St Paul's
C of E Primary School

A place to belong

Anti-bullying Policy

Acting Headteacher:	**Charlotte Hughes**
Member of staff responsible:	**Charlotte Hughes**
Reviewing Committee:	**Curriculum Committee**
Effective Date of Use:	**March 2026**
Term of next review:	**Spring 2027**
Non-statutory policy	

This policy links to our Behaviour Policy.

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Anti-bullying Policy

‘A Place to Belong’

At St Paul’s CE Primary School, we believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. All adults work together to give every child the skills and confidence that will enable them to understand the choices they make in their lives - appreciating the impact of actions on others, and on their environment, as well as on themselves.

Our children are learning about their behaviour - we as the adults will model, teach, support and scaffold our learners to help them understand how behaviour affects others and is affecting, making sure that they know that there are always opportunities to start again, and to make repairs where mistakes happen. This policy works specifically alongside our school aims to help all reach their full potential.

As an attachment aware and trauma informed school, St Paul’s prioritises building positive relationships between children and staff and children and their peers. This trauma informed approach is embodied by our aspiration to build a nurturing, caring, Christian ethos, which permeates our school environment and is deeply rooted in our core Christian values of compassion, family, forgiveness and perseverance.

This policy links closely to our Behaviour Policy. St Paul’s C of E Primary School have chosen to have a separate Anti-bullying policy.

This policy is shared with all staff and is available in school. This is also shared with parents on our website and available as a hard copy if requested.

1. Statement of Intent

St Paul’s C of E Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school’s response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school’s Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

2. Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Behaviour in Schools 2024
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Child Protection and Safeguarding Policy

3. Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities

4. Key Roles and Responsibilities

The governing board evaluates and reviews this policy to ensure that it is non-discriminatory.

- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- The headteacher reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The headteacher keeps a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected on CPOMS.
- The headteacher will analyse the data on CPOMS at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- The headteacher arranges appropriate training for staff members.
- Each teacher or SLT member corresponds and meets with parents where necessary. They also provide a point of contact when more serious bullying incidents occur.
- Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide support after bullying incidents.
- All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's class teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.
- Parents are advised to inform their child's class teacher if they are concerned that their child may be being bullied or be involved in bullying.
- Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

5. Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Child on child: All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

6. Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

7. Prevention

The school clearly communicates a whole-school commitment to addressing bullying -

- All reported or witnessed instances of bullying in the school are investigated by a member of staff.
- Staff encourage pupil cooperation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All members of the school community are made aware of the school's Anti-bullying Policy.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a teacher, is available for pupils to go to at lunch if they are involved in conflict with their peers.
- The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

8. Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices

- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

9. Staff Principles

- Prevention is at the forefront of the school's Anti-bullying Policy.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

10. Preventing Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence; such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment; such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear on the school's policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Reports made regarding child on child abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately. Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated. Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time.

The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made. Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.

11. Managing Disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

12. Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CPC.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing child on child abuse is available in our Child Protection and Safeguarding Policy.

13. Online/Cyber Bullying

The school has in place an E-Safety Policy, which outlines the school's zero tolerance approach to online bullying.

The school views cyber bullying in the same light as any other form of bullying and will follow the process within this policy. Parents will also be given information on relevant age groups for specific apps and online usage.

The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

14. Procedures

Any incidents of bullying are reported to the victim's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the headteacher via CPOMS of the incident and outcome.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed.
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

15. Sanctions

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher informs the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

Parents are informed of bullying incidents and what action is being taken.

The headteacher and class teacher informally monitors the pupils involved over the next half-term.

16. Support

The teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.

The teacher holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the teacher, headteacher and victim are confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in school if bullying is repeated.

The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

Follow Up Support

The progress of both the bully and the victim are monitored by their teachers. One-on-one sessions to discuss how they are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their headteacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate
- Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to ELSA, wellbeing worker or CAMHS.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher will look to transfer the pupil to another mainstream school.

Where a child has developed such complex needs that alternative provision is required, then the pupil who has been the victim of bullying, their parents and the headteacher will meet to discuss the use of alternative provision.

17. Bullying Outside of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or city centre.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on

school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The headteacher is allowed to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The headteacher is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

18. Monitoring and Review

This policy is reviewed every year by the headteacher/DSL.

The scheduled term of review for this policy is **Spring 2027.**

19. Table of Changes

Review Date	Reason for Change
January 2023	Added in Peer on Peer reflecting the updated KCSIE 2023
January 2024	Added in a section of the new behaviour policy with our vision and values. Updated related to KCSIE 2024
January 2026	No changes