

St Matthew's Bloxam C of E Primary School



Anti-Bullying Policy

May 2026

1. Vision and Values

At St Matthew's Bloxam we believe every individual is created in the image of God, loved unconditionally, and deserving of dignity and respect. We are committed to fostering a safe, nurturing environment where all children can flourish.

Our values guide our approach to preventing and responding to bullying:

- **Forgiveness** – encouraging reconciliation in safe surroundings
 - **Love** – nurturing confidence and joy
 - **Hope** – inspiring aspirations and courage
 - **Friendship** – building strong, compassionate relationships
 - **Respect** – valuing every individual through words and actions
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2. School Statement on Bullying

Everyone has the right to feel safe. Bullying in any form is unacceptable and will not be tolerated. When bullying occurs, it affects the wellbeing of individuals, the school community, and the positive culture we work hard to maintain.

3. Aims and Purpose of This Policy

This policy aims to:

- Provide a safe and happy environment free from threat, harassment or discrimination
- Ensure all members of the school understand that bullying is unacceptable
- Establish a consistent and transparent approach to identifying, reporting and responding to bullying
- Support strong and open communication with parents and carers
- Maintain a cycle of reflection and continuous improvement through monitoring and reviewing anti-bullying practices

Related policies: Positive Behaviour & Relationships; E-Safety; Equality; SEND; CLA/CPLA; Child Protection; PSHE/Protective Behaviours.

4. Definition of Bullying

Bullying is:

Deliberate, repeated behaviour that is **hurtful, unkind, threatening or intimidating**, carried out by an individual or group with a **perceived power imbalance**.

Bullying is *not* the same as normal relational conflict or falling out. However, persistent unkindness can escalate into bullying and will always be addressed.

Forms of bullying may include:

- **Physical** – hitting, kicking, pushing, unwanted contact
- **Verbal** – name-calling, insults, taunting, mockery
- **Cyber** – harmful messaging, misuse of social media, online harassment
- **Emotional / Indirect** – exclusion, spreading rumours
- **Visual/Written** – graffiti, offensive symbols, gestures
- **Damage to property**
- **Threats or extortion**

Bullying may be related to:

- Race
- Sexual orientation
- Special educational needs or disability
- Culture or class
- Gender identity
- Gender
- Appearance or health
- Religion or belief
- Home or personal circumstances
- Other vulnerabilities

5. Reporting Bullying

If a child feels they are being bullied, they should tell a trusted adult. Pupils may complete a **Blue Bully Form** (Appendix 1), available in each classroom and outside *The Nest*. Staff may also ask pupils to keep a diary of incidents.

6. Roles and Responsibilities

All Staff

- Challenge and report all incidents or suspicions of bullying
- Remain vigilant and create an open, respectful culture
- Pass Blue Forms to the Anti-Bullying leads and record information on CPOMS

Anti-Bullying Leads

- Headteacher
- Deputy Headteacher
- Learning Support Mentor

Senior Leadership Team

- Ensure policy implementation
- Monitor and analyse bullying trends via CPOMS and incident logs
- Report findings to the governing body

Parents and Carers

- Watch for signs of distress or behavioural change
- Encourage children to report concerns
- Report issues via the class teacher, Phase Leader, Deputy Headteacher or Headteacher

Pupils

- Treat others with respect and kindness
- Report concerns about themselves or others
- Avoid being a bystander—offer support and encourage reporting

7. Responding to Bullying

When bullying is reported, the school will:

1. Record the incident on CPOMS and log it formally
2. Monitor and analyse patterns and frequency
3. Provide support for the child who has been targeted
4. Support the child displaying bullying behaviour through restorative approaches, mentoring or targeted programmes

5. In cases of repeated bullying, put additional sanctions or support in place
 6. Involve parents or carers as appropriate
 7. Involve external agencies (e.g., police, local authority) if necessary
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8. Bullying Outside of School

Bullying that occurs off-site (e.g., online, on the way to/from school, in the community) will be taken seriously and responded to in line with this policy.

9. Derogatory and Offensive Language

Any use of derogatory language—related to protected characteristics or otherwise—will be challenged and recorded. Repeated or serious incidents will follow behaviour and safeguarding procedures.

Casual derogatory language will also be monitored (Appendix 2).

10. Prejudice-Based Incidents

Prejudice-based incidents (one-off incidents motivated by discrimination or prejudice) are recorded, monitored, and reported to the governing body. Serious cases may be reported to the Local Authority.

These incidents are recorded using the **Pink Form** (Appendix 3) and on CPOMS.

11. Preventing and Tackling Bullying – School Strategies

- Embedding our Christian vision and values
- Using a pupil-friendly version of this policy in classrooms and The Nest
- Delivering PSHE lessons that explore bullying, resilience and respect
- Addressing themes of inclusivity and dignity through collective worship
- Providing opportunities for confidence-building and pupil voice
- Holding regular circle time meetings
- Challenging stereotypes across the curriculum
- Using peer support systems such as Play Leaders
- Adopting restorative practices

- Involving pupils via surveys and the school council
 - Working closely with parents, carers and community organisations
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12. Training

All staff, including support staff and midday supervisors, receive annual training related to the anti-bullying policy, including updates on procedures and emerging issues.

13. Monitoring, Evaluating and Reviewing

- The Headteacher monitors the policy daily and analyses incident data
- Termly reports are shared with the governing body
- Governors evaluate effectiveness through monitoring activities
- Policy is reviewed every three years in consultation with pupils, staff, parents and governors

Last review: Summer Term 2026

Next review due: Summer Term 2029