



St Peter and St Paul's RC Primary School Anti-Bullying Policy 2025-2026

St Peter and St Paul's R.C. Primary School
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Mission Statement

Holding God's hand,
we grow in Faith together,
we dream, believe, achieve.

Following in the footsteps of Jesus,
we act with love,
we care for one another and our world.

Our Core Values at SSPP

Love

Respect

Honesty

Compassion

Kindness

Forgiveness

School Mission, Values and Ethos

At St Peter and St Paul's, we are committed to providing a safe, caring, and inclusive environment where every child matters. Our ethos is rooted in respect, kindness, and the belief that every pupil has the right to feel safe, valued, and able to learn free from fear or intimidation. We uphold the principles of equality, diversity, and mutual respect, recognising the unique worth of every member of our school community. Our approach is guided by the rights-based framework, ensuring that all pupils are treated fairly and with dignity, and that their voices are heard.

We strive to foster a culture where positive behaviour is celebrated, and where pupils, staff, and parents work together to create a supportive atmosphere. Our school values—love, respect, honesty, compassion, kindness and forgiveness are embedded in all aspects of school life, and inform our approach to preventing and tackling bullying.

Statement of Intent

St Peter and St Paul's has a zero-tolerance stance on bullying in all its forms. We are dedicated to safeguarding the welfare of our pupils and promoting positive behaviour throughout the school. Bullying is unacceptable and will not be tolerated under any circumstances. We are committed to ensuring that all incidents are dealt with promptly, fairly, and consistently, and that all members of our community understand their role in preventing and responding to bullying.

Our intent is to create an environment where pupils feel confident to report concerns, knowing they will be supported and listened to. We expect all staff, pupils, and parents to uphold the values of the school and to work collaboratively to maintain a safe and respectful learning environment.

Legislative and Statutory Framework

This policy is underpinned by the following key statutory requirements:

- **Education and Inspections Act 2006 (Sections 89 and 175):** Requires schools to have measures in place to encourage good behaviour and prevent all forms of bullying among pupils.
- **Equality Act 2010:** Places a duty on schools to eliminate discrimination, harassment, and victimisation, including bullying related to protected characteristics such as race, religion, gender, disability, and sexual orientation.
- **The Education (Independent School Standards) Regulations 2014:** Requires academies and independent schools to have effective anti-bullying strategies.
- **Keeping Children Safe in Education (KCSIE) 2025:** Statutory safeguarding guidance, including specific references to bullying and peer-on-peer abuse.
- **Online Safety Act 2023:** Sets out requirements for schools to address online safety and prevent cyberbullying.

Statutory Guidance and Regulatory Compliance

This policy reflects the requirements and recommendations set out in:

- **DfE Statutory Guidance:** "Preventing and tackling bullying" (2017, current as of 2024)
- **DfE Advice:** "Behaviour in schools: advice for headteachers and school staff" (2022)
- **Ofsted Education Inspection Framework (EIF, 2019, updated 2023):** Inspectors evaluate the effectiveness of anti-bullying measures and the school's culture of respect and inclusivity.
- **Local Safeguarding Procedures:** In line with [Local Authority Name] protocols for managing safeguarding concerns.

All staff are required to comply with these statutory duties and to implement this policy consistently.

Definition of Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can be direct (face-to-face) or indirect (behind someone's back), and may occur in person or online (cyberbullying). It is characterised by an imbalance of power, where the victim finds it difficult to defend themselves.

Bullying includes, but is not limited to:

- Physical harm (e.g., hitting, kicking, pushing)
- Verbal abuse (e.g., name-calling, threats, insults)
- Social exclusion (e.g., spreading rumours, isolating someone)
- Cyberbullying (e.g., abusive messages, sharing harmful images, online harassment)
- Prejudice-based bullying (e.g., targeting someone because of race, religion, gender, disability, sexual orientation, or other protected characteristics)

Types and Forms of Bullying

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, theft, or any form of physical aggression.
- **Verbal:** Name-calling, taunting, threatening, or making offensive remarks.
- **Social/Relational:** Excluding someone from groups or activities, spreading rumours, manipulating friendships.
- **Cyberbullying:** Using digital technologies to harass, threaten, or intimidate, such as sending abusive texts, emails, or social media messages, sharing inappropriate images, or impersonating someone online.
- **Prejudice-Based:** Bullying related to protected characteristics, including racist, sexist, homophobic, biphobic, transphobic, or disability-based bullying.

Examples include persistent teasing, making fun of someone's appearance, mocking religious beliefs, or targeting someone because of their family circumstances.

