



Enriching Lives Everyday



# St Peter's Bratton Church of England Academy



## Anti-Bullying Policy

Date of policy creation:	March 2026	Person responsible for creation:	Mrs Rhonda Welsh
Date of policy inception:	April 2026		
Date of policy adoption by LAC	April 2026		
Date of policy review for:	March 2027	Person responsible for review:	Mrs Rhonda Welsh

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## School Ethos and Christian Values



At St Peter's Church of England Academy, our Anti-Bullying approach is rooted in our vision:

**"Enriching Lives Every Day — enabling our school community to learn, achieve and flourish, living 'life in all its fullness'."**

Bullying is incompatible with our Christian values of:

**E N R I C H — Excellence, Nurture, Respect, Innovation, Compassion, Hope**

These values shape our expectations for behaviour, attitudes, relationships and the way we treat one another.

Our school is committed to providing a safe, inclusive and respectful environment where all pupils can learn without fear of bullying. Bullying in any form is unacceptable and will always be dealt with swiftly, proportionately and in line with KCSIE, the Education and Inspections Act (2006), the Equality Act (2010) and current Ofsted expectations on behaviour, attitudes and safeguarding.

We recognise bullying as a form of **child-on-child abuse** and respond to it with the same culture of vigilance and professional curiosity expected in safeguarding practice.

## 1. Definition of Bullying

Bullying is:

- Repeated,
- Intentional,
- Harmful behaviour
- where there is an imbalance of power.

Bullying can be **physical, verbal, emotional, indirect, discriminatory** or **online**.

### Types of bullying

- **Physical:** hitting, pushing, damaging property
- **Verbal:** name-calling, mocking, threats
- **Emotional:** excluding, intimidation, humiliation
- **Cyberbullying:** messaging, posting/sharing harmful content, impersonation
- **Prejudice-based bullying:**
  - racial
  - faith-based
  - disability-based
  - sexist
  - homophobic
  - biphobic
  - transphobic
- **Sexual harassment / upskirting / harmful sexual behaviour**

Bullying is always treated in the context of **child-on-child abuse** and safeguarding responsibilities.

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## 2. Vulnerable Groups

Some pupils may be more vulnerable to bullying:

- SEND
  - LAC/PLAC
  - Young carers
  - EAL
  - Minority ethnic groups
  - LGBTQ+ pupils or pupils perceived to be
  - Pupils with health conditions
  - Pupils facing family stress/change
- 

## 3. Preventing Bullying

Our preventative work includes:

## Curriculum Links

Our curriculum is designed to ensure pupils:

- Develop respect, empathy and understanding of others, supporting positive relationships that prevent bullying.
- Are taught through Golden Threads of Sustainability, Diversity and Innovation, promoting tolerance, inclusion and responsibility.
- Learn through a strong emphasis on oracy, giving pupils the language and confidence to express concerns, resolve conflict and seek help.
- Understand themselves as unique, valued individuals, “fearfully and wonderfully made,” which nurtures self-worth and reduces vulnerability to bullying. Our curriculum empowers pupils to:
  - recognise bullying
  - articulate worries
  - support peers
  - understand diversity
  - take responsibility
  - behave in line with our ENRICH values

## School culture

- Visible staff presence at unstructured times.
- Clear behaviour expectations understood by pupils and staff.
- Regular staff training (safeguarding, online safety, child-on-child abuse).
- Pupil leadership roles (e.g., playground leaders, safeguarding champions).

## Environment

- Well-supervised playgrounds and transitions.
- Worry boxes / online reporting forms.
- Safe spaces for vulnerable children.

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## 4. Recognising Signs of Bullying

Staff are trained to recognise:

- Sudden drop in attendance
- Anxiety, withdrawal or clinginess
- Unexplained injuries
- Lost/damaged belongings
- Avoidance of certain peers
- Change in work quality or engagement
- Distressed behaviour or aggression

All staff must maintain a safeguarding mindset: behaviour changes may signal harm.

## 5. Reporting Bullying

Bullying can be reported by:

- the pupil
- their friends/peers
- parents/carers
- staff observing patterns
- CPOMS keyword trends
- online submissions or worry boxes

We encourage early reporting and reassure pupils that concerns will be taken seriously.

**To help us as a school, if a parent is reporting bullying, they are asked to complete a Bullying Allegation Form (Appendix 1) so that information is clear, consistent and can be investigated promptly and thoroughly.**

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## 6. Responding to Bullying:

### **C•I•A (Concern – Investigation – Action)**

Every staff member must follow the steps below:

#### **Step 1: Concern**

- Listen; reassure; validate feelings.
- Record all details on CPOMS under *concern* category.
- Notify DSL if severity suggests safeguarding risk (KCSIE 2024).

#### **Step 2: Investigation**

Conducted by senior leader / DSL:

- Speak to victim, witnesses, alleged child who has been believed to have bullied..
- Review past incidents and patterns.
- Determine whether behaviour meets the threshold for bullying or is a relationship conflict/falling out.
- If confirmed, re-categorise CPOMS entry as “Bullying”, “Racist Incident”, or other relevant category.

#### **Step 3: Action**

Actions may include:

- Restorative conversations (not used if sexual harassment/discriminatory harassment requires more formal sanctions).
- Protective arrangements for the child who has been bullied (check-ins, safe spaces).
- Behaviour plans
- Sanctions in line with Behaviour Policy.

- Prejudice-based incident form completed
  - Parent meetings.
  - External agency involvement if thresholds met (e.g., Early Help, Police, Social Care).
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## **7. Recording & Monitoring**

Leaders maintain:

- CPOMS logs
- Prejudice-based incident register
- Safeguarding chronology for vulnerable pupils
- Patterns and trends analysis reported to Local Academy Committee

Records include:

- nature of incident
  - protected characteristic involvement
  - Prejudice-based incident form
  - child voice
  - actions taken
  - follow-up and closure
- 

## **8. Support for Pupils Who Have Been Bullied**

We will:

- Offer immediate safety and emotional support
  - Provide trusted adult check-ins
  - Involve pastoral staff or DSL
  - Offer counselling/therapeutic support if needed
  - Make a safety plan (if required)
  - Work with parents regularly
  - Monitor wellbeing until closed
- 

## **9. Support for Pupils Who Display Bullying Behaviour**

We will:

- Explore underlying needs
- Provide behaviour interventions
- Use restorative practice (where safe)
- Work with parents
- Provide consequences aligned with Behaviour Policy
- Consider external support where patterns persist

## **10. Bullying Outside School**

We will take action if bullying takes place:

- on school transport
- in the community
- online, including evenings/weekends
- while representing the school

We will involve police where behaviour may constitute a criminal offence (Public Order Act, Malicious Communications Act, Protection from Harassment Act).

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## **11. Monitoring, Review & Governance**

Local Academy Committee receive:

- termly data on bullying and discriminatory incidents
- analysis of trends
- actions taken by leaders

Local Academy Committee ensure:

- the policy meets current legislation
  - staff training (SMARTLOG) is updated
  - leaders respond effectively to concerns
  - incidents of hate and prejudice are reported to the LA (where required)
- 

## **12. Linked Policies**

- Safeguarding (Child Protection) Policy
- Behaviour Policy
- Online Safety Policy
- RSHE Policy
- Equality Objectives
- SEND Policy
- Child-on-Child Abuse Policy

# Bullying Allegation Form

*For parents/carers reporting concerns about repeated incidents*

Pupil Name: \_\_\_\_\_

Class/Year: \_\_\_\_\_

Date: \_\_\_\_\_

## 1. Summary of Concern

**Please briefly describe what has happened:**

(Include who was involved and what took place.)

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2. <u>Frequency of Incidents</u>	Tick
Please indicate what applies:	
This has happened <b>more than once</b>	
These are <b>repeated incidents over time</b>	
This is the <b>first time</b> , but I am worried it may become repeated	
Dates of incident/s	

3. <u>Where Did It Happen?</u>	Please tick any that apply
Playground	
Corridor	
Toilets	
Walking to/from school	
Online/Messaging/gaming	

4. <u>Who Was Involved?</u>	
Name(s) of child(ren) you believe were involved:	
Any witnesses (if known):	

**REMINDER**

Bullying is:

- **Repeated,**
- **Intentional,**
- **Harmful** behaviour
- where there is an **imbalance of power.**

Bullying can be **physical, verbal, emotional, indirect, discriminatory** or **online.**

<b>5. Type of Behaviour</b>	
(Please tick any that apply)	
Name calling or verbal comments	
Physical actions (hitting, kicking, pushing)	
Exclusion or ignoring	
Cyberbullying	
Racial	
Homophobic	
Discriminatory comments	
Other:	

<b>6. Has This Been Reported Before?</b>	(Please tick any that apply)
Yes	
No	
If yes, who did you speak to?	
When?	

<b>7. Impact on Your Child</b>
(Please describe any changes you've noticed e.g., upset, avoiding school, worry, changes in confidence.)

<b>8. Parent/Carer Details</b>	
Name/s (Please Print) :	
Relationship to child:	
Contact number:	
Email:	
Signature:	
Date:	

<b>For School Use (Staff)</b>	
Date received	
Logged on CPOMS	
Initial category: <input type="checkbox"/> Concern <input type="checkbox"/> Possible bullying	
Staff handling	
Next steps	
Review date	