



ST LAURENCE CHURCH
JUNIOR SCHOOL

Anti – Bullying Policy

Date of Publication: September 2025
To be reviewed : September 2027

‘Learning, Loving and Sharing, guided by Jesus’

St. Laurence Church Junior School Anti-Bullying Policy

Be strong and courageous. Do not fear or be in dread of them, for it is the Lord your God who goes with you. He will not leave you or forsake you (Deuteronomy 31:6).

Policy Overview

At St Laurence Church Junior School, we promote positive relationships between all members of our school community. Our Anti-bullying policy sits alongside our school's Behaviour and Relationships policy where children are **Ready, Respectful and Safe** in upholding our school rights and values. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

At St Laurence we believe that each person is created in God's image. Each of us should treat others with respect and be treated with respect at all times. The Bible says: *"So in everything, do to others what you would have them do to you. (Matthew 7:12).* As a Christian school it is important that we do not focus primarily on the bullying, but also on how we can promote a school culture that reflects the all-embracing love of Jesus through our Christian Values. In promoting our value of forgiveness, it is important that a child is not labelled as a bully, but has made a poor choice in their behaviour or actions – there is always a possibility to transform or put right, the wrong choices made.

At St Laurence Church Junior School, we are determined to promote and maintain a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils – and all members of the school community.

Our school's Christian ethos and values promote the scripture, *'Start children off on the way they should go, and even when they are old they will not turn from it' (Proverbs 22:6).*

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. The values chosen by the children in our school are those of Thankfulness, Forgiveness, Perseverance, Generosity, Curiosity, and Friendship.

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school

Definition of Bullying

The Department for Education defines bullying as:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (including cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or

disabilities, or because a child is adopted, in care or has caring responsibilities. Peer-on-peer abuse can include sexual violence and sexual harassment between two children or groups of children – this can include sexual actions or sexualised behaviours aimed at another child or group of children ([DfE document 'Sexual Violence and sexual harassment between children in schools and colleges](#) (Sept 2021)).

It might be motivated by actual differences between children, or perceived differences. 'Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case' (DFE - Preventing and Tackling Bullying. July 2017).

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

At St Laurence Church Junior School, bullying is considered to be behaviour that occurs 'repeatedly and on purpose'. One-off incidences and situations where friends may 'fall out' are not bullying and are dealt with via our Behaviour and Relationships policy and our pastoral systems. However, we recognise the importance of early intervention in order to prevent unacceptable and negative behaviours escalating.

Types of Bullying

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully. There is no hierarchy of bullying. Bullying will not be accepted or condoned and all forms should be taken equally seriously and dealt with appropriately.

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying can occur in different forms and includes: -

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force. Tormenting (e.g. hiding books, threatening gestures).
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments

- **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable

- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.

- **Cyber:** 1) All areas of internet, such as email & internet chat room misuse
2) Mobile threats by text messaging & calls.
3) Misuse of associated technology, i.e. camera & video facilities, iPad, games consoles

We recognise that prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include bullying related to:

- Race, religion, faith and belief and for those without faith
- Ethnicity, nationality or culture
- Special Educational Needs or Disability
- Sexual orientation (homophobic or biphobic)
- Gender (sexist) and Gender Identity (including transphobic bullying)
- Appearance or health conditions (including physical/mental health)
- Related to home or personal circumstances
- Related to another vulnerable group of people (e.g. disadvantaged, Looked After)

This list is not exhaustive and we recognise that bullying can occur for no apparent reason.

All types of bullying have 3 main things in common: -

- It is deliberately harmful behaviour
- It is repeated often over a period of time (short or long term)
- It is difficult for those being bullied to defend themselves and usually happens when the relationship is imbalanced

We also recognise that bullying can take place between:

- Young people (child on child)
- Young people and staff
- Between staff
- Individuals and groups

The scope of this policy covers all of these aspects.

Bullying outside school

Bullying is not confined to the school premises. It also persists outside of school, in the local community, on the journey to and from school or online. The nature of cyberbullying in particular means that it can impact on children's wellbeing beyond the school day.

St Laurence Church Junior School is not directly responsible for bullying that takes place off the school premises, but acknowledges its responsibilities to support families if bullying does occur.

If both the victim and bully are from our school, action may be taken, as per the Education Act 2011 – this includes the authority to seize technological items (such as a mobile phone) to examine data or files and/ or to give to the police if reasonable grounds to suspect an offence has occurred.

