	Reviewed	**November 2026**
	Next Review	**November 2027**

St Lawrence C of E (Aided) Junior School

Anti-bullying Policy

Statement of Intent

At St Lawrence C of E Junior School, we are committed to creating a safe, inclusive and nurturing environment where every child can flourish academically, socially, emotionally and spiritually. We believe that every member of our school community is uniquely valued and deserves to feel safe, respected and able to learn without fear.

Our approach to relationships and behaviour is shaped by our Christian vision and our values of Aspiration, Perseverance, Courage, Faith, Self-Esteem, Community, Compassion, Generosity and Forgiveness. These values underpin the culture of our school and inform the way we seek to treat one another each day.

Bullying can have a significant impact on a child's wellbeing, confidence, self-esteem and sense of belonging. It can affect learning, relationships and emotional health. For this reason, bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying through education, strong relationships and a positive school culture, and to responding promptly and effectively whenever concerns arise.

We recognise that children who display bullying behaviour require both accountability and support. Through a consistent and restorative approach, we seek to help all pupils learn from mistakes, repair relationships where appropriate and develop the skills needed to become positive members of our community.

The school is committed to openness, transparency and partnership with families. Where concerns arise regarding the implementation of this policy or the outcome of an investigation, clear procedures exist for review and escalation.

Aims

This policy aims to:

- promote a school culture where kindness, inclusion and respect are valued;
- help pupils, staff and parents understand what bullying is and what it is not;
- ensure all concerns are reported, recorded and investigated appropriately;
- provide effective support for children who experience bullying;

- support children whose behaviour causes harm to others;
- ensure safeguarding concerns are identified and acted upon promptly;
- provide clear procedures for recording and monitoring incidents through CPOMS.

What is Bullying?

At St Lawrence, bullying is defined as behaviour that is deliberately intended to hurt, intimidate or harm another person and which is usually repeated over time. Bullying often involves an imbalance of power, making it difficult for the victim to defend themselves.

We recognise that children sometimes experience friendship difficulties, disagreements and one-off incidents of unkind behaviour. Whilst these situations may be upsetting and will always be addressed by staff, they do not necessarily constitute bullying. Staff will investigate concerns carefully before determining the nature of the behaviour and the most appropriate response.

Bullying may be carried out by an individual or a group and can take many forms.

These include:

- **Physical bullying** such as hitting, kicking, pushing or damaging property.
- **Verbal bullying** such as name-calling, insults, threats or offensive comments.
- **Emotional or social bullying** such as exclusion, intimidation, humiliation, rumour spreading or manipulation of friendships.
- **Cyberbullying** involving the use of technology, social media, messaging platforms, gaming platforms or other online communication to cause harm or distress.
- **Prejudice-based bullying** relating to race, religion, disability, special educational needs, sex, sexual orientation, gender reassignment or any other aspect of a person's identity.

The school recognises that some incidents of bullying may also constitute safeguarding concerns and will be managed accordingly.

Signs and Symptoms

A child who is experiencing bullying may not always tell an adult directly. Changes in behaviour, presentation or wellbeing can sometimes indicate that a child is worried, upset or experiencing difficulties in their relationships with others.

Whilst the signs listed below do not necessarily mean that bullying is taking place, they should always be explored sensitively and taken seriously.

A child experiencing bullying may:

- become anxious, withdrawn or unusually quiet;
- appear reluctant or unwilling to come to school;
- frequently complain of headaches, stomach aches or feeling unwell;
- experience changes in mood or confidence;
- become upset, tearful or distressed more easily than usual;
- have difficulties sleeping or experience nightmares;
- show a decline in concentration or engagement with learning;
- demonstrate a sudden drop in academic performance;
- lose interest in friendships or social activities;
- spend breaktimes or lunchtimes alone;
- have damaged clothing, equipment or personal belongings;
- report that belongings have gone missing;
- become reluctant to use technology or appear distressed after using devices;
- display changes in eating habits;
- become aggressive, disruptive or unusually argumentative;
- have unexplained injuries;
- begin displaying bullying behaviour towards others.

Staff should be particularly alert to changes in behaviour that occur suddenly or persist over time.

The school recognises that some children may be less likely to report concerns directly, including pupils with special educational needs and disabilities (SEND), those experiencing social or communication difficulties and children who may lack confidence in speaking about their experiences. Staff will therefore remain vigilant and seek to build trusting relationships that enable all pupils to feel safe when sharing concerns.

