St. Luke's Anti-Bullying Policy

Reviewed: September 2026

Next review: September 2027

Rationale

'All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide.'

'Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem.'

(Archbishop of Canterbury, Justin Welby. Valuing all God's Children. 2017)

Within the St Luke's School community, we encourage all to be *kind* and *respectful* to each other at all times. This philosophy is enshrined in our school's **key values** and our **behaviour policy**. We encourage all to model this behaviour towards one another and with children.

As at any school, there are sometimes incidents of bullying, where children are deliberately and repetitively hurtful towards others. It is important for all concerned that this is dealt with swiftly and firmly.

Policy Aims

All children at St Luke's Church of England Primary School have the right to be safe and happy both in class and in the playground. We strive to ensure that *all* children are kept safe and can flourish. Bullying can cause great distress and have a significant impact on health and learning. Both adults and children need to know what to do when this occurs.

In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

· sex
· race
· disability
· religion or belief
· sexual orientation
· gender reassignment
· pregnancy or maternity

At St Luke's, we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including SEND children, those who are or perceived to be LGBTQ+, race and faith minority groups, sexist and sexual bullying.

At St Luke's, we have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Under this duty, we must challenge and prevent discriminatory language being used in our school.

Bullying can be addressed in a number of ways including 1:1 support and reparative work, assemblies, class circle time and PSHE, outside agency involvement and through the curriculum. The school will seek to promote curriculum opportunities to address gender bullying and gender stereotypes, particularly through PSHE (Jigsaw), and promote positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum.

Parents/Guardians and children should know that they can share their worries with the class teacher or a trusted adult in the school. Bullying will not be tolerated at St Luke's Church of England Primary School and allegations of bullying are taken very seriously.

Objectives of Policy

- To describe school systems for dealing with bullying
- To have strategies in place to support victims and bullies
- To ensure that parents know who to approach if they are worried that their child is being bullied
- To ensure that children know what bullying is and know what to do when it occurs

Other Relevant Policies

This policy complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use Policy
- Attendance
- Behaviour
- Code of Conduct
- Equality Objectives
- Online Safety
- PSHE and Relationships and Sex Education
- Special Educational Needs
- Staff Handbook

What is bullying?

The Anti-Bullying Alliance defines bullying as:

"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".

Bullying is not when children have the odd argument, fall out or engage in a one-off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance (difficult for victims to defend themselves against)
- intentional

(Anti-Bullying Alliance)

Bullying will be treated as a safeguarding /child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The school will then follow the Safeguarding policy.

Bullying can take many forms but may be one OR a combination of the following types:

- **Physical bullying** - Unprovoked assault on a person or group which can range from a 'prod', pushing, poking, kicking, hitting, biting, pinching etc. to grievous bodily harm

- **Psychological/emotional -** Reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

- **Social –** being ostracised or exclusion from peer groups.

- **Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.

- **Online /cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion

- **Homophobic bullying or gender bullying** - Any hostile or offensive action against lesbians, gay, bisexuals or transgender individuals or those perceived to be lesbian, gay, bisexual or transgender.

  (*'Bullying: Don't Suffer in Silence', a DFES publication; Anti-Bullying Alliance*)

Homophobic or gender bullying

This can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with this type of bullying may include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning
- Graffiti with sexual content
- Spreading rumours questioning sexual reputation
- Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else

Who experiences homophobic or gender bullying?

This can affect anyone, regardless of whether or not they are LGBTQ+. It can affect:

- children or young people who are LGBTQ+.
- children or young people who are thought to be LGBTQ+.
- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are LGBTQ+.
- teachers and other school staff who are, or are thought to be, LGBTQ+.

What is Cyberbullying?

Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (*From DfE Preventing and Tackling Bullying 2017)*

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. (LBTH. 2011)
Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

· Bullying can happen 24/7 making it difficult to escape.
· The audience for bullying is potentially much larger increasing the impact.
· Cyberbullying incidents can quickly escalate making them difficult to contain.
· Anonymity and being one step removed makes it easier for the bystander to join in.
· Anonymity also increases the impact on those being bullied as they can't be sure who is responsible.

· There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact of their behaviour.
· Unlike traditional forms of bullying, evidence is readily available and should be preserved.

How we support our staff and pupils in understanding cyberbullying:

1) Staff will receive training in Online Safety, identifying cyberbullying and understanding their responsibilities in promoting Online Safety. Staff will be helped to keep up to date with the technologies that children are using and being aware of the reporting tools on different sites and services, in order to support pupils in making a report.

2) Pupils will be educated about cyberbullying through a variety of means, including: Computing lessons, PSHE lessons, Circle Time, assemblies, Anti-bullying Week, Safer Internet Day and other projects. The delivery of regular Online Safety through Computing lessons is an important part of the preventative strategy.

