



St. Stephen's School and Children's Centre

Learning for life

ANTI-BULLYING POLICY

This policy will be reviewed every 3 years

	Date	By	Role	Ratified	Date
Version 1	Summer 2010	Georgia Dawson Natasha Radford	ECM AHT/ Behaviour	Governing Body	June 2010
Version 2	Summer 2012	Natasha Radford	AHT/ Behaviour	Governing Body	June 2012
Version 3	Summer 2014	Adam Bennett	AHT/ Behaviour	Governing Body	June 2014
Version 3	Summer 2016	Adam Bennett	DHT/ Behaviour	Governing Body	June 2016
Version 4	Summer 2019	Esther Williams	Behaviour co-ordinat or	Governing Body	June 2019
Version 5	June 2022	James Frecknall	AHT - Behaviour	Governing Body	June 2022
Version 6	Summer 2025	Rebekah Finlay	AHT - Behaviour	Governing Body	July 2025

Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.


Anti-bullying Statement

At St. Stephen's Primary School, our Anti-Bullying Policy works in conjunction with the School Behaviour Policy and reflects our commitment to a safe, inclusive, and respectful environment for all.

We are also bound by anti-discrimination legislation. This means all staff have a duty to prevent discrimination, harassment, and victimisation within the school community. For more information, please refer to our Equalities Policy and Equalities Action Plan.

St. Stephen's WE CARE Values

Our school values underpin all aspects of school life and guide our behaviour, relationships, and learning environment. Each class creates a bespoke charter at the start of the year, rooted in these values, to help every child understand and uphold their rights.

Rights	Definition	Class Charter
Well-being	To be safe, happy and healthy	 Bespoke charters are created by each class with their teacher at the beginning of the school year. These are designed to enable all members of the school community to have their 'WE CARE' rights at St. Stephen's. Class charters can be found on the school website.
Expression	To share our views and listen to others.	
Courtesy	To be polite and use our manners at all times.	
Acceptance	To understand and appreciate each other, no matter who or where we come from.	
Respect	To treat others, ourselves and our environment with kindness.	
Excellence	To aspire and achieve our potential and beyond.	

Definition of Bullying

At St. Stephen's, bullying is defined as:

"The repeated use of physical or verbal aggression by one child or group towards another child or group, intended to cause harm or distress."

Policy Aims

- To ensure that every member of the school community feels safe and supported.
- To reinforce our "WE CARE" ethos in all we do.
- To celebrate diversity and promote respect for all.
- To make it clear that bullying, in any form and by anyone, is unacceptable.
- To support pupils in developing the self-discipline needed to become responsible citizens.

Types of Bullying

- **Physical:** e.g. hitting, kicking, physical intimidation or theft.
- **Verbal:** e.g. name-calling, insults, racist or sexist remarks.
- **Emotional:** e.g. spreading rumours, excluding others or intimidation.
- **Cyber:** e.g. the use of texts, emails, gaming chats, or social media to intimidate, exclude, or threaten. We educate pupils on their digital footprint and work closely with families to address incidents both in and out of school - We regularly share online safety information in our newsletters and further information can be found in our **Online Safety Policy**.

In line with our Equalities policy, we recognise bullying may also be targeted towards a person's protected characteristics, such as race, religion, gender, sexual orientation, disability, or special educational needs. Discriminatory bullying of this nature is taken extremely seriously and will be addressed accordingly.

Recognising Signs of Bullying

Bullying may be indicated by changes in a child's behaviour or attitude. Staff and parents should be alert to signs such as:

- Reluctance or fear about coming to school
- Changes in mood: withdrawn, anxious, angry or tearful
- Unexplained injuries or damage to possessions
- Poor concentration or decline in school performance
- Eating or sleeping difficulties
- Sudden changes in friendships or social isolation

These signs can also be related to other issues, but **bullying must always be considered and explored**.

Responding to Bullying

If bullying is reported or suspected, it will be investigated promptly and taken seriously. Pupils are encouraged to report concerns, and all members of the school community—staff, parents, and children—share the responsibility of tackling bullying. We also have a school 'Feelings Box' monitored by the Pastoral Team where students are able to disclose concerns.

Pupil voice plays a key role in shaping our anti-bullying approach. Our School Council and Wellbeing Ambassadors contribute to supporting peers. We promote peer support systems through buddy benches, peer mediators, and inclusive playground practices.

Where appropriate, restorative approaches are used to help children reflect, take responsibility, and rebuild relationships. These are facilitated by trained staff and focus on understanding impact, empathy, and making amends.

Working Together to Prevent and Address Bullying

Parents:

- We work in partnership with parents through our **Home-School Agreement**.
- **Home-School Behaviour Logs** may be used where additional support is needed.
- Parents are kept informed through regular communication including meetings and phone calls.
- Both the victim's and the perpetrator's families will be involved as needed.

All Staff:

- Uphold consistent expectations in line with our Behaviour Policy.
- Use our whole-school rewards and reflection systems effectively.
- Promote respectful behaviour and model high standards.
- Provide purposeful, engaging learning opportunities that build confidence and empathy.

Class Teachers:

- Hold primary responsibility for each child's pastoral care.
- Build a trusting environment where children feel safe to speak up.
- Monitor and report any incidents to the Behaviour Lead; all incidents are recorded and tracked.
- Look out for changes in behaviour—recorded in the **Pupil Wellbeing Book**, monitored half-termly.
- Refer pupils to the Learning Mentor where appropriate.
- Deliver the **PSHE/RHE curriculum** through weekly sessions and phase assemblies, fostering a culture of inclusion and respect.