Prevention

Preventing and raising awareness of bullying is essential in ensuring that all our children are well-equipped to be able to identify and report inappropriate or bullying behaviour. A whole school approach is used to ensure that our school is a safe environment, where children are respected.

Children are actively encouraged to talk about bullying, either individually or as a group when discussing issues in the class situation as part of: -

- Collective Worship – exploring the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Religious Education – using opportunities to ensure that all members of the school community are revered and respected as a community where all are known and loved by God, whether children are of a faith or no faith.
- PSHE – includes opportunities for children to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for children to value themselves, value others and appreciate and respect difference.
- Computing curriculum - E-safety is an important part of the computing curriculum and internet safety is also highlighted at other times during the general curriculum
- General curriculum opportunities- through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

Stereotypes are challenged by staff and pupils across the school.

We will also use opportunities such as National Anti-Bullying Week, Internet Safety week, Multi-Faith week and Black History Month to heighten awareness and encourage further discussion.

Identification (Signs and Symptoms)

Adults should be vigilant in looking out for signs of bullying or other child protection issues including:

- *Physical:* unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- *Emotional:* losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- *Behavioural:* asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Intervention

Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated.

It can be difficult sometimes to build an accurate picture of events or to be sure of who is telling the truth. However, staff must try to be aware of pupils who are being pressured or teased by

their peers. It is important that staff react to these kinds of incidents and do not leave them unchallenged.

Staff, Parents and children must avoid assumptions about who is at fault, and balanced evidence must be obtained at all times.

Parents should be involved if the bullying behaviour is persistent and a solution sought in partnership with home.

It is important that lunch-time supervisors have good relationships with pupils and that provision is made for quality play and positive behaviour. All staff should be aware of any areas both inside and outside the school building, where bullying is more likely to occur.

Responding to Bullying

Everybody has the right to be treated with respect, this includes being able to enjoy their time at school and to feel safe. No complaint or incident concerning bullying can be ignored. **All** members of the school community are encouraged to look out for and report incidents of bullying or unacceptable behaviour.

No one deserves to be a victim of bullying as bullying has the potential to damage the mental health of a victim. Pupils who are bullying need to learn different ways of behaving.

All staff must remain vigilant about bullying and should raise any concerns as and when they arise; that is, do not wait to be told before you raise concerns or deal directly with the matter. Suspected bullying must never be ignored. Some children may not be aware that they are being bullied; they may be too young or have Special Educational Needs, for instance, and some children may not have the confidence to come forward with their worries. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Children should know that they can go to members of staff for help and support. Any staff supervising children both in class and at playtimes should take the time needed to listen and respond to children's concerns.

Staff will encourage children to be open and willing to share problems. Our Emotion Coaching approach should be used to help children regulate emotions but also encourage problem solving about behaviours that worry them in others or undesirable behaviour habits that they are finding difficult to break. Staff at all levels are trained to help children in this way.

Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble.

Reporting Bullying

Any complaints regarding bullying are listened to sympathetically and each case investigated by appropriate members of staff. The school behaviour policy will be followed and parents/carers of children involved will be contacted.

Staff – All staff have a duty to challenge bullying, report it and be vigilant in the signs of spotting it.

Senior Staff – The Senior Leadership team and Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school

upholds its duty to promote the safety and wellbeing of all children. Staff will assess whether any other authorities, such as the police, need to be involved, particularly when actions take place outside of school.

Parents and carers – Parents and carers have the responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration etc) and support their child in reporting the bullying.

Pupils – children should not take part in any kind of bullying and watch out for any signs of bullying among their peers. Children are encouraged never to be bystanders to incidents of bullying – they should report it to an adult.

If necessary, the SENDCO may be involved in implementing strategies or contacting outside agencies, to support and promote positive behaviour.

Record Keeping

It is vital that accurate records are kept of incidents and how the school has responded. Bullying incidents will be recorded on MyConcern and each record will take into account:

- Who was involved
- Where and when the incident(s) happened
- What happened
- What action was taken
- How was it followed up

Staff must always ensure that any individual records are based on fact and not on speculation. It is important to obtain evidence whenever possible. If necessary, staff can discuss any concerns with year leaders or go directly to the SLT or Head Teacher.

What we will do when a child says they are being bullied

Support, encouragement and positive reinforcement is needed for victims. We will not make premature assumptions and will listen carefully to all accounts. Several pupils with the same version does not necessarily mean they are telling the truth.