3) We will be proactive in discussing cyberbullying with pupils, including how and why it occurs and the consequences of such behaviour. Teaching pupils what is considered morally right and wrong offline 'in the real world' must also be thought of in the same way online.

4) Pupils will sign an Acceptable Use Policy (AUP) as they begin a new school year, before they are allowed to use school computer equipment and the internet in school. This will involve discussions about keeping personal information safe and appropriate use of the internet. *This can be shared with parents to discuss its contents with their children.*
5) Parents will be provided with information and advice about Online Safety and cyberbullying via the newsletter, leaflets, workshops and websites.
6) Pupils and staff will be involved in evaluating and improving policies and procedures. It is desirable that the pupils will be involved in a response to cyberbullying. They will have a voice through the School Council and the Digital Leaders.

Procedures when responding to cyberbullying incidents:

1) All incidents should be reported to the DSL who will ensure the person being bullied is supported and take responsibility for investigating and managing the incident.
2) The incident will be reported to other people/organisations where relevant i.e., parents/carers, internet or mobile providers, local authority, and, in some cases, the police.
3) All efforts will be made to try to contain the incident when content has been circulated to other people.
4) The DSL will investigate and record all incidents of cyberbullying, in accordance with the school's Anti-Bullying policy.

    NB: The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
5) Staff and pupils should be advised to preserve evidence and a record of abuse e.g., save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff.
    NB: If images are involved, it will be determined whether they might be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content, or CEOP http://ceop.police.uk

6) The person responsible for bullying will be identified. The school will work with them to make them aware of the consequences of their actions and try to change their behaviour - taking into account anyone who passed on emails or texts or posted responses online.
7) Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consider whether a restorative approach to resolving the matter might be appropriate.
8) Consider whether the matter should be reported to the police – the age of criminal responsibility is 10. (See laws that may have been broken)
9) Confiscate any device(s) if appropriate.

School systems for reporting and monitoring bullying

At St Luke's Church of England Primary School, we believe it is important to listen to children when they have concerns. Children can fall out with each other or say things that other children do not like. In these circumstances, we encourage children to tell each other when they do not like something that is happening. Staff will help children address issues, mend harm and reconcile through a restorative justice approach, supportive of the school values. Behavioural incidents (including complaints of bullying) are recorded in the behaviour log to establish patterns and provide evidence of action. Staff will complete a bullying form if they have concerns a child is being bullied which will be given to a member of SLT, as well as SLT monitoring the behaviour log. Children have the opportunity of sharing concerns through a 'worry box' that can be found in every classroom and also have a bullying form where they can report their concerns for others, or themselves. They are also encouraged to always tell an adult immediately in person, when possible.

- When it is reported that a child is being bullied in school or out of school (i.e., cyberbullying or journeys to and from school), either by themselves or someone else, then action will be taken promptly and firmly. This is necessary even more so if it involves a child who may find it difficult communicating or remembering what has happened.

- The allegation will be investigated by the member of staff to whom it has been reported, or where judged necessary, by the Deputy Headteacher, Headteacher or the DSL.

- Those children involved will be interviewed separately and unacceptable behaviour be made clear.

- Depending on circumstances, restorative intervention may take place with those involved.

- Written records of incident/s and outcome/s will be collected from behaviour logs and recorded and filed on the safeguarding spreadsheet and in hard copy.

- Parent/s of all parties will be informed and invited to meet and work with the school to prevent any further episodes.

- Relevant staff will be informed in order to safely monitor situation.

Who can I report bullying to?

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies/PSHE lessons, children are told they can tell any adult including:

- A member of staff in the playground
- Their class teacher
- The teaching assistant

- The Assistant Headteachers
- The Phase Leaders
- The Headteacher
- DSL
- Their parents

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue, they can speak to the Deputy Headteachers, Headteacher or DSL.

The Attendance Officer and Home-School Liaison Officer monitor pupil absences and will seek to obtain the reason for absence. If the absence is an indication of bullying, the Behaviour Leads and Headteacher would be notified.

Support for children involved

Victims will be:
- Encouraged to confide in a named member of staff if the bullying continues.
- Helped to develop positive strategies, increased self-esteem, and assertiveness
- Monitored in class by teacher or in the playground by midday meal supervisors.
- Told how the bullies have been dealt with.
- Encouraged to share feelings during class circle times.
- Supported through restorative justice methods if bullying persists.

Sometimes victims of bullying might need help to develop a friendship group.

Bullies will be:
- Made aware of the seriousness of their actions and possible consequences.
- Monitored in class by teacher or in the playground by midday meal supervisors.
- Encouraged to take ownership and responsibility for their actions and the impact on others.
- Where behaviour does not improve, have their own personal behaviour plan.
- Receive sanctions in accordance with the school behaviour policy.

