



*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

**ANTI-BULLYING POLICY**

*Ratified by the Governing Board on 18<sup>th</sup> September 2025  
To be reviewed every two years  
Review due June 2027*

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## **Vision and Values**

Bramley St Peter's is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors and volunteers to share this commitment.

We nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine.

From this firm foundation our pupils embark on their learning journeys, exploring and making discoveries along the way. We encourage each child to enjoy the adventure and challenge of learning. Within this journey, children learn to show care, love and respect.

At Bramley St Peter's we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender/gender identity, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Bramley St Peter's enriches the lives of children through the teachings of Jesus Christ. We will enable children to flourish emotionally, physically, spiritually and academically, providing the best opportunities and experiences through our wide and varied curriculum, alongside our holistic approach. Our vision will be lived out through our values of nurture, discover and respect.

### **1. Aims and objectives**

The aim of this policy is to create a whole school approach towards bullying whereby parents/carers, pupils and school systems all work together to try and prevent behaviour deemed as bullying and support all individuals involved.

The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn in.

This policy aims to highlight that we:

- all know what bullying is and take all incidences of bullying seriously.
- have a consistent approach to all bullying incidents and that we all know what to do if a bullying incident occurs.

- recognise that our duty as a whole school community is to take measures to support all young people involved in bullying.
- are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our policy including the preventative measures.
- ensure that all those connected to the school know that bullying will not be tolerated.
- actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.

We aim to do this by ensuring:

- ◆ All governors, teaching and non-teaching staff, pupils and parents/carers should understand what bullying is, know what the school policy is on bullying and follow it when bullying is reported. A 'quick guide' is shared with parents/carers via Seesaw and the school website (appendix 2) and a child friendly policy given to children (appendix 3).
- ◆ We are consistently encouraging pupils and staff to treat each other with respect, promoting tolerance and embracing diversity.
- ◆ We use any available opportunity to discuss aspects of bullying through our curriculum, particularly PSHE lessons and our values based collective worship.
- ◆ Anti-bullying week is promoted and included in the SMSC calendar and we have visual reminders of 'how to respond to bullying' posters around school.
- ◆ Teaching materials give positive views of every group regardless of their ethnicity, gender/gender identity, physical appearance, sexuality, social background.
- ◆ We have clear school rules and an effective behaviour policy, which are reviewed regularly.
- ◆ We give children opportunities to talk openly with adults e.g., circle times, emotional register, worry boxes in classrooms and mentoring sessions with our pastoral team.
- ◆ Use of Restorative Practice techniques and Zones of Regulation to support children in understanding their emotions and behaviours, their impact on others and how to develop strategies to help them regulate.

## 2. What is bullying?

*Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*

*Anti Bullying Alliance - Definition of bullying - November 2022*

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviours can be presented as:

- Physical – pushing, poking, kicking, hitting, biting, pinching, slapping etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Non-verbal – hand signs, text messages
- Emotional – isolating others, ignoring others, tormenting, hiding books, threatening gestures, looks, ridicule, humiliation, intimidating, excluding, undermining, constant criticism, spreading rumours, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic, biphobic and transphobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Making silent, hoax or abusive calls
- Indirect - can include the exploitation of individuals e.g. Child Criminal Exploitation (CCE).

The following types of bullying are also hate crimes:

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability

### **3. Signs and symptoms and what to do next for parents/carers**

Refer to *Appendix 1* for a list of signs and symptoms a child may display if they are being bullied.

If you have noticed changes in your child's behaviour, please refer to *Appendix 2* to determine if bullying is happening and what you can do if you feel your child is being bullied.

### **4. Procedures to follow in school**

#### **Step 1** – Investigating and recording the bullying incident

If bullying is suspected or reported, the incident will be responded to immediately by the member of staff who has been approached and this will be recorded on CPOMS. A clear account will be recorded and, via CPOMS, members of SLT will be alerted to the incident.

If the incident requires further investigation a Behaviour Mentor, a member of the pastoral team or a member of the Senior Leadership Team (SLT) will interview all concerned, starting with the response to bullying script (*Appendix 4*) for the young person being bullied. The staff member doing this will be assigned the role by a member of the SLT and this will be recorded on CPOMS as an action following the initial record.

#### **Step 2** – Responding to the bullying

As a school community, including anyone who works or volunteers at school and parents/carers/families, we need to change our approach from sanctions to understanding. There is ALWAYS a reason why a child feels the need to bully others. That reason is not always known by the child or the people supporting the child. The way forward is not judgement, dismissal or punishment, fostering a culture of retribution, but through understanding, empathy and a willingness to support the child who has been bullied as well as the child/children who bully to understand their own needs and the reasons they bully. This is a different approach to ones which have been taken in the past and is focused on resolution-based responses and restorative interventions as recommended by the Anti-Bullying Alliance and educational psychologists.

