



# Anti-Bullying Policy

**All policies at St Luke's are in line with the school's Christian vision, values and aims.**

Our **vision** is founded on St Luke's parable of the Sower, where,  
*Through God's love, we are the rich soil where roots grow and seeds flourish*, based on Luke 8:4-15

Our **aims** as a school are that we will give children fulfilling learning opportunities, we will nurture social, emotional and moral well-being and we serve our Church, our village and our community.

To fulfil these aims, as a whole school community, we strive to show our **values** of:

**Kindness** – we will show consideration and try to do the right thing for others

**Thankfulness** – we will appreciate what God has given us and what others do for us

**Forgiveness** – we will not hurt back if we have been hurt

**Aspiration** – we will aim to be the best we can be

**Perseverance** – we will not give up when things are difficult

### **Rationale behind the policy:**

Bullying is present to a greater or lesser extent in all institutions. **All** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Our school's definition of bullying is:

***Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.***

It can be:

**Physical** – hitting, kicking, stealing or hiding belongings, sexual assault.

**Verbal** – name calling, insults, offensive or sexual remarks, threatening language.

**Relational** – social exclusion, spreading rumours or stories, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.

**Indirect** - defacing property, displaying literature or materials of a racist, sexist or pornographic nature

**Cyber bullying** – can include offensive or abusive text or internet messages.

**Bullying** –bullying can take a number of forms, including racial, religious, cultural; can be targeted at people with SEN or disabilities, appearance or health conditions; can be related to home circumstance, sexual orientation or be sexist.

**Bullying**, in any form, will not be tolerated at our school. This includes any member of the school community (staff, students, parents or governors). We are committed to the creation of a positive and safe learning environment for all. Children are taught how to recognise and respond to bullying using the S.T.O.P acronym as outlined in the summary grid (Appendix 1).

### **Purpose of the policy:**

- To promote the schools aims and values.
- To develop a positive and safe learning environment in which bullying will not be tolerated.

- To promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise standards of behaviour and levels of achievement of all.

#### **Guidelines for implementing policy:**

- The policy is written in consultation with parents, governors and government policy.
- It will be monitored and evaluated by the anti-bullying co-ordinator, lead anti-bullying governor and the governing body.
- There needs to be recognition that anyone can be a bully or victim and that bullying can take many forms.
- It is recognised that the Headteacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy.
- Children are encouraged to report all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to pupil, staff or parental concerns seriously and support the agreed procedures.

#### **Our proactive strategies include:**

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- Annually the issue of bullying will be raised in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying week, theatre productions and external speakers will be taken.
- In our Child Friendly Advice we use the STOP definition. All students are taught what is bullying, what they should do and have 5 named people who they can tell.
- A child friendly advice leaflet for parents and carers is sent out yearly in the autumn term to coincide with the annual anti bullying week. This is also available to view on the school's website.
- There is a specific question about how we handle bullying in the annual parental survey.
- We regularly consult pupils by means of the annual pupil attitude survey. In addition, the school council are also consulted on this matter.
- Parents and the community will be encouraged to actively support the policy at parents' evenings by signing the home-school agreement and promoting the Schools Behaviour Policy and Charter of Children's Rights.
- The School Council will include bullying as an agenda item at each meeting. Peer support systems for students will be promoted and training provided for both staff and students.
- Bullying will be addressed within the PSHE and Citizenship Curriculum particularly through the SEAL materials.
- It is recognised that children's playtimes can be an opportunity for bullying behaviour. Strategies to reduce its likelihood include: sports activities organised at lunchtime; Huff and Puff monitors who set out games equipment to occupy the children; a buddying system involving friendship stops and buddy benches and key workers for vulnerable children.

- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at an early staff meeting. The policy will be discussed and then distributed to all new staff.

### **Our Reactive strategies**

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour (see School Behaviour policy). Staff will gather evidence and consult with their line manager. Detailed information will be considered before a judgement is made or culpability established. We will manage the investigation and this may involve keeping the bully and the victim separate. There may also be a discussion with bully and victim together. See staff guidance in Appendix 2.
- If a parent has concerns that their child may be being bullied, they should immediately inform either their child's teacher or the head teacher at school.
- In all cases details of the incident and action taken will be recorded in the anti-bullying file which is kept in the head teacher's office. Once an incident has been fully investigated, parents of both the victim and bully will be informed about the findings and our subsequent strategy to end the bullying behaviour.
- Our prime concern will be the support and protection of the victim. Action will continue until the issue is satisfactorily resolved and the bullying ceases. The actions will be reviewed and modified in light of circumstances and if the bullying continues.
- Strategies to support victims will involve staff and students. Approaches such as circle of friends, no blame approach, buddying and mentoring etc will be considered.
- Strategies to work with the bully may include a problem solving approach, interventions (in consultation with SENCO) to address social skills, emotional awareness or aggression issues.
- School recognises that we may need to intervene, even when bullying is reported to have taken place outside the school grounds, for example cyberbullying.
- If it is a serious incident a fixed term or permanent exclusion will be considered after a full review of the facts. The police will be informed where a criminal offence may have been committed.
- Bullying incidents will be logged and monitored on a termly basis by the head, or named member of the SMT. This information will be given to the Governing Body each term as part of the head's report.
- A Governor will be nominated to have responsibility for maintaining an overview of behavioural and bullying issues, as part of their Safeguarding monitoring.