Scope of the Policy

This policy applies to all pupils, staff, volunteers, and visitors at St Peter and St Paul's. It covers bullying that occurs:

- On school premises, during school hours
- During school-organised activities, trips, and events
- On the journey to and from school
- Online, including social media, messaging apps, and gaming platforms
- Outside school hours if the behaviour impacts the wellbeing of pupils or the school community

All members of the school community are expected to adhere to this policy and contribute to a culture of respect and safety.

Roles and Responsibilities

Governing Body

The Governing Body of St Peter and St Paul's is responsible for:

- Ensuring the school has an effective anti-bullying policy in place

- Monitoring the implementation and effectiveness of the policy
- Reviewing records of bullying incidents and outcomes
- Overseeing the complaints process and ensuring concerns are addressed appropriately
- Supporting the Headteacher in promoting a positive, inclusive school culture

Governors will receive regular reports on bullying incidents, trends, and the impact of prevention strategies.

Headteacher

The Headteacher is responsible for:

- Leading the implementation of the anti-bullying policy
- Ensuring all staff receive appropriate training and support
- Setting the tone for a culture of respect, inclusion, and positive behaviour
- Ensuring that bullying incidents are investigated promptly and thoroughly
- Reporting to the Governing Body on the effectiveness of anti-bullying measures
- Liaising with external agencies, including the Local Authority, where necessary

The Headteacher will ensure that the policy is communicated effectively to all stakeholders and is reviewed in line with statutory requirements.

Staff

All staff at St Peter and St Paul's have a duty to:

- Promote respect and positive behaviour through their interactions and teaching
- Provide engaging and inclusive lessons that foster a sense of belonging
- Create optimal learning conditions where pupils feel safe and valued
- Respond promptly and appropriately to any reports or observations of bullying
- Work collaboratively with parents and carers to resolve issues
- Apply sanctions fairly and consistently, in line with the school's behaviour policy
- Model positive behaviour and language at all times
- Avoid stereotyping or making assumptions about pupils
- Use strategies such as the "quiet hand" to de-escalate situations and maintain calm
- Record and report all incidents of bullying using the school's procedures

Staff are expected to be vigilant and proactive in identifying and addressing bullying, and to support both victims and perpetrators in making positive changes.

Pupils

Pupils at St Peter and St Paul's are expected to:

- Treat others with respect and kindness, both in person and online
- Care for school property and the environment
- Report any concerns about bullying or negative behaviour to a trusted adult
- Support their peers and contribute to a positive school culture
- Uphold the basic rights of all members of the school community

Pupils will be taught how to recognise bullying, how to seek help, and how to support others who may be affected.

Parents and Carers

Parents and carers play a vital role in supporting the school's anti-bullying work. They are expected to:

- Ensure their child attends school regularly and punctually
- Support the school's values and behaviour expectations
- Communicate openly with staff about any concerns or incidents
- Work in partnership with the school to resolve issues
- Encourage their child to report concerns and to treat others with respect

The school will provide parents and carers with information about anti-bullying strategies and how they can support their child at home.

Prevention Strategies

Whole-School Approach

St Peter and St Paul's adopts a whole-school approach to preventing and tackling bullying. This means that anti-bullying principles are embedded in every aspect of school life, including the curriculum, assemblies, displays, and daily routines. All staff, pupils, parents, and governors are involved in creating a culture where bullying is not tolerated and where positive behaviour is celebrated.

The school's behaviour policy, safeguarding procedures, and equality objectives are closely aligned with this policy to ensure consistency and effectiveness. Regular staff meetings, pupil voice activities, and governor oversight help to maintain a strong focus on prevention.

Education and Awareness

Education is central to our anti-bullying strategy. Pupils are taught about bullying, its impact, and how to respond through:

- Personal, Social, Health and Economic (PSHE) education
- Religious Education (RE), drama, and literature lessons
- Assemblies and themed events, such as Anti-Bullying Week
- E-safety sessions focusing on online behaviour and digital citizenship

Staff receive regular training on recognising, preventing, and responding to bullying, including updates on statutory guidance and best practice.

Awareness campaigns, posters, and pupil-led initiatives help to keep anti-bullying messages visible and relevant throughout the year.

Promoting Positive Behaviour

Positive behaviour is promoted through a range of strategies, including:

- Reward systems that recognise kindness, respect, and helpfulness
- Celebration of achievements in assemblies, newsletters, and displays
- Peer support systems, such as play leaders, buddy schemes, and mentoring programmes such as our gardeners and seeds programme
- Restorative practices that encourage reflection, empathy, and reconciliation

Staff model respectful behaviour and language, and encourage pupils to do the same. Opportunities for pupil leadership and involvement in decision-making help to foster a sense of ownership and responsibility.

Online Safety and Digital Citizenship

With the increasing use of digital technologies, online safety is a key part of our anti-bullying work. The school provides:

- E-safety education for all pupils, covering safe use of social media, messaging apps, and gaming platforms
- Guidance for parents on monitoring online activity and supporting their child's digital wellbeing
- Clear procedures for reporting and responding to cyberbullying
- Regular updates on online safety risks and protective measures, in line with the Online Safety Act 2023

Staff are trained to recognise signs of cyberbullying and to support pupils in navigating online challenges safely and responsibly.

Procedures for Responding to Bullying

Reporting Bullying Incidents

All members of the school community are encouraged to report any concerns about bullying, whether they are victims, witnesses, or bystanders. Reporting can be done:

- Directly to a trusted member of staff
- Through the school's anonymous reporting system (e.g., worry boxes, online forms)
- By parents contacting the school via phone, email, or in person

Pupils are reassured that their concerns will be taken seriously and handled confidentially. Staff are trained to listen carefully, show empathy, and provide immediate support.

Investigating Incidents

When a bullying incident is reported, the school follows a clear, step-by-step process:

1. The designated lead or appropriate staff member meets with the victim to gather information and provide reassurance.
2. Witnesses are interviewed to establish a full picture of the incident.
3. The alleged perpetrator is spoken to in a non-confrontational manner, giving them an opportunity to respond.
4. Evidence is gathered, including written statements, screenshots (in cases of cyberbullying), and any relevant documentation.
5. The incident is assessed to determine its severity, frequency, and impact.

Investigations are conducted promptly, fairly, and with sensitivity to the needs of all involved.

Recording and Documentation

Accurate and confidential records are kept of all reported bullying incidents, including:

- Details of the incident, individuals involved, and witnesses
- Actions taken, support provided, and outcomes
- Any follow-up or monitoring required

Records are stored securely and are accessible only to authorised staff. Data is used to monitor trends, evaluate the effectiveness of interventions, and inform policy review.

Responding to and Managing Incidents

The school responds to bullying incidents in a proportionate and supportive manner, with a focus on:

- Immediate safety and wellbeing of the victim
- Appropriate interventions for the perpetrator, which may include sanctions, restorative meetings, or behaviour plans
- Support for witnesses and bystanders who may be affected

Restorative approaches are used wherever possible to encourage understanding, reflection, and positive change. In cases where health and safety are at risk, more serious sanctions, including exclusion, may be considered.

Parental Involvement and Communication

Parents and carers are informed of bullying incidents involving their child and are involved in the resolution process. The school provides:

- Clear information about the incident, actions taken, and support available
- Opportunities for parents to meet with staff and discuss concerns
- Regular updates on progress and outcomes

Open and honest communication is maintained throughout, with the aim of building trust and partnership.

Escalation and Safeguarding

For serious or repeated incidents, or where there are safeguarding concerns, the school will:

- Refer the matter to the Designated Safeguarding Lead
- Follow local safeguarding procedures, including referral to external agencies if necessary
- Involve the Local Authority, police, or other relevant bodies where appropriate

All staff are trained to recognise when bullying constitutes a safeguarding issue and to act in accordance with statutory guidance.

Support and Intervention

Support for Victims

Victims of bullying are offered a range of support, including:

- Pastoral care from staff or the school's wellbeing team
- Access to counselling services, either in school or through external providers
- Peer support through buddy systems or mentoring programmes
- Safeguarding referrals where necessary

Support is tailored to the individual's needs and may include regular check-ins, safe spaces, and strategies for rebuilding confidence and resilience.

Support and Sanctions for Perpetrators

Perpetrators of bullying are supported to understand the impact of their behaviour and to make positive changes. Interventions may include:

- Behaviour plans and targeted support
- Restorative meetings with victims (where appropriate)
- Education on empathy, respect, and consequences

- Sanctions in line with the school’s behaviour policy, which may range from warnings to exclusion for serious or persistent cases

The aim is to address underlying issues, promote accountability, and prevent recurrence.

Support for Bystanders and Witnesses

Pupils who witness bullying may be affected emotionally or psychologically. The school provides:

- Opportunities to talk about their experiences and feelings
- Education on how to be an “upstander” rather than a bystander
- Support to develop confidence in reporting concerns and supporting peers

Staff are alert to the needs of witnesses and ensure they receive appropriate care.

Monitoring, Evaluation, and Review

Monitoring and Data Collection

The school monitors bullying incidents through:

- Regular analysis of incident records and trends
- Surveys of pupils, staff, and parents to gather feedback on the school’s climate and effectiveness of anti-bullying measures
- Review of interventions and outcomes to identify areas for improvement

Data is used to inform strategic planning and to ensure that resources are targeted effectively.

Reporting to Governors and Stakeholders

Reports on bullying incidents, trends, and the effectiveness of interventions are provided to:

- The Governing Body, as part of regular safeguarding and behaviour updates
- Staff, through meetings and briefings
- Parents and pupils, via newsletters, assemblies, and consultation events

Transparency and accountability are central to the school’s approach.

Policy Review Process

This policy is reviewed according to the agreed cycle or in response to significant changes in legislation, guidance, or school context. The review process includes:

- Consultation with pupils, staff, parents, and governors
- Analysis of incident data and feedback
- Updates to reflect new statutory requirements or best practice

The revised policy is approved by the Governing Body and communicated to all stakeholders.

Communication and Accessibility

Policy Dissemination

The Anti-Bullying Policy is communicated to:

- Staff, through induction, training, and regular briefings
- Pupils, via assemblies, lessons, and pupil voice activities
- Parents and carers, through the school website, newsletters, and information sessions

- The wider community, including volunteers and visitors

Copies of the policy are available in the school office and on the school website.

Accessibility and Alternative Formats

St Peter and St Paul's is committed to ensuring that this policy is accessible to all. Arrangements are in place to provide:

- Alternative formats, such as large print or audio, for those with additional needs
- Support for parents or carers who require assistance in understanding the policy

Requests for accessible versions can be made to the school office.

Complaints and Appeals

Complaints Procedure

If parents, pupils, or staff are dissatisfied with the handling of a bullying incident, they may raise a complaint through the school's complaints procedure. This involves:

- Contacting the class teacher, pastoral lead, or designated safeguarding lead in the first instance
- If unresolved, escalating to the Headteacher
- Further escalation to the Governing Body if necessary

Complaints are handled promptly, fairly, and in accordance with the school's complaints policy.

Appeals Process

Where a decision related to a bullying investigation or sanction is disputed, an appeal may be made to:

- The Headteacher, outlining the grounds for appeal
- The Governing Body, if the matter remains unresolved

Appeals are considered carefully, with reference to the evidence and the principles of fairness and proportionality.

Links to Other Policies

Related Policies and Procedures

This policy should be read in conjunction with:

- **Safeguarding and Child Protection Policy:** Procedures for protecting pupils from harm, including bullying as a safeguarding concern.
- **Behaviour Policy:** Expectations for behaviour, rewards, sanctions, and restorative practices.
- **Special Educational Needs and Disabilities (SEND) Policy:** Support for pupils with additional needs who may be vulnerable to bullying.
- **Equality and Diversity Policy:** Promoting equality and preventing discrimination, harassment, and victimisation.
- **Online Safety Policy:** Strategies for preventing and responding to cyberbullying and promoting digital citizenship.

All related policies are available from the school office and website.

Appendices

Flowchart: Responding to Bullying

Flowchart: Responding to Bullying

1. Concern reported by pupil, staff, or parent
2. Immediate support provided to victim
3. Incident investigated (victim, witnesses, perpetrator)
4. Incident recorded using report form
5. Appropriate interventions and support implemented
6. Parents/carers informed and involved
7. Monitoring and follow-up
8. Escalation to safeguarding lead if necessary

Useful Contacts and Support Services

Local Authority Safeguarding Team: Bolton Integrated Front Door/ Children's Social Care

- **Phone:** 01204 331500 (Mon-Fri, 9am-5pm)
- **Emergency Duty Team (Out of Hours):** 01204 337777

Childline: 0800 1111, www.childline.org.uk

NSPCC: 0808 800 5000, www.nspcc.org.uk

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Stonewall: www.stonewall.org.uk

Young Minds: www.youngminds.org.uk

Samaritans: 116 123, www.samaritans.org

References

- Education and Inspections Act 2011
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2025
- DfE "Preventing and tackling bullying" (2017)
- DfE "Behaviour in schools: advice for headteachers and school staff" (2024)
- Online Safety Act 2023
- Anti-Bullying Alliance Whole-School Framework
- Stonewall Guidance for Tackling Homophobic, Biphobic, and Transphobic Bullying
- NSPCC and Childline Resources
- Bolton Safeguarding Procedures

Monitoring and Review

This policy will be reviewed by the headteacher and deputy head teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is January 2027.