



Anti – bullying Policy

Reviewed March 2026



Let your Light Shine' Matthew 5:16



Our Vision Statement

At St Thomas' Church of England Primary School, our Christian vision of "Let Your Light Shine" builds upon and strengthens our existing Christian foundation. Inspired by the teachings of Jesus, we seek to nurture a community where every child and adult is known, valued and supported to flourish academically, socially and spiritually.

This vision complements Christian values. It reminds us that behaviour is relational and that strong, trusting relationships are the foundation of positive behaviour, effective learning and emotional wellbeing. Through compassion, forgiveness and responsibility, we support children to reflect God's love in their actions and attitudes.

A Christian Vision for Education – Valuing all God's children

The guidance in the Church of England's Vision for Education document, 'Valuing All God's Children' underpins the St Thomas approach to bullying. Our policy ensures an inclusive vision for education where every child should be revered and respected as members of a community where all are known and loved by God.

Our school vision has a clear commitment to dignity and hope, both of which can be undermined by any form of bullying.

Creating an inclusive school environment that demonstrates equality and respect is an important measure in preventing and challenging any form of bullying. St Thomas' Christian vision plays a central part in creating an inclusive environment where all pupils are valued and able to flourish. Speaking clearly about diversity and tolerance is important in creating an inclusive environment where all, including LGBT pupils, feel recognised, respected and welcome.

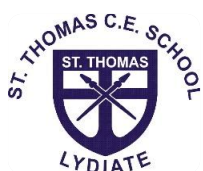
Why is it important to tackle bullying?

Tackling bullying in school matters because every child is entitled to remain safe:

- Bullying makes pupils unhappy.
- Pupils who are being bullied are unlikely to concentrate fully on their school work.
- Pupils who observe unchallenged bullying behaviour are more likely to copy this anti-social behaviour.
- Pupils who are bullying are also in need of help.
- Schools that do take action against bullying maintain the ethos of an effective, caring and nurturing school.
- The Church of England document 'Valuing All God's Children' tells us: Bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person. This can have an impact on socialisation and academic achievements.

The AIMS of this policy are:

- To limit the frequency of incidents before they become actual bullying.
- To reduce and maintain the lowest possible level of acts of bullying.
- To develop positive and effective strategies to deal with any incidents.



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- To equip all pupils with an understanding of bullying; what it looks like and its impact, and what should be done in the event of bullying.
- To develop a school ethos where pupils feel comfortable and confident in talking to a member of staff about bullying, knowing that something will be done about it.

What is bullying?

This definition of bullying is shared explicitly with children to ensure that they develop a clear understanding of bullying, thus allowing staff to effectively deal with any incidents of bullying.

It is the wilful, conscious desire to continually hurt, threaten or frighten someone. There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms, but three main types are:

- **physical**- hitting, kicking, taking belongings
- **verbal** - name-calling, insulting, racist remarks indirect, spreading nasty stories about someone
- **exclusion** - someone from social groups
- All of the above can take the form of homophobic, biphobic and transphobic bullying

Bullying and Relational Conflict

The school recognises that not all conflict between pupils constitutes bullying. Disagreements and friendship issues are a normal part of development.

Staff will support pupils to:

- understand the difference between bullying and falling out
- resolve conflict respectfully
- rebuild relationships where appropriate

This approach aligns with our **Behaviour Policy** and restorative practices used across the school.

Roles and Responsibilities

Ensuring an effective approach to preventing and addressing bullying is a shared responsibility.

Governors will:

- monitor the effectiveness of this policy
- ensure statutory responsibilities are met

The Headteacher and Senior Leadership Team will:

- ensure consistent implementation of the policy
- monitor incidents and identify patterns



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- support staff and provide training

All staff will:

- remain vigilant to signs of bullying
- respond promptly and appropriately
- record incidents accurately using CPOMS
- model respectful behaviour at all times

Pupils will:

- treat others with kindness and respect
- report concerns to a trusted adult

Parents and carers will:

- share concerns with the school
- work in partnership to support outcomes

How is the Curriculum at St Thomas used to effectively tackle bullying?