Examples of restorative interventions may include:

- a conversation with the victim as the starting point.
- restorative conferences with all children involved, linked to the whole-school behaviour policy and restorative approaches to behaviour and bullying.
- less formalised resolution enquiry-type responses which involve structured problem-solving approaches with the pupils being bullied.

Key to these types of strategy is a view that they allow the harm that has been done to the child who has been bullied, to be explored in a safe way - sometimes through acting on natural empathetic responses, with a point of final resolution to be reached by all parties, which research shows prevents the likely recurrence of bullying.

This resolution may include a consequence in accordance with the school behaviour policy and may include further reflection but it will have been agreed by all involved and therefore 'done with' the children involved not 'done to' to help them feel part of the process that will be part of the change in behaviours.

If a child has an individual pupil risk assessment (IPRA) including a positive behaviour support plan (PBSP) in place for harming others, personalised provision needed will be listed on their plan and all staff and parents/carers of the pupil in question will be made aware of the support in place for that pupil.

It is essential that parents and carers of all pupils involved are kept informed of conversations, consequences and interviews to ensure they have a good understanding of events within school and also to provide key information, reassurance and so that they feel heard. A member of SLT will have an overview of communication with parents and carers. They may do this themselves or assign a staff member to this.

It is also important that class teachers are informed of involvement of pupils and this will be achieved through a verbal update or by tagging them into CPOMS – this will be dependent upon the information being shared.

### Step 3 – Follow up – after the incident

Class teachers will be kept informed. After dealing with an incident, teachers will follow-up on a regular basis to check that the bullying has not continued or started again.

In serious cases where, after using the above procedures, bullying behaviour happens again, parents/carers will be informed and will be invited into school to discuss the problem with a member of the Senior Leadership Team. At this stage the school may write an IPRA for the child who bullies, dependent on the nature of the bullying. Every effort will be made to help the child who bullies change their behaviour.

If necessary and appropriate for the most serious incidents the police may be consulted.

Pupils who have been bullied will be supported after the event by:

- Being offered opportunities to further discuss the experience with a member of staff.
- Reassurance and explanation as to why the action of the bully was wrong.
- Being offered continuous support.
- Being offered further restorative conversations with those involved if this is appropriate.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened with them.
- Discovering why the pupil became involved.
- Enabling the acceptance of wrong choices that were made.
- Developing strategies to change their behaviour in future.
- Informing parents/carers and all working together.

## **5. Key Strategies to reduce bullying**

### *Universal 'Support for all'*

- Raising awareness about bullying, cyberbullying and the anti bullying policy
- Child friendly anti bullying leaflet to be given to all children (*Appendix 3*)
- Collective Worship – raising awareness
- Promotion of the Behaviour Policy
- Promotion of the school's vision and values
- School Council meetings
- Record on CPOMS (online monitoring system). Children and parents/carers should be aware that school records incidents before determining if an incident is classed as bullying.
- Whole school projects (e.g. Anti-Bullying Week, Safer Internet Day etc.)
- Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.
- Teaching pupils how to constructively manage their relationships with others.
- Encouraging co-operative working: e.g. working together on shared tasks, flexible groupings
- Circle Time: creates a safe space to explore issues of bullying
- PSHE sessions and 'Healthy: Inside and Out' days at the start of each half term with a focus on mental health.

### *Targeted support for individual and groups needing further support could include:*

- Support sessions for the bullied pupil made up of those involved in the bullying and bystanders.
- Direct involvement of parents/carers. Parents/carers who are concerned that their child might be bullied, or who suspect that their child may be bullying others, should refer to the 'Information for parents/carers' (*Appendix 2*) and contact their child's teacher.
- Pastoral team and/or Behaviour Mentor working with individuals, for example on self-esteem or anger management issues.
- Individual programmes of support tailored to the needs of the children involved.

## **6. Related Policies**

- Behaviour Policy
- Child Protection and Safeguarding Policy
- PSHE policy
- Online Safety Policy
- SEND Policy
- Equalities Policy

*Policy re-written by Helen Prouse (SENDCO) and SLT – April 2023*

*Policy reviewed by B Linton (Deputy Headteacher) – July 2025*

## **Appendix 1: Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Below is a list of possible behaviours, this is by no means an exhaustive list but it may be useful for adults to be aware of these possible signs which may require further investigation:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night, wets the bed or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the Internet or mobile phone
- Is nervous or jumpy

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

## **Appendix 2: Quick guide on bullying for parents/carers**

### ***Is it bullying?***

It is bullying if individuals or groups are **repeatedly and intentionally hurting your child**:

This could include behaviours such as

- *Calling your child names • Threatening him/her • Pressuring your child to give someone money or possessions • Hitting or hurting your child • Damaging your child's possessions • Spreading rumours about your child or your family • Using text, email, gaming or social media platforms to write or say hurtful things about your child (online bullying)*
- It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender/gender identity, sexuality, disability, special educational need, appearance or issues in your family.

