



Faith, Family and Fascination

Anti-Bullying Policy

Boutcher C.E. Primary School

Reviewed by:	Ashlie Hayles and Visions and Values
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Last reviewed during:	Autumn 2026
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Next review due by:	Autumn 2027
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**"Love one another. As I have loved you, so you must love one another."
*John 13:34***

ANTI-BULLYING POLICY

Changes made at Autumn 2026 review:

Policy reviewed and updated to reflect *Keeping Children Safe in Education 2026* and the revised statutory *Relationships Education, Relationships and Sex Education and Health Education* guidance effective from September 2026. The policy has also been strengthened in relation to child-on-child abuse, online bullying, prejudice-based and discriminatory bullying, and the recording and monitoring of bullying incidents.

Mission Statement

The Anti-Bullying Policy will support the delivery of the Mission Statement. The learning and safety of children takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

Rationale:

At Boutcher, we have three main rules:

- Everyone has the right to learn
- Everyone has the right to respect
- Everyone has the right to feel safe

As a Christian school we have a particular duty to nurture all individuals as children of God and to ensure they feel safe in our care.

Providing a safe and stimulating place to learn is essential for children to thrive and succeed. Raising achievement and attendance, promoting equality and diversity as well as ensuring the safety and well-being of all members of the school community.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Lead (Headteacher) This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy.

In line with *Keeping Children Safe in Education (KCSIE) 2026*, the school recognises that bullying can be a safeguarding issue and may form part of child-on-child abuse, including harassment and

ANTI-BULLYING POLICY

violence. Serious bullying, including cyberbullying, can constitute emotional abuse. Child-on-child abuse can also include physical abuse, sexual violence and sexual harassment, abuse in intimate personal relationships between children, and consensual or non-consensual sharing of self-generated intimate images. All staff must remain alert to harmful behaviour, including behaviour which takes place online, and must not dismiss it as “banter”, “just having a laugh” or “part of growing up”. Concerns which indicate that a child may be at risk of harm must be reported without delay to the Designated Safeguarding Lead (DSL) or a deputy and managed in accordance with the school’s Safeguarding and Child Protection Policy. The school’s Behaviour Policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

Every child should be able to learn and feel safe in a school free from any kind of bullying and one where they feel safe and supported. We all have the responsibility to ensure our school and community accepts no form of bullying and creating a culture of acceptance, tolerance and respect.

We need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including forms of bullying online. We need to explicitly teach and inform children about what bullying is, how to recognise it, the impact it has on others, how to respond to bullying and the importance of not being involved in bullying. Our school, with the support of parents, the wider community, the local authority and children themselves, need to take effective action to prevent bullying happening in the first place.

Bullying may take place beyond the school premises or online. Where behaviour outside school, including online behaviour, affects pupils in school, threatens another pupil, or adversely affects the orderly running or reputation of the school, the school will respond in line with its Behaviour Policy and safeguarding procedures. Where necessary, the school will work with parents/carers and relevant external agencies.

Aims:

At Boutcher CE Primary School, the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated.

We aim to:

- create a positive, encouraging atmosphere throughout the school which embraces our Christian values and helps us to work together in co-operation, courtesy, care and consideration.
- build trust and understanding
- make all pupils and staff feel valued and respected, recognising that each person is individual, unique and special to God
- create an awareness of how our actions and behaviour have an impact on those around us
- help children develop their understanding and ownership of their behaviour and accept their behaviour as a choice
- use appropriate rewards and sanctions fairly and without prejudice.
- have positive relationships with parents and a supportive, welcoming attitude to all visitors
- have consistent and fair relationships between staff and pupils
- staff to lead by example - to praise good behaviour and deal with the inappropriate behaviour (in line with the Behaviour Policy)
- all Governors, teaching and non-teaching staff, pupils, and parents/guardians will have an understanding of what the School’s Behaviour Policy is and how inappropriate behaviour is dealt with.
- all staff and pupils will report any concerns of bullying
- pupils, parents/guardians will be assured that they will be supported when bullying is reported.

ANTI-BULLYING POLICY

-whole school initiatives (staff training, assemblies, and Anti-bullying week) and proactive teaching strategies such as PSHE (using Jigsaw) that will explore positive behaviour, feelings, managing our actions etc. will be used throughout the school to reduce the likelihood of bullying to occur.

This policy will:

- Ensure children are taught, explicitly, what bullying is, why people bully others, the effect it has on those being bullied and how to respond and help if they witness bullying.
- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

Bullying is defined as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.' (Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years)

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Prejudice-based and discriminatory - bullying or derogatory behaviour related to a pupil's actual or perceived characteristics, or their association with someone with those characteristics. This may include prejudice relating to race, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment, pregnancy or maternity, or other aspects of identity. Racist, sexist, homophobic, biphobic, transphobic, disablist and faith-based language or behaviour will be challenged and addressed.