Where signs cause concern, staff will speak with the child sensitively, gather appropriate information and record concerns on CPOMS in accordance with this policy.

Preventing Bullying

At St Lawrence, we believe that the most effective approach to bullying is prevention. We work proactively to create a culture in which positive relationships flourish and all children feel a strong sense of belonging.

Through the curriculum, collective worship, assemblies and everyday interactions, pupils are taught about friendship, empathy, respect, diversity, healthy relationships and online safety. Opportunities are provided for children to develop resilience, understand the impact of their actions on others and learn how to respond appropriately when difficulties arise.

Staff promote positive behaviour consistently and model respectful relationships throughout school life. Children are encouraged to celebrate differences, support one another and recognise that everyone has a responsibility to contribute to a safe and welcoming school community.

Pupils are taught that seeking help for themselves or others is an important and positive action. They are encouraged to speak to a trusted adult whenever they are worried, upset or concerned about the wellbeing of another child.

Reporting Concerns

All members of the school community have a responsibility to report concerns about bullying.

Bullying concerns may arise through a direct report, parental contact, staff observation or a pattern of signs and symptoms identified over time. All concerns will be investigated appropriately and recorded on CPOMS (See Appendix A for flowchart of actions.)

Pupils are encouraged to speak to a trusted adult if they experience bullying or witness behaviour that causes concern. Parents and carers are encouraged to contact the school promptly if they believe their child may be experiencing bullying or displaying bullying behaviour.

Concerns may be reported to:

- a class teacher;
- a teaching assistant;
- a member of the pastoral team;
- the Deputy Headteacher;
- the Headteacher;
- the Designated Safeguarding Lead (DSL).

Every concern will be taken seriously. Staff will listen carefully, reassure the child and ensure appropriate action is taken. No concern will be dismissed without investigation.

Recording Concerns

Accurate record keeping is an essential element of safeguarding and behaviour management.

All reports, disclosures, allegations, investigations and outcomes relating to bullying must be recorded on CPOMS. The member of staff receiving the concern is responsible for ensuring that a factual and accurate CPOMS entry is completed before the end of the school day.

Records should include:

- the date and time of the concern;
- the pupils involved;
- a clear account of what was reported or observed;
- any witnesses;
- actions taken;
- communication with parents or carers;
- planned next steps.

Where there is an immediate safeguarding concern, staff must verbally inform the Designated Safeguarding Lead or a senior leader without delay before completing the CPOMS record.

The use of CPOMS enables the school to identify patterns, monitor ongoing concerns, support vulnerable pupils and ensure appropriate escalation where necessary.

Investigating Concerns

When a concern is raised, staff will investigate the matter carefully and fairly. This will usually involve speaking separately with all children involved and gathering information from any witnesses.

Staff will seek to establish:

- what happened;
- who was involved;
- how often the behaviour has occurred;
- whether there is evidence of a pattern;
- the impact on those involved.

Consideration will also be given to any previous records held on CPOMS, helping staff to identify recurring behaviour or emerging concerns.

At all stages, children will be treated with dignity and respect, and investigations will be conducted sensitively and without prejudice.

Escalation and Safeguarding

Following investigation, staff will determine whether the issue is:

- a friendship difficulty or one-off conflict;
- repeated unkind behaviour;
- bullying;
- a safeguarding concern.

Concerns should be escalated to a senior leader through CPOMS where there is evidence of repeated incidents, significant parental concerns, cyberbullying, prejudice-related behaviour, multiple pupils being involved or concerns relating to vulnerable children.

Certain situations require immediate safeguarding consideration. These include, but are not limited to:

- sexual harassment;
- sexual violence;
- child-on-child abuse;
- hate incidents;
- threats of violence;
- significant emotional harm;
- self-harm concerns;
- online exploitation.

In these circumstances, the Designated Safeguarding Lead must be informed immediately and safeguarding procedures followed alongside this policy.

Responding to Bullying

Where bullying is identified, the school will act promptly to stop the behaviour, support the children involved and prevent the situation from recurring.

The response will be proportionate to the circumstances and will take account of the age, needs and individual circumstances of those involved.

Actions may include:

- restorative conversations;
- parental meetings;

- increased supervision;
- pastoral support;
- behaviour sanctions in line with the Behaviour Policy;
- behaviour support plans or risk assessments;
- referral to outside agencies where appropriate.

The safety and wellbeing of the child experiencing bullying will always be the school's first priority.

Where appropriate, pupils displaying bullying behaviour will be supported to understand the impact of their actions, take responsibility for their behaviour and develop more positive ways of interacting with others.

Supporting Pupils

Children who experience bullying will be listened to carefully and supported sensitively. The school will work closely with families to ensure pupils feel safe, valued and able to participate fully in school life.

Support may include regular check-ins with a trusted adult, friendship support, pastoral interventions, adjustments to supervision arrangements or referral to specialist services where appropriate.

Children displaying bullying behaviour will also receive support. While the school will maintain clear expectations and consequences, staff will seek to understand any underlying factors and help pupils make positive changes to their behaviour and relationships.

Monitoring and Follow-Up

Bullying concerns are not considered fully resolved when an investigation concludes. Staff will continue to monitor the situation to ensure that the behaviour has stopped and that support remains effective.

Following a confirmed bullying incident, review meetings or welfare checks will normally take place after:

- one week;
- two weeks;
- four weeks.

These reviews will be recorded on CPOMS. Additional monitoring may continue where necessary.

This ongoing follow-up helps ensure that concerns are addressed effectively and that pupils continue to feel safe and supported.

Escalating Concerns and Complaints

The school is committed to ensuring that all reports of bullying are investigated fairly, thoroughly and in accordance with this policy.

We recognise that, on occasion, a parent, carer or member of staff may feel that:

- this policy has not been followed appropriately;
- a concern has not been investigated fully;
- relevant information has not been considered;
- communication has been insufficient;
- the outcome of an investigation does not accurately reflect the evidence available.

Where this is the case, concerns should be raised promptly so that they can be reviewed.

Stage One: Discussion with the Investigating Adult

Where appropriate, concerns should first be discussed with the member of staff who investigated the incident. In many cases, misunderstandings can be resolved through further explanation of the investigation process, evidence considered and actions taken.

The member of staff should ensure that any additional information provided is recorded on CPOMS.

Stage Two: Review by a Senior Leader

If concerns remain, parents or staff may request that the matter is reviewed by a senior leader, usually the Deputy Headteacher or Headteacher.

The reviewing leader will:

- consider whether the procedures in this policy have been followed;
- review relevant CPOMS records;
- consider any additional information provided;
- determine whether further investigation is required;
- communicate the outcome of the review.

The purpose of the review is not necessarily to reach a different conclusion, but to ensure that the investigation was conducted fairly, consistently and in accordance with the school's procedures.

Stage Three: Formal Complaint

If, following a senior leadership review, a parent remains dissatisfied, they may submit a formal complaint in accordance with the school's Complaints Policy.

Information about the Complaints Policy can be obtained from the school office or the school website.

Formal complaints will normally be considered by the Headteacher or, where appropriate, the Chair of Governors in line with the agreed complaints procedures.

Safeguarding Concerns

Where a parent, carer or member of staff believes that a safeguarding concern has not been addressed appropriately, they should contact the Designated Safeguarding Lead immediately.

If the concern relates to the actions of the Designated Safeguarding Lead, it should be raised with the Headteacher.

If the concern relates to the Headteacher, it should be raised with the Chair of Governors.

Safeguarding concerns will always be treated as a priority and managed in accordance with the school's Child Protection and Safeguarding Policy.

Record Keeping

Any request for a review, escalation of concern or formal complaint relating to bullying will be recorded on CPOMS. This ensures transparency, enables effective monitoring and provides an accurate record of actions taken and decisions made.

Our Commitment

At St Lawrence, we are committed to ensuring that every child feels safe, valued and able to flourish.

Guided by our Christian vision and our school values, we work together to build positive relationships, celebrate difference and ensure that bullying has no place within our school.

Through partnership between pupils, staff, families and governors, we strive to create a community in which every child can learn with confidence, grow in character and let their light shine.

Bullying Concern Flowchart of Actions

Below is a summary of actions to be taken by school staff if alleged bullying is reported by a pupil, parent, school adult or third party.
Refer to the anti-bullying policy for further details, and the behaviour policy in cases where bullying has not been identified.
Year Group Leads will take the lead on investigating, keeping core SLT informed at each stage.