**Chair of Local Governing Body**

Signed:

Date:

Review Date: September 2025

**Headteacher**

Signed

Date: J a n 2 0 2 5

## Appendix 1

### St. Luke's C of E Primary School

#### Anti-Bullying Policy – Summary Grid

At St. Luke's we regard any type of bullying as totally unacceptable. We define bullying as deliberate, hurtful, repetitive behaviour, in which a child has some type of hold over another, and where a child being bullied finds it difficult to defend him / herself.



We consider the four main types of bullying to be:

<b>PHYSICAL</b>	hitting, kicking, taking belongings
<b>VERBAL</b>	name-calling, insults, racist or homophobic remarks, threatening language
<b>INDIRECT</b>	spreading nasty stories about someone, or excluding someone from social groups
<b>ANTI-SOCIAL</b>	participatory gang involvement or organised gang intimidation
<b>CYBER-BULLYING</b>	offensive or abusive texts, internet messages

We use the acronym **S.T.O.P** to teach children the definition and how to address bullying:

<b><i>STOP 1 – When is it bullying?</i></b> Several Times On Purpose	<b><i>STOP 2 – What should you do?</i></b> Start Telling Other People
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Following investigation, if cases of bullying are proven, the following sanctions will be applied which lead on from those applied for breaking the rules.

All incidents are recorded in a file kept in the Headteachers office.

#### SANCTIONS FOR BULLYING

##### Action:

- Apology
- Formal parent contact by headteacher / deputy headteacher
- In partnership with child, parents and headteacher / deputy headteacher monitoring takes place daily, or weekly as appropriate in order for the child to modify his / her behaviour

##### Further optional sanctions which may be applied

- Withdrawal from clubs
- Withdrawal from social events
- Withdrawal from trips

If the child fails to conform following the implementation of these sanctions, a period of fixed term exclusion would be enforced, followed, if necessary, by permanent exclusion.

## Appendix 2



### St Luke's Reporting Arrangements for Concerns



	Safeguarding	Behaviour	Attendance	Bullying	Racist	LGBT+
<b>All Staff</b>	<p>If a child communicates anything of concern:</p> <ul style="list-style-type: none"> <li>reassure the child</li> <li>complete concerns form as soon as you are made aware – use child's wording where possible</li> <li>hand to a DSL immediately</li> </ul>	<p>All staff to follow the behaviour management system within our policy.</p> <p>Some individual children may have recognised SEMH needs and their individual support plans need to be followed consistently.</p> <p><b>Severe incidents</b> – aggression towards another child/member of staff, being in possession of harmful substances or weapons. Stealing or being openly defiant:</p> <ul style="list-style-type: none"> <li>Contact the Head teacher or Deputy Head teacher</li> <li>Complete concern form</li> </ul>	<p>As soon as you notice a pattern, or you become aware of any anomalies, class teacher to complete concern form</p>	<p>Identify if this is a one off or a repeated pattern.</p> <p>If a first incident: Class teacher to investigate, seek a resolution, inform parents where appropriate.</p> <p>If a repeated incident, complete a concern form and pass onto Head teacher or Deputy head</p>	<p>Complete concern form</p>	<p>Complete concern form</p>
<b>Once reported</b>	<p><b>DSL will:</b></p> <ul style="list-style-type: none"> <li>Investigate further</li> <li>Report concerns onto appropriate authorities,</li> <li>Transfer to proper filing system</li> <li>Monitor the situation</li> </ul> <p>May also:</p> <ul style="list-style-type: none"> <li>contact family</li> <li>speak to staff reporting the incident</li> <li>speak to the child of concern, or other children</li> </ul>	<p><b>HT/DHT will:</b></p> <ul style="list-style-type: none"> <li>Investigate</li> <li>contact families</li> <li>follow the behaviour policy which may include appropriate consequences and/or advice for staff for future incidents, e.g. CPD</li> </ul>	<p><b>HT/DHT will:</b></p> <ul style="list-style-type: none"> <li>Contact family</li> <li>Contact student support service (formerly EWO)</li> <li>Feedback to staff any outcomes/decisions</li> <li>May hold a meeting with family</li> <li>May contact other support services</li> </ul>	<p><b>HT/DHT will:</b></p> <ul style="list-style-type: none"> <li>Investigate further</li> <li>contact families if bullying is proven</li> <li>feedback to staff of outcomes and future actions</li> <li>If not proven to be bullying, may pass back to class teacher to resolve and monitor.</li> </ul>	<p><b>HT/DHT will:</b></p> <ul style="list-style-type: none"> <li>Investigate further</li> <li>contact families if proven</li> <li>feedback outcomes to staff and future actions.</li> <li>If not proven form will be kept to monitor.</li> </ul> <p>Incidents are reported to LA on a quarterly basis.</p>	<p><b>HT/DHT will:</b></p> <ul style="list-style-type: none"> <li>Investigate further</li> <li>contact families if proven</li> <li>feedback outcomes to staff and future actions</li> <li>If not proven form will be kept to monitor.</li> </ul>