A single incident may not meet the school's definition of bullying because bullying is usually repetitive. However, discriminatory, prejudicial, abusive or harmful behaviour will still be taken seriously and responded to under the Behaviour Policy and, where appropriate, the Safeguarding and Child Protection Policy.

Taken from <https://anti-bullyingalliance.org.uk/>

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, pretence illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or a persistent attitude of wanting to be away from school. Our staff team must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

ANTI-BULLYING POLICY

Implementing the policy

For the successful implementation of the policy, our school will also ensure that the following statements are true.

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they are heard and reasons behind their actions are explored and support offered to improve their behaviour in future
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused (restorative)

For schools:

- the whole school follows the Jigsaw PSHE scheme to teach about bullying
- the whole school take part in specialist theme weeks such as anti-bullying week, online safety and children's mental health events to reinforce our stance on bullying and to celebrate our uniqueness and diversity
- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- School protocol (including forms) are used to record any issues of bullying or perceived bullying and given to the Headteacher.
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school culture where bullying and violence are not tolerated
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every year and, as a result, the policy and procedures are updated as necessary
- they review the use of Jigsaw PSHE scheme across each year group with training for staff (including new staff) as needed
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- all staff are aware of the importance of taking reports of bullying by pupils, peers, staff and parents/carers are taken seriously and fully investigated

ANTI-BULLYING POLICY

- they work in partnership with parents and the local community to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Preventing and reacting to bullying

Boucher CE Primary school follow the Jigsaw PSHE Scheme from Early Years to Year 6. Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The school's approach also reflects the Department for Education's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, in force from 1 September 2026. Through age-appropriate Relationships Education, pupils are taught about respectful relationships, different types of bullying including online bullying, the impact of bullying, the responsibility of bystanders to report it, and how and where to seek help. Pupils are also taught that bullying can include derogatory terms relating to sex, race, disability or sexual orientation, and are taught to recognise and report behaviour that is harmful, abusive or unsafe, including online.

The second unit each year (Celebrating Differences) teaches children about respecting themselves and others, recognising differences and exploring our uniqueness. From the start in Early Years, the children are taught about what to do if they experience bullying, clearly explaining what bullying is. As children move through school, themes are revisited and bullying is explored in depth – including exploring why people bully others, the different types of bullying and what the children's response should be if they witness bullying. Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

We take part in Anti-Bullying week each year, where we wear odd socks to school and each class will take part in activities or workshops relating to the theme of that year.

Use of curriculum opportunities:

- PSHE lessons will be used to discuss issues around diversity and explicitly teach issues around bullying.
- Jigsaw PSHE is a whole-school approach to teaching many aspects of PSHE and mindfulness, including bullying.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.

Use of other opportunities to raise awareness:

- Involvement in explicit focus weeks such as antibullying, online safety and children's mental health
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies reinforce the messages taught in the Jigsaw lessons as well as using stories to promote positive relationships, friendships and bullying
- Some pupils given a mentor for specific needs identified an work on social anxiety, emotional resilience and confidence building

ANTI-BULLYING POLICY

- Visitors to school from different groups help reinforce the messages of diversity, respect and uniqueness
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

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Pupil voice:

- Listening to all pupils and taking their concerns seriously is a vital part in supporting children
- All pupils will be supported – those who are victims of bullying and those who are the perpetrators
- Engage pupils in developing anti-bullying policy and practice is an effective form of prevention.

Communicating the policy

As a school, we summarise the behaviour and anti-bullying policies within staff and governor information, and include them within induction programmes for all staff (including voluntary, temporary and supply staff). The policy is always accessible to parents/carers and can be found on the website

Relevant legislation and guidance

This policy should be read alongside and has regard to:

- Keeping Children Safe in Education 2026 (statutory guidance, in force from 1 September 2026)
- Preventing and Tackling Bullying (Department for Education guidance; publication page updated July 2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (revised guidance in force from 1 September 2026)
- Behaviour in Schools: Advice for headteachers and school staff
- Equality Act 2010
- Children Act 1989 and Children Act 2004
- Working Together to Safeguard Children 2026 (statutory guidance)

Monitoring, evaluation and review:

This policy will be reviewed yearly to assess its implementation and effectiveness. The school will monitor recorded bullying concerns and outcomes to identify trends, repeated incidents and any disproportionate impact on particular pupils or groups, including pupils with protected characteristics, SEND or other vulnerabilities. Relevant themes will inform staff training, curriculum planning and preventative work. The policy will be promoted and implemented throughout the school. The delivery of the Jigsaw PSHE scheme, as a pivotal part of our anti-bullying education, will be monitored throughout the year.