If bullying persists, parents of victims and bullies will be informed and involved in the restorative justice process.

Helping children to talk about and deal with bullying

Children are given the opportunity to discuss strategies to deal with bullying. We actively encourage children to tell when others are being unkind to them. Children are aware of the steps which will be taken by staff if they report bullying.

The curriculum can be used to:

- Raise awareness about all types of bullying, including gender and cyber, and the anti-bullying policy.
- Increase understanding for victims and help build an anti-bullying ethos.
- Teach pupils how constructively to manage their relationships with others.

At St Luke's Church of England Primary School, opportunities for children to discuss bullying and relationships are found through the following means:

- Assemblies
- Class assemblies
- Direct teaching through PSHE
- Circle time
- Cooperative group work
- Restorative practice
- Class sessions led by the teacher
- Prayer books
- Anti-Bullying Policy for Children (Appendix 1)

Care is taken to include SEND pupils in curriculum work about bullying in an appropriate way for their individual needs.

The table below cites where awareness about bullying is taught and mapped out in the school's PSHE curriculum (Jigsaw):

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Consequences for bullying

Through **school council meetings**, it was agreed on the following consequences regarding bullying:

1. If bullying happens, then the victim shows courage to ask them to stop and then to tell an adult
2. An adult will speak to pupil about their actions and inform the class teacher.
3. The class teacher will record the incident and meet with parent.
4. The class teacher may inform the Phase Leader, Assistant Headteacher, DSL or Headteacher and restorative work may take place.
5. The class teacher will undertake activities with the class about bullying and the Deputy or Headteacher may lead an assembly on anti-bullying.
6. The police may be invited to meet with children to discuss their actions and the implications of their behaviours if this occurred in the community.
7. If behaviour continues, then the perpetrator will be withdrawn from class or playtime and placed in a buddy class for specific period of time.
8. If there are three reported incidents of bullying, then a meeting will be staged with the Assistant Headteacher/Headteacher, DSL and parents to put in place a Pastoral Support Plan for behaviour to avoid exclusion.
9. If bullying continues, then the Headteacher will have no alternative but refer the matter to the Governing Body with the outcome of either a fixed or permanent exclusion.

Pupil Voice:

Anti-bullying is a subject that our community feels strongly about and is regularly discussed with pupils. After reviewing this policy our children commented that:

'We need to have posters up around the school so everybody knows we shouldn't bully.'

'We need to spread kindness and joy around the school'

'There should be a form to fill in if you are being bullied as well as the worry box'

'I think to stop bullying from ever happening we need to tell people the consequences that will happen and the

teachers have a talk to their students.'

Regular pupil conferencing is vital to inform and monitor our ongoing anti-bullying strategies as a school.

Appendix 1:

Anti-Bullying Policy for Children

What Impact Does Bullying Have On People?

You might..

- Feel lonely
- Feel quiet
- Feel worried and scared
- Not be able to concentrate in lessons

The St Luke's Community

Encourages everyone to be kind and respectful to each other at all times.

All children at school have the right to be safe and happy, both in class and in the playground.

Bullying is not tolerated. We will listen and take appropriate action to support those affected by bullying.

Why We Should Not Bully At St Luke's

- We want people to be happy in our school
- We want people to like our school
- It's not fair to bully others
- It has a negative impact on our learning
- It's against our school motto and school values



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St Luke's C of E Primary School

Anti-Bullying Policy for Children



Written by our School Council

What Is Bullying?

Bullying is when someone hurts or upsets someone else and:

- It is repetitive
- It is intentional
- It can be done to one person or a group by another person or group
- It involves an imbalance of power.

Bullying can be:

Type	Examples
• Physical	*Hitting, pinching*
• Verbal	*Name-calling; gossiping*
• Psychological	*Leaving someone out*
• Online (cyberbullying)	*Messaging; online gaming*

What Is Not Bullying?

- Someone accidently hurting you once
- Someone calling you a name once
- Having an argument with someone

What Should I Do If I See Someone Being Bullied?

- Speak to a trusted adult
- Ask the person to stop
- Ask if the person being bullied is ok

Have courage - don't be a bystander, be an upstander!



Who can I tell?

1) Teachers
2) Midday Meals Supervisors
3) Mum, Dad or Family
4) Friend
5) Another trusted adult

What If I Think I am Being Bullied?

Do:

- Ask them to STOP if you can
- Ignore them
- Walk away
- Tell an adult
- Use the worry box in class



Don't:

- Do what they say
- Hurt them back
- Think it's your fault
- Hide it
- Copy their behaviour

"Do to others as you would have them do to you."
Luke 6:31

Appendix 2: Anti-Bullying Posters



