Trinity St Stephen Church of England First School
Vansittart Road, Windsor, SL4 5DF
01753 862540 | office@tssfirst.co.uk
Headteacher: Linda Pennington /Chair of Governors: Trevor Kirby

❤️ **Compassion** 🤝 **Trust** 🦉 **Wisdom** 👥 **Friendship** 🕊️ **Peace** 🏠 **Fellowship**

Trinity St Stephen Church of England First School

Anti Bullying Policy

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Date:	November 2026	Approved: Safeguarding Governor
Review Date:	November 2027	Signed K Smets Title: Safeguarding Governor

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1. Our Christian Ethos and Vision

"This is my commandment, that you love one another as I have loved you." — **John 15:12**

At Trinity St Stephen CE First School, we aim to ensure that everybody **Thrives and Achieves within our Caring Christian Community**. We use our Christian Values and our guiding Bible verse to guide our interactions with others. We believe that keeping this commandment at the heart of everything we do helps us to continually enable everyone within our school community to flourish.

Because every child is uniquely created and loved by God, bullying of any kind is completely unacceptable in our school. We strive to create a safe, welcoming, and inclusive environment where all children feel valued, heard, and protected, and where we operate with a clear mindset of **"it could happen here."**

2. Links to Statutory Guidance and Other Policies

This policy is written in accordance with the Department for Education (DfE) statutory guidance, ***Keeping Children Safe in Education*** **(KCSIE)**, *Preventing and Tackling Bullying*, and the Equality Act 2010.

In line with KCSIE, **bullying is recognised as a form of child-on-child abuse**. Therefore, this policy works directly alongside and must be read in conjunction with:

- **Child-on-Child Abuse Policy**
- **Safeguarding (Including Child Protection) Policy**
- **Behaviour and Attendance Policy**
- **Online Safety Policy**

3. What is Bullying?

At Trinity St Stephen CE First School, we help our young children understand bullying in simple, memorable terms: **STOP — Several Times On Purpose**.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It often involves an imbalance of power, making it hard for the victim to defend themselves.

Distinguishing Relational Conflict from Bullying

In a First school setting, young children are still learning how to share, regulate emotions, and build friendships. We carefully distinguish between:

- **Friendship Fallouts / One-off Unkindness:** Isolated arguments, accidental bumps, or occasional disagreements between peers of equal power. These are addressed immediately through our standard Behaviour and Restorative Justice procedures.

- **Bullying:** Intentional, targeted, and repeated behaviour designed to hurt, exclude, or intimidate.
- **Severe Single Incidents (Child-on-Child Abuse):** Even if an incident is not repeated over time, a single severe act of physical aggression, sexualised behaviour, or discriminatory harm is treated immediately under our **Child-on-Child Abuse Policy**.

4. Forms of Bullying

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, pinching, pushing, spitting, biting, or damaging/taking someone's belongings.
- **Verbal:** Name-calling, teasing, taunting, threatening, or making offensive remarks.
- **Relational / Social:** Deliberately leaving someone out of games, spreading rumours, whispering, or manipulating friendships to isolate another child.
- **Cyberbullying:** Bullying that takes place online, via gaming platforms, messaging apps, or mobile devices (including outside school hours where it impacts a child's wellbeing at school).
- **Prejudice-Based and Discriminatory Bullying:** Bullying motivated by prejudice against particular groups or protected characteristics, including race, religion or belief, culture, Special Educational Needs and Disabilities (SEND), appearance, family structure, sex, or sexual orientation/gender identity (such as homophobic or transphobic language).

We recognise that children with **SEND** and vulnerable pupils are disproportionately affected by bullying and may find it harder to communicate what is happening. Staff remain extra vigilant in observing and supporting these pupils.

5. Prevention: Building a Loving Community

We prevent bullying proactively by embedding kindness, empathy, and respect into daily school life:

- **Collective Worship and Christian Values:** Daily worship brings John 15:12 to life, exploring themes of forgiveness, compassion, courage, and standing up for others.
- **Curriculum (PSHE & RSHE):** Through Jigsaw/PSHE lessons, children learn about healthy friendships, celebrating differences, recognising emotions, and how to be an "upstander" rather than a bystander.
- **Anti-Bullying Week & E-Safety:** We participate annually in Anti-Bullying Week and Safer Internet Day, reinforcing key messages with pupils and parents.
- **Visible Adult Supervision:** Staff actively supervise playgrounds, corridors, and transitions, intervening early when play becomes overly rough or exclusionary.

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- **Trusted Adults:** Every child is helped to identify trusted adults in school whom they can talk to if they feel worried, sad, or unsafe.

6. Reporting, Recording (CPOMS), and Escalation

We encourage children, parents, and staff to report any concerns about bullying promptly so they can be addressed before patterns become entrenched.