1. When a child says they are being bullied, the class teacher, TA or the Pastoral Lead will take the lead initially and must take the matter very seriously. The child will be respectfully interviewed and the allegation will be logged on MyConcern.
2. The bully/bullies and any witnesses should also be interviewed and a record kept on MyConcern.
3. If it is believed that bullying has taken place, the incident(s) must be passed on to the Pastoral Lead (if it hasn't already). It may be investigated further before next steps are considered and actioned.

Extreme cases of bullying or harassment should be referred immediately to the Headteacher / Deputy Headteacher/ Assistant Headteacher – see above.

4. If bullying or harassment is confirmed the following action will be taken:-

- The incident will be formally logged as bullying on MyConcern.

- All sets of parents / carers (bullied and alleged bully/bullies) need to be informed as soon as possible and, if deemed necessary, a meeting held with either or all parties independently.
- A plan of action is agreed with all sets of parents/carers and the situation reviewed within an agreed time span.
- Appropriate sanctions/consequences will be applied in line with the school's Behaviour and Relationships policy.
- All staff need to be informed of the plan of action.
- The plan needs to be monitored by an identified member of staff.
- Regular 'catch-ups' are held with the child(ren) and their families.
- All discussions and meeting will be recorded on MyConcern.

The school has a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need, and will be proportionate and supportive – these can include a quiet word from a teacher who knows the pupil well, asking the pastoral lead/ SENDCO/ DSL to provide support; engaging with families; referring to local authority children's services – *this list is not exhaustive*.

We will, "apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is unacceptable". Disciplinary measures and consequences must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. Through our Behaviour and Relationships policy, when appropriate, restorative conversations and actions will be facilitated.

Consequences for the bully may include:

- Withdrawal from certain activities including school visits
- Loss of break-times or lunchtimes for a period determined by the Headteacher
- The implementation of an Individual Behaviour Plan
- Internal exclusion – with support through restorative techniques and that is adapted and appropriate for individual children
- Exclusion – in serious cases or where there are further concerns, the Headteacher may become involved as more serious action will need to be taken- this can include possible external suspension, in line with our Behaviour and Relationships Policy.

However, it is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safeguarding of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves. ([DFE - Preventing and Tackling Bullying](#)). Advice for Headteachers, Staff and Governing Bodies. July 2017). The nature and level of support will depend on the individual circumstances and the level of need, and will be proportionate and supportive. In certain cases, Early Help or a referral to Social Services may be appropriate.

Attempts will be made to help the bully / bullies to change their behaviour by seeking to understand the reasons for their behaviour and to put in place support packages to support the child in identifying and correcting behaviours – this may include support from external agencies and for the whole family.

Support for staff who are bullied:

It is important the school recognises, and takes measures, to ensure staff feel safe in school and that bullying towards staff, by pupils, families or colleagues, is unacceptable and will be dealt with in line with this policy. This includes any incidents of malicious allegations.

Advice to Parents Who Suspect Their Child Is Being Bullied

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher, office, member of the Senior Leadership Team or Pastoral Lead (Mrs Hamilton) who will follow this policy, investigate and work with the Parents/ Carers.

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
- Encourage your child to be 'a bully' / fight back.

Both of these will only make the problem much harder to solve.

Monitoring

The Headteacher and Senior Leadership team are responsible for monitoring the policy on a day to day basis and are responsible for monitoring the recorded data on bullying.

Evaluating and Reviewing

The Headteacher is responsible for reporting to the governing board on how the policy is being enforced and upheld via the termly report. This policy will be reviewed annually by the Head Teacher, senior leadership team and whole staff to be presented to the Governors in the event of any changes. The policy will be applied in accordance with our equal opportunities guidelines.

Please note that this policy has been reviewed in light of Birmingham Diocesan Board of Education (DBE) 'Valuing All God's Children' Guidance and PSHE Curriculum Guidance 2020.

Links with other School Policies

This policy links with several school policies and practices including:

- Behaviour and Relationships Policy
- Safeguarding Policy
- Behaviour Principles
- PHSE and RSE Policies
- SEND Policy
- Acceptable Use Policy
- Complaints Policy

Links to Legislation:

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- [The Education and Inspection Act 2006, 2011](#)
- [The Equality Act 2010](#)
- [The Children and Families Act 2014](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- [Searching, screening and confiscation: advice for schools 2022](#)
- [Antibullying Guidance for Church of England Schools \(draft 2024\)](#)
- [Keeping Children Safe in Education 2024](#)

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame