and adults to treat everyone with kindness and respect, act with thought and consideration for others, behave appropriately and treat property and the environment with respect.

2. Legal Position

All schools are required to have measures in place to prevent and respond to all forms of bullying. While bullying itself is not a specific criminal offence, some forms of bullying behaviour may constitute a criminal offence. This may include threatening behaviour, harassment, assault, hate incidents, or harmful communications made in person, online, or through social media. Such behaviours may be covered by legislation including the Online Safety Act 2023, the Communications Act 2003, the Protection from Harassment Act 1997, and the Equality Act 2010. Where appropriate, the school will work in partnership with parents, external agencies and the police to address incidents that may be criminal in nature.

3. Scope of Policy

Although this policy has been created for use within school. The school recognises that as children grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Therefore, teachers have the power to sanction pupils for misbehaving outside the school premises, "to such an extent as is reasonable". This can relate to any bullying incidences occurring off the school premises.

Where bullying outside school is reported to school staff, it will be investigated and acted on. Sanctions can only be carried out on the school premises or elsewhere when the pupil is under the lawful control of the staff member. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

4. Definition of Policy

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).

The school works hard to ensure that all members of the school community, including pupils, staff and parents/carers, understand the difference between bullying and a disagreement or 'falling out'. The school recognises that not every playground or classroom incident constitutes bullying; however, all incidents of unkind, hurtful or inappropriate behaviour will be taken seriously and addressed appropriately.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, deliberately excluding individuals from groups, and spreading hurtful or untrue rumours.

This includes the same unacceptable behaviours expressed online, often referred to as online or cyberbullying. Cyberbullying can include sending offensive, upsetting or inappropriate messages via mobile phone, text, instant messaging, gaming platforms, websites, social media and apps, as well as sharing offensive, humiliating or degrading photographs or videos.

The school recognises bullying as a form of peer-on-peer abuse. It can occur in school, outside of school and online. Bullying is often deliberate and repeated over time and can have a significant impact on a child's physical, emotional and mental wellbeing. The school also recognises that a single incident can cause considerable harm and will be investigated and addressed where appropriate.

This policy covers all types and forms of bullying, including:

- Physical bullying
- Verbal and emotional bullying (using words or actions to hurt, intimidate, mock, threaten, tease or deliberately exclude another person)
- Sexual bullying (including unwanted sexual comments, gestures, language or behaviours)
- Online or cyberbullying

The school also recognises and challenges bullying related to:

- Physical appearance
- Home circumstances (including young carers, children in care or previously looked-after children)
- Physical health conditions or mental health needs
- Prejudice-based bullying, including bullying motivated by stereotypes, discrimination or prejudice
- Race, religion, faith or belief, and those with no faith
- Ethnicity, nationality, culture or language
- Special Educational Needs and Disabilities (SEND)
- Sexual orientation, including homophobic and biphobic bullying
- Gender, gender identity and gender reassignment, including transphobic bullying

The school also recognises that a single incident can cause considerable harm and will be investigated and addressed where appropriate.

Signs and Symptoms

A student 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 student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

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

5. The schools commitment

All staff are responsible for following this policy.

The whole school community should be assured that action will be followed through if bullying is reported and know that bullying will not be tolerated and will always be taken seriously.

The Pastoral care manager will:

- Monitor the implementation of this policy on a regular basis.
- Ensure staff promote positive relationships between pupils to help prevent bullying.
- Seek to learn from good anti-bullying practice elsewhere
- 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.

Staff will:

- Ensure pupils are aware that everyone has the right to feel safe at school.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Report and document incidents of bullying
- Ensure pupils are aware how to report any bullying concerns and that they will be dealt with sensitively and effectively.
- Work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Recognise that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND, EAL or those with long-term medical needs
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention
- Ensure sanctions are applied consistently in accordance with the school's Behaviour policy/Anti Bullying policy, while acknowledging the behaviour strategy may need to be adapted to support certain children.
- 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.
- Deal promptly with complaints made against the school's response to bullying, in line with the school's complaints policy.

