

ST ANN'S C.E. PRIMARY SCHOOL
& NURSERY



Anti-Bullying Policy

Reviewed – SUMMER 2026

St. Ann's CE Primary School Mission Statement

St. Ann's Church of England Primary School is one of the family of church schools within the Liverpool Diocese. Our welcoming school is at the heart of the community and is distinguished by its nurturing ethos which is underpinned by Christian values.

Excellent teaching makes learning exciting and accessible for all and we challenge our children to develop a love of learning and to reach their full potential.

Throughout their school journey we encourage children to grow as resilient individuals who aspire to search out and grasp all of life's opportunities, making wise choices in order to build a positive future for themselves and others. Our vision is that our children leave the school as compassionate citizens who respect the rights, beliefs and individuality of others.

Equality Statement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St. Ann's C.E. Primary School, equality is a key principle for treating all people the same as we believe that every human being without exception has innate dignity, being made in the image of God.

Aims and Philosophy

- To promote positive attitudes and positive self-images for all individuals
- To create a happy, calm and safe environment for all our children
- To promote respect for other children, adults and property.
- To provide strategies for teaching staff, MDAs, parent helpers etc., to ensure consistency of approach, so that children do not receive mixed messages
- To enable all children to take an active part in the process, developing self-control and encouraging children to take responsibility for their own actions.
- To ensure our policy is underpinned by the school Christian Values.

Policy in action

These aims form the basis of our school rules and reflect our Christian values:

We want our pupils to be:

- **Respectful** of each other, ourselves and the world around us, having reverence of what God has created.
- Inspiring to each other; giving each other **hope** and encouragement, setting a good example to others.
- Independent and resilient learners who demonstrate **perseverance**; keeping on trying and not giving up. They seek help from others and resources available, showing honesty.
- Caring. They understand the feelings of others, wanting to help, showing compassion, **forgiveness and reconciliation**.
- Confident in their own abilities and willing to try new things, confident in those around themselves, **trusting** others.
- Responsible for their own actions and to have an awareness of the impact of their actions on others.
- Supportive, warm, friendly and caring. They show love and friendship towards others at all times and promote resolution of conflict with their peers; they are **peacemakers**.

1. Legal framework

This policy has due regard to relevant legislation and guidance including, but not limited to, the Education Act 1996, Education Act 2002, Children Act 1989, Children Act 2004, Education and Inspections Act 2006, Equality

Act 2010, Human Rights Act 1998, Protection from Harassment Act 1997, DfE *Preventing and Tackling Bullying* (2017), DfE *Behaviour in Schools* (2024), DfE *Keeping Children Safe in Education* (2025), HM Government *Working Together to Safeguard Children* (2023), and the *SEND Code of Practice: 0–25 Years* (2015).

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Restrictive Interventions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of procedures at the school. This includes monitoring the policy's effectiveness in addressing any drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents/carers and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any issues that could be driving incidences of bullying.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty and to address any barriers to any pupil achieving their full potential, and that every pupil will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment and consistently following whole school procedures.

- Modelling high levels of behaviour.
- Being aware of the signs of bullying.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils victims or perpetrators of bullying.
- Keeping the relevant staff up-to-date with any changes in behaviour, including:
 - SENCO.
 - Headteacher.
 - classteacher.
- As authorised by the headteacher, sanctioning pupils.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community, including following school rules and doing as staff ask.
- Reporting any bullying to a member of staff.

Parents/ carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3 Statement of Intent

We at St. Ann's C.E. Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

This policy should be read in conjunction with other relevant school policies e.g. Behaviour, Health and Safety, PSHCE, Sex & Relationships Education (SRE) policy, Acceptable Use Policy (Internet and e mail) and Child Protection Policy. Through this policy we strive to ensure that the principles of the DfE Bullying Charter are lived so that we build a school community where bullying is not tolerated.

Evidence across the country suggests that many children experience bullying at some point in their time at school. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy. It can alter pupil's behaviour both in school and at home. At St. Ann's therefore, we strive to teach the children values for their own lives to ensure that they do not become either the victims or perpetrators of bullying.