1. **Listening and Reassuring:** When a child or parent reports bullying, staff listen calmly, take the concern seriously, and reassure the child that they have done the right thing by speaking up.
2. **Internal Staff Reporting:** Staff follow our **internal reporting procedure** to alert a member of the Senior Leadership Team (SLT) or the Designated Safeguarding Lead (DSL) immediately.
3. **Recording and Monitoring on CPOMS:** The **DSL or SLT will log the incident on CPOMS** under the appropriate Bullying / Child-on-Child category. Logging on CPOMS ensures that isolated low-level incidents are tracked centrally so leaders can spot repeated patterns ("Several Times On Purpose") across different classes, playtimes, or year groups.
4. **Investigation and Assessment:** SLT/DSL will speak separately and sensitively with the target of the bullying, the child displaying the behaviour, and any witnesses to establish the facts.
5. **Safeguarding Escalation (Child-on-Child Abuse):** If the bullying is severe, involves prejudice/discrimination, causes significant physical or emotional harm, or puts a child at risk of significant harm, it is managed directly under our **Child-on-Child Abuse Policy**. Where thresholds are met, the DSL will complete a Risk and Needs Assessment and consult with or refer to **Achieving for Children (RBWM Single Point of Access – 01628 683150)** in line with RBWM Safeguarding Partnership procedures.

7. Restorative Justice, Reflection, and Support

In line with our Behaviour Policy, our response to bullying balances firm boundaries with **restorative justice and reflection**, helping children take responsibility for their actions and repair broken relationships.

- **Supporting the Target (Victim):** The safety and emotional wellbeing of the targeted child come first. We put immediate protective measures in place (such as playground check-ins, buddy systems, or pastoral support) and regularly review with the child and their parents that the bullying has stopped.
- **Reflection Forms:** Supported by a trusted adult, the child who has engaged in bullying behaviour completes an age-appropriate **Reflection Form**. This helps them reflect on what happened, how the other person felt, which Christian Value was broken, and what they need to do differently next time.

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- **Partnership with Parents & Letters of Apology:** We contact parents/carers of all children involved promptly. As part of our restorative process, the child takes their reflection work home to discuss with their parents. Together at home, the child and their parents write a **letter to the victim** (or draw/dictate a message appropriate to their age) to express genuine remorse and take accountability.
- **Safe Restorative Meetings:** Where appropriate, and *only* when the targeted child feels completely safe and wishes to take part, a trained adult facilitates a restorative conversation so both children can move forward in peace.
- **Addressing Underlying Needs:** We recognise that young children who bully others often need help managing big feelings or may be experiencing difficulties themselves. We work alongside parents and pastoral staff to support the child in developing empathy and positive behaviour.

8. Roles and Responsibilities

- **Governors:** Monitor bullying trends via anonymised CPOMS reports and review this policy annually.
- **Headteacher & SLT / DSL:** Ensure consistent implementation, record and monitor all bullying incidents on CPOMS, coordinate staff training, and lead safeguarding referrals to Achieving for Children (RBWM) where required.
- **All Staff:** Model John 15:12 in all interactions, challenge unkindness immediately, teach anti-bullying strategies, and report concerns promptly via internal procedures.
- **Parents and Carers:** Work in partnership with the school, support the home reflection and letter-writing process, monitor online activity at home, and inform the school promptly of any concerns.

9. Monitoring and Review

The SLT and DSL review **CPOMS** records half-termly to evaluate the effectiveness of interventions, ensure bullying has ceased, and identify any patterns across the school. This policy is reviewed annually by the Governing Body.

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Appendix 1

Designated Safeguarding Lead (DSL)  Linda Pennington l.pennington@tssfirst.co.uk 01753 862540	**Deputy Safeguarding Lead**  Alison Brech a.brech@tssdfirst.co.uk 01753 862540
Chair of Governors **Trevor Kirby** **t.kirby@tssfirst.co.uk**	**Designated Governor for Safeguarding Child Protection** **Kaat Smets** **k.smets@tssfirst.co.uk**
Designated Teacher for Children Looked After  Linda Pennington l.pennington@tssfirst.co.uk 01753 862540	**SENDCo**  Carolyn Avramovic c.avramovic@tssfirst.co.uk 01753 862540

Our School Health and Safety Officer is: Linda Pennington, Headteacher

Linked Policy

Behaviour & Attendance Policy

Safeguarding Policy (Includes Child Protection)

Attendance Policy

Child on Child Abuse Policy

Appendix 2

Significant Information

Achieving For Children (RBWM)

SPA: 01628 683150

OUT OF HOURS: 01344 786543

LADO: 07774 332675
lado@achievingforchildren.org.uk

Slough Children First (Slough Borough Council)

SPA: 01753 875362

Multi-Agency Referral Form (MARF) to sloughchildren.referrals@sloughchildrenfirst.co.uk. The operating hours (for this team only) are 9am to 5pm.

General enquiries: 01753 477321 between 9am and 5pm.

OUT OF HOURS: 01344 351999
EDT@bracknell-forest.gov.uk or **dial 999**.

LADO: 07927 681858
LADO@sloughchildrenfirst.co.uk

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