- Teach PSHE (Personal, Social, Health and Emotional) and Social Emotional Learning children are taught how to keep themselves safe, to understand the dynamics of friendships (their own and other groups). See PHSE Policy
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Ensuring there is a close partnership with parents in dealing with any incidents of bullying.
- Offering an immediate opportunity to discuss the experience in the first instance with a trusted adult.
- All incidents will be recorded electronically (CPOMs - for monitoring Safeguarding, wellbeing and all pastoral issues.)
- Providing interventions to help restore self-esteem and confidence. This will be done through Victim Support Programme (appendix 1)
- 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 Assessment, organisations/charities to support children and young people or Specialist Children's Services, or support through ForwardThinking Birmingham.
- Further advice can be gained from:
https://www.birmingham.gov.uk/info/20019/children_young_people_and_families/1040/help_and_advice_about_bullying

Pupils who have perpetrated bullying:

- Will be sanctioned, in line with school behaviour policy/ Anti-Bullying Policy. Bullying is classed as tier 3 - a high level disruption as the concern is for the safety of the victim and could result in suspension or exclusion
- Given opportunities to discuss what happened, establishing the concern and talked through the need to change. This will be done through Perpetrator Support Programme (appendix 2)
- Parents/carers will be informed and involved in helping change the attitude and behaviour of the child. This will involve exploring possible causes/triggers that have affected the child and has caused bullying to take place.
- All incidents will be recorded electronically (CPOMs-for monitoring Safeguarding, wellbeing and all pastoral issues.)
- Provided with appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Where necessary, working with the school Pastoral Team, 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 Assessment, organisations/charities to support children and young people or Specialist Children's Services, or support through Forward Thinking Birmingham.
- Further advice can be gained from:
https://www.birmingham.gov.uk/info/20019/children_young_people_and_families/1040/help_and_advice_about_bullying

Success Criteria

- Governors, staff, pupils and parents will know what the school policy is on bullying, and follow it if an incident is reported.
- Pupils and parents will be assured that they will be supported when a bullying incident is reported.
- The whole school community will know that bullying will not be tolerated at our school.

6) Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- NSPCC: www.nspcc.org.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Childnet: www.childnet.com
- Report Harmful Content: <https://reportharmfulcontent.com/>
- 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
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- Stop Hate: www.stophateuk.org
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>

This policy will be reviewed annually. At every review, the policy will be approved by the Local Academy Board for St John's & St Peter's.

6. Links to other policies

- Behaviour Policy
- Safeguarding Policy

7. Appendix

1. Victim Support Programme:

Direct Support Intervention for Pupils Experiencing Bullying



Booklet 1: Victim Support Programme

Direct Support Intervention for Pupils Experiencing Bullying

Programme Aim

This programme is designed to support pupils who have experienced bullying by:

- creating emotional safety,
 - rebuilding confidence and resilience,
 - strengthening pupil voice,
 - and supporting positive reintegration into school.
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Programme Structure

- Session 1 – Emotional Safety and Naming the Harm
- Session 2 – Emotional Repair and Rebuilding Confidence
- Session 3 – Voice, Empowerment and Preparation
- Session 4 – Restorative Meeting Together (where appropriate)

Session 1 – Emotional Safety and Naming the Harm

Focus

Creating emotional safety and validating experiences.

Objectives

- Build trust and establish support
- Allow the pupil to share their experience safely
- Identify the impact of bullying
- Reduce feelings of blame or isolation

Activities

- Emotional check-in
- Discussion around what happened
- Feelings and wellbeing scale
- Safety and support planning

Outcomes

- Pupil feels heard and supported
- Trusted adults and safe spaces identified
- Emotional needs recognised

Session 2 – Emotional Repair and Rebuilding Confidence

Focus

Supporting emotional recovery and resilience.