4 Aims and objectives of the policy

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To reduce and, if possible, eradicate instances of all types of bullying
- To support children emotional well-being in line with national and local children's mental health strategies

5 Statement of Principles

We, at St. Ann's, seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

We are committed to a value system within which children and adults are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable.

We seek to ensure that those acting on behalf of our school will:

- Actively listen to children
- Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.

All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.

Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

Those who bully will receive support/ intervention work to prevent future incidents of bullying.

6. Consultation

This policy was drawn up after consultation with pupils, parents, governors and staff.

Views and opinions were gathered through questionnaires, staff meetings, informal discussions with parents, in assemblies and circle times, and in school parliament meetings. The school will continue to gather stakeholders views through annual parent and pupil questionnaires and through discussions held with pupils during Anti-bullying week each November.

7 What is bullying?

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

(DFE definition within “Preventing and Tackling Bullying – Advice for school Leaders, Staff and Governing Bodies” October 2011)

We use the **STOP** acronym with the children – **S**everal **T**imes **O**n **P**urpose – to help them understand the difference between bullying behaviour and unkind behaviour, unacceptable behaviour and friendship fall outs.

Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It is repetitive
- It is targeted
- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

8. Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- Cyberbullying: *e.g. chat-room/ blogs/message board, Facebook, email, gaming console, Instant messaging, mobile phones including photos, social network site e.g. WhatsApp, Facebook, Instagram, video hosting sites (YouTube), webcam*
- Damage to property: *e.g. graffiti, damage to personal property*
- Inciting others to bullying behaviour: *e.g. exerting pressure on a group of peers to victimise another child, including a member of the group, or encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator*
- Literature: *e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia*

- Physical hurt/attack: e.g. *physical intimidation, mimicry, unwanted or inappropriate touching*
- Psychological: e.g. *damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats*
- Verbal: e.g. *'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping*
- Victimisation after previous complaint: e.g. *bullying due to either victims or bystanders speaking out as a result of a past bullying incident.*

Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- **Homophobic** (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.)
- **Racist** (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- **Related to disability, SEN or health** (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- **Related to home circumstances** (e.g. young carers or children in care)
- **Parents** (taking in-part in gossiping, emailing, using Facebook and sending text messages about children and families.)
- **Sexist** (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence, misogynistic / incel culture)
- **Sexual** (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- **Transphobic** (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

9 Effects of bullying

Bullying can affect the victim in many ways and some of these effects can be longstanding.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about them which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases self-harm or even take their own life.
- The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates. • Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and like victims of bullying tend to underachieve at school.
- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and are more likely to commit violent crimes later in life.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

9. Signs and Symptoms of Bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/ nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour
- General e.g. frequently “lose” money/possessions, appears tired and lethargic, avoids entering/ leaving school with others.

It should be stated that usually victims of bullying become so through no fault or action of their own. However, on occasion, it is important to recognise that there can be different types of victims because they:

- Are new to the class
- Are different in appearance, speech or background from other people
- Suffer from low self esteem (but this is not clear whether this is the cause or effect of bullying).

10. Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of ‘higher values’ such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting changes can be expected. The strategies employed must impact upon the lasting behaviour of the perpetrator. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum
- Reward system for positive behaviour
- Circle Time / Heart Smart – opportunities for children to discuss sensitive issues in a safe environment
- Worry box / monster – placed in an agreed place within the school that all children can access in a discrete way.
- Themed learning days across phases encourage older and younger children to get to know each other and build relationships
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc
- Play leaders – older pupils supporting the younger pupils at play time
- Pupil consultation – through questionnaires and School Parliament
- Positive role models reflected through staff behaviour
- Ethos of the school

Bullying? This is what we will do:

If someone alleges an incident of bullying...

Report it verbally or on a gold form to member of SLT or to the Pastoral Care & Safeguarding Officer

An investigation will take place in which everyone will be listened to.