The curriculum plays a key role in preventing bullying by promoting understanding, empathy and respect. It is designed to:

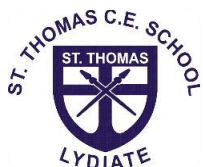
- Raise awareness about bullying behaviour and about the school's anti-bullying policy, in an age appropriate way.
- Challenge attitudes about bullying behaviour, increase understanding for bullied pupils, and help to build an anti-bullying ethos in the school.
- Develop children's understanding of the diverse world in which we live, encouraging tolerance and acceptance of all.
- Educate children deeply about what is not bullying as at times, it is a difficult concept to understand.
- To create and sustain a caring, co-operative and compassionate ethos throughout the school. With the teachings of Jesus and our school mission statement, 'Jesus said "Come, follow me and live your life the way God wants you to" at the heart of everything we do.

In the curriculum, this will be done through:

- PHSE lessons with a focus on healthy relationships (see [PHSE policy](#))
- Weekly MyHappyMind sessions (see PHSE policy)
- Stories and examples of positive behaviour given in assemblies, whole school worship and story times.
- Theme days with focus such as world religions and challenging stereotypes
- Positive ways of emphasising the anti-bullying message through drama, role-play, discussion.
- RE lessons
- External organisations coming into school e.g. Childline and Bully Busters
- Trips and experiences from EYFS to Y6 which open up pupils' eyes to the world around them.
- 'No Outsiders' books and lessons used to challenge stereotypes.

Important messages discussed in the above learning are:

- The importance of telling the truth which leads to trust



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- Developing self-esteem and confidence, leading to increased self-worth
- Reporting bullying is a responsible act and is not 'telling tales'

Creating a Positive and Inclusive School Culture

In addition to the curriculum, the school actively promotes a culture where bullying is less likely to occur.

This is achieved through:

- strong relationships between staff and pupils
- consistent modelling of respectful behaviour
- celebration of diversity and individuality
- clear and consistent expectations
- opportunities for pupil voice (e.g. school council)

Pupils are supported to report concerns through:

- trusted adults
- regular classroom discussions
- an open and supportive school environment

Procedures to be followed (by all staff):

1. At all times, staff will be vigilant for any signs and symptoms of pupils being bullied.

Signs may include:

- Injuries, bruises, etc. which are not adequately explained
- Poor or deteriorating schoolwork
- Erratic attendance or poor attendance
- Child's reluctance to come to school or frequent early morning minor illnesses (often reported by parents)
- Problems with sleeping, bedwetting, nightmares (often reported by parents)
- Possessions often 'lost', dirtied, destroyed
- Reluctance to go into the playground / desire to stay around adults
- Unhappy, withdrawn or isolated behaviour
- Tendency to stammer

2. Any incident will be treated seriously and dealt with as quickly as possible, following school's Behaviour Policy.

We will not accept excuses of:

- A joke
- A game
- An accident- when others have reported an obvious intent.

3. Initially, the facts will be established. The victim and the perpetrator of the incident will be interviewed separately, as will any witnesses to the incident.

4. Any incidents of a minor nature will be dealt with by the adults to whom it was reported e.g. lunchtime staff, class teachers, always ensuring necessary communication between appropriate adults.



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5. Appropriate action, based upon events and school Behaviour Policy will be taken. This may take the form of:

- A reprimand to deter a pupil from name-calling or teasing.
- An apology to the victim
- Imposition of sanction or punishment as stated in the behaviour policy such as lunchtime reflection.
- Use of Trauma-informed approaches and restorative talk

6. Minor incidents which are recurring, or more serious incidents, will be referred to the Inclusion Lead (Assistant Headteacher) or another member of the SLT. The behaviour policy will be adhered to and record will be kept (on electronic system – CPOMS).

7. Parents of both the victim and the bully will be informed immediately if an incident of a serious nature has occurred.