### **What should you do if you think your child is being bullied?**

At Bramley St Peter's, your first contact point to report concerns about bullying is your child's class teacher. They are best contacted after school in person, via your Seesaw account, via email (please put FAO and add the name of your child's class teacher and send to [info@bsp.leeds.sch.uk](mailto:info@bsp.leeds.sch.uk)) or you can telephone on 0113 2559680 to arrange a meeting.

It will help to sort out next steps to take if you can *bear in mind that the teacher may have no idea that your child is being bullied* or may have knowledge of conflicting accounts of an incident.

Be as specific as possible about what your child says has happened, give dates, places and names of other pupils involved. Then allow the teacher time to investigate.

Ask if there is anything you can do to help your child but please do not try and sort this out yourselves as it can often lead further problems. This includes approaching parents/carers and children. Stay in touch with the school. Let them know if things improve as well as if problems continue.

### **What will Bramley St Peter's do?**

Bramley St Peter's does not tolerate bullying and this is what we do:

1. Prioritise safety of the individual - work to make sure that the person being bullied is safe
2. Stop the bullying reoccurring - provide support to ensure that the person doing the bullying learns strategies to stop them harming others.
3. Whole school learning – reflect on practice and policy, systems and approaches in place and staff training needs.

If we have no records of incidents on CPOMS (our online recording system), we would record your initial concerns on CPOMS, have discussions with the children involved and monitor to see if things improve or further concerning behaviours are seen.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Headteacher
- If this does not help, see the school complaints procedures.

## **Appendix 3 – Leaflet for children**

## IF YOU ARE BEING BULLIED...



### Do:

- Be firm and clear and tell them to **STOP** if you can.
- Walk away and tell an adult at school.
- Talk to a friend or family member.
- Keep telling people until someone listens.
- **TELL SOMEONE**



### Don't:

- Keep quiet and 'put up' with it'.
- Try and sort it out yourself.
- Blame yourself and think it's your fault.
- Ignore it.

## What should I do if I see someone else is being bullied?

- Don't walk away and ignore the bullying behaviour.
- Let an adult know as soon as possible.
- Tell the person using bullying behaviour to stop if it is safe to do so.
- Don't stay silent or the bullying might keep happening.

### All the adults at school will work together to:

- Make our school a place where everyone can feel safe and happy. That means no bullying behaviour!
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.



## Journeying Together with God

### Bramley St Peter's Anti-Bullying Policy for Children



Nurture



Discover



Respect

## WHAT IS BULLYING BEHAVIOUR?

At our school, we believe a bully is someone who hurts someone **more than once, on purpose**, by using behaviour which is **meant to hurt**, frighten or threaten another person.

### Bullying can be...

**Emotional:** Hurting people's feelings, threatening gestures, leaving you out.

**Physical:** pushing, poking, kicking, hitting, biting, nipping.

**Verbal:** name calling, sarcasm, spreading rumours, threats, teasing, racism or using homophobic, biphobic or transphobic language.

**Online:** Saying unkind things when gaming, messaging or through social media.

## WHEN IS IT BULLYING BEHAVIOUR?

Several

Times

On

Purpose



We promise to always treat bullying seriously.

"What do you want to be when you grow up?"



"Kind" said the boy

## WHO CAN I TELL?

- A friend
- Your parents/carers
- Other family members
- Any member of staff in school
- Anyone you feel you can trust



### MOST IMPORTANTLY:

If you are being bullied, **reach out and tell someone!**

**The purpose of using this script is to determine in as much detail as possible the bullying allegations using a consistent approach across school.**

Contextual information: **We want to try and identify exactly where and when the bullying took place?** Were there any other children around at the time? Was there an adult around at the time? (If the child can draw or describe where the other people were standing, this will be useful information to support further investigation)

Do you know the names of the people who bullied you? (If identification is a problem, ask them to describe the individuals as best as possible or point them out in person)

**Can you remember exactly what happened or what was said?**

**What happened next?**

**Has this happened before?**

**How did it make you feel?**

**What would you like to happen now?** This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as a starting point.

**Follow up actions/ next steps**

**Member of staff dealing with the incident** \_\_\_\_\_ **Date** \_\_\_\_\_