Objectives Explore emotions and coping strategies

- Rebuild confidence and self-esteem
- Strengthen protective relationships

Activities

- Strengths and positive identity work
- Coping strategy discussion
- Friendship and support mapping
- Confidence-building activities

Outcomes

- Improved emotional awareness
- Increased confidence and resilience
- Support network identified

Session 3 – Voice, Empowerment and Preparation

Focus

Restoring pupil voice and preparing for restorative work.

Objectives

- Help the pupil feel empowered
- Discuss boundaries and choices
- Prepare safely for the restorative session

Activities

- Restorative preparation
- Assertive communication work
- Identifying what the pupil needs moving forward

Outcomes

- Pupil feels prepared and supported
- Clear boundaries and expectations established

Session 4 – Restorative Meeting Together

(Only completed if appropriate, safe, and agreed by all parties.)

Focus

Repairing harm, rebuilding safety, and moving forward positively.

Objectives

- Provide a safe space for both pupils to be heard
- Develop empathy and understanding
- Agree actions to rebuild trust and safety
- Support positive reintegration

Activities

- Facilitated restorative conversation
- Sharing impact and reflection
- Agreement and next steps planning

Restorative Questions

- What happened?
- Who has been affected?
- How has this impacted others?
- What needs to happen now to move forward?

Outcomes

- Shared understanding of harm
- Repair plan agreed
- Clear ongoing support and monitoring established

Pupil Reflection Page

What I Have Learned

What Helps Me Feel Safe

Trusted Adults I Can Speak To

My Strengths

2. Perpetrator Support Programme

Perpetrator Support Programme

Direct Support Intervention for Pupils Displaying Bullying Behaviour



Booklet 2: Perpetrator Support Programme

Direct Support Intervention for Pupils Displaying Bullying Behaviour

Programme Aim

This programme is designed to support pupils in understanding and changing bullying behaviours by:

- developing accountability,
 - increasing empathy,
 - understanding the impact of actions,
 - and supporting positive behavioural change.
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Programme Structure

- Session 1 – Naming the Behaviour
- Session 2 – Understanding Impact and Developing Empathy
- Session 3 – Responsibility and Commitment to Change
- Session 4 – Restorative Meeting Together (where appropriate)

Session 1 – Naming the Behaviour

Focus

Developing understanding of bullying behaviour.

Objectives

- Identify and define bullying behaviours
- Recognise harmful actions clearly
- Distinguish bullying from conflict

Activities

- Behaviour reflection
- Scenario discussions
- Identifying patterns and choices

Outcomes

- Pupil can identify bullying behaviours
- Increased awareness of actions

Session 2 – Understanding Impact and Developing Empathy

Focus

Understanding the impact of behaviour on others.

Objectives

- Explore emotional impact on the victim
- Develop empathy and emotional awareness
- Reflect on responsibility

Activities

- Perspective-taking exercises
- Impact discussion
- Emotional reflection tasks

Outcomes

- Increased empathy
- Better understanding of harm caused

Session 3 – Responsibility and Commitment to Change

Focus

Promoting accountability and positive change.

Objectives

- Encourage ownership of behaviour
- Develop strategies to prevent recurrence
- Prepare for restorative meeting

Activities

- Behaviour goals
- Reflection work
- Restorative preparation
- Repair and resolution planning

Outcomes

- Commitment to positive behaviour change
- Clear accountability established

Session 4 – Restorative Meeting Together

(Only completed if appropriate, safe, and agreed by all parties.)

Focus

Repairing harm and rebuilding positive relationships.

Objectives

- Provide a safe space for reflection and discussion
- Develop empathy and understanding
- Agree actions to repair harm
- Support reintegration into school life

Activities

- Facilitated restorative conversation
- Sharing impact and reflection
- Agreement and next steps planning

Restorative Questions

- What happened?
- Who has been affected?
- What were you thinking at the time?
- What needs to happen now to move forward?

Outcomes

- Shared understanding of harm
- Repair plan agreed
- Ongoing support and monitoring established

Reflection and Commitment Page

What I Have Learned

How My Behaviour Affects Others

What I Will Do Differently

Adults Who Can Support Me