When accepting reports of bullying, all staff will:

- Attend to what is being said, without displaying shock or disbelief. Be patient; wait during any silences; prompt gently and not pose questions that may be of a guiding nature.
 - Accept what is said. 'Believe' is too strong - the allegation may be false; keep an open mind. Remember the accuser may have ulterior motives.
 - Make clear and detailed notes. It is vitally important that notes are taken in evidence as it may prove to be of benefit to the victim, school or even the alleged perpetrator at a later date. These notes may be uploaded to internal system: CPOMS.
 - Allay fears - reassure the pupil that s/he was right to tell you. Staff will not promise confidentiality, as they may need to refer to others (staff, parents, social services, police), but will assure that it will not be revealed outside of the necessary circles of authority.
 - Reassure pupils that the bullying is not their fault and that they may not be the only person who has experienced it. Staff should also make clear that if the pupil who bullied faces consequences, this is due to their own actions and is never the responsibility of the pupil who reported it.
 - Respond appropriately.
- Teachers will not use of leading questions or criticise any child
 - Teacher will remind pupils of school expectations and values
 - Teachers will explain what they plan to do next
 - Offer any support that they feel is needed e.g. somebody to talk to

8. Deal with the incident accordingly, based on events and school Behaviour Policy. This may include discussions with the Senior Leadership Team, parents or outside agencies. These discussions will always take place in a sensitive manner with appropriate levels of confidentiality. These discussions may result in an action plan which outlines positive steps forward and will be recorded as necessary (CPOMS).



Support for Pupils

The school is committed to supporting all pupils involved.

For pupils experiencing bullying:

- emotional support and reassurance
- access to trusted adults
- ongoing monitoring

For pupils displaying bullying behaviour:

- support to understand the impact of their actions
- opportunities for reflection and restoration
- clear expectations and consequences

In dealing with those who bully, there are three positive aims:

1. To stop the bullying behaviour, immediately.
2. To re-educate the pupils' attitudes and behaviour for the future
3. To reconcile the pupils involved, if possible.

Safeguarding

In some cases, bullying may constitute a safeguarding concern. Where this is identified:

- procedures will follow the **Safeguarding and Child Protection Policy**
- appropriate referrals may be made to external agencies

E-safety

All the children are taught about how to stay safe using computers, mobile phones, tablets and games. They are made aware of how to stay safe including not giving away personal information. Cyber bullying is also studied and children are made aware of its dangers and what to do if they are a victim.

Bullying through digital platforms is treated as seriously as face-to-face incidents.

This includes:

- social media
- messaging applications
- online gaming

The school will respond to incidents occurring outside of school where they impact:

- pupil wellbeing
- relationships within school
- the wider school environment

Education around online safety is delivered through the curriculum (see **E-Safety Policy**).

Staff Training

All staff at St Thomas are provided with the appropriate training to recognise and diminish any sort of bullying behaviour. This training may take the form of a staff INSET, individual training based on needs identified in Performance Management meetings; weekly reminders of key points and discussion of recent events, considering any learning or steps for development.



All teaching and non-teaching school staff (including teaching assistants and lunchtime supervisors) are trained to recognise and understand how to challenge all types of bullying including homophobic, biphobic and transphobic language and behaviour. Training to enable certain members of staff to offer appropriate pastoral support is in place. All staff understand recommended paths of referral to more specialised support.

Homophobic, Biphobic and Transphobic Bullying

Leaders at St Thomas' Primary are committed to ensuring they build a school culture and community where all staff members and all pupils feel confident and supported in challenging homophobic, biphobic and transphobic bullying.

Homophobic, biphobic and transphobic bullying can take many forms, such as verbal, physical and cyberbullying. Any form of this type of bullying will not be tolerated at St Thomas' and will be dealt with accordingly and as stated in the Anti-bullying policy.

Homophobic, biphobic and transphobic **language** is a common form of bullying. Inappropriate and discriminatory language and abuse can start in primary schools, therefore St Thomas' makes it clear to all that use of HBT language is wrong and take a consistent approach in challenging and addressing all such incidents is taken. See [PHSE/ RSE Policy](#) for more information.

Monitoring and Evaluation

The effectiveness of this policy is regularly reviewed through:

- analysis of CPOMS records
- identification of patterns and trends
- pupil voice activities
- staff discussions
- governor monitoring

This ensures that the school continues to respond effectively and improve practice.

Conclusion

In responding to bullying, the school is guided by three key principles:

1. to stop the behaviour immediately
2. to support long-term positive change
3. to restore relationships wherever possible

Through a consistent, compassionate and proactive approach, St Thomas' seeks to ensure that all members of the school community are able to learn and thrive in a safe, supportive and inclusive environment.

Policy Review

This policy will be reviewed annually to ensure it remains effective, up to date and reflective of current guidance and best practice.