No bullying found—decide whether nasty /bad behaviour is involved, or the allegation is unfounded, & follow the School Behaviour Policy—this may still be a serious incident.

Bully has occurred—this will be considered as a Serious Incident . Follow the School Behaviour Policy. Ensure parents / carers of children involved informed as soon as possible.

All behaviour allegations are recorded in the Bullying Investigation Table stored in the Behaviour Files in the Head's Office.
The children involved are informed of the outcome of any investigation and where necessary the Pastoral Care & Safeguarding Coordinator will complete some support work.
The person who made the initial allegation is informed of the outcome of the investigation and reasons for this.

No bullying found—decide whether nasty /bad behaviour is involved, or the allegation is unfounded, & follow the School Behaviour Policy

Bully has occurred—Follow the School Behaviour Policy. Ensure parents / carers of children involved informed as soon as possible

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All behaviour allegations are recorded in the Bullying Investigation Table and recorded on CPOMs.

The children involved are informed of the outcome of any investigation and where necessary the Pastoral Care & Safeguarding Coordinator will complete some support work.

The person who made the initial allegation is informed of the outcome of the investigation and reasons for this.

If the investigation finds that bullying has occurred, in addition to following the school behaviour policy, the following will take place depending on the age of the children involved:

1. INTERVIEW WITH THE VICTIM We will talk to the victim about his/her feelings.
2. CONVENE A MEETING We will meet with the pupils who have been involved, this may include by-standers or colluders who joined in but did not initiate bullying.
3. EXPLAIN THE PROBLEM We will tell them about the way the victim is feeling and might use the victim's poem, piece of writing or drawing to emphasise his/her distress.
4. ASK THE GROUP FOR IDEAS Each member of the group will be encouraged to suggest a way in which the victim could be helped to feel happier. It will be made clear that this behaviour cannot continue or happen again.
5. MEET THEM AGAIN About a week later we will meet with the group again to discuss with each pupil, including the victim, how things have been going. We will continue to monitor the situation for an agreed period of time.

If we find that the situation is not resolved after following this process and the behaviour continues, then further meetings with parents and other agencies may be required alongside the use of the School Behaviour Policy, which may include using exclusions.

13. RECORDING AND REPORTING INCIDENTS

All bullying and hate incidents are reported by staff to a member of the Senior Leadership Team (SLT) or Pastoral Care and investigated in line with the flow chart on the previous page. Any incidents will be recorded and if necessary, will be reported to the Emmanuel Diocese of Liverpool Academies Trust and / or the Local Authority through their regular monitoring process. They will be reported to the Governing Body in anonymous termly data.

14. PREJUDICE RELATED INCIDENTS

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual. These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. It may be that a young person does not understand the meaning of a word or phrase they have used. In this case work would be done with that pupil to ensure that they understand the seriousness. Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudice related incidences. Any incidents will be recorded and if necessary, will be reported to the Emmanuel Diocese of Liverpool Academies Trust and / or the Local Authority through

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their regular monitoring process. They will be reported to the Governing Body in anonymous termly data.

15. BULLYING OF STAFF BY PUPILS, PARENTS/CARERS OR OTHER STAFF

Bullying can occur between adults. Bullying tactics are sometimes employed in business, relationships between members of staff are sometimes characterised by bullying. Parents, teachers and other adults sometimes bully children and vice versa. Staff are sometimes bullied by parents. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The Senior Leaders and Governors of St. Ann's strive to support the emotional health and well being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff being bullied by a child and or parent. In these circumstances the school will follow the Dignity at Work Policy. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

16. MONITORING AND EVALUATION THE POLICY

- The policy will be part of the every day life of the school. It will be maintained regularly through display of posters, PSHE curriculum, Assemblies, participation in National Anti-Bullying Week
- Its effectiveness will be monitored through annual parent, pupil and staff questionnaires and reported incidents.
- The policy will be reviewed regularly.

Policy managed by the Senior Leadership Team.

Policy updated & agreed by staff

To be reviewed annually

Most recent review – July 2026