'Shine like stars in the world.'
Philippians 2.15

St Paul's CE Primary School

Anti-Bullying Policy
2026-2028

Vision

"Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place."

Values

Love, Forgiveness, Faith, Friendship, Hope and Peace.

1. Context

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- We aim to create an atmosphere where pupils feel they will be listened to, sensitivity will be shown and swift action taken.
- We aim to create a school climate of mutual support and praise for success, so making bullying less likely.
- We believe that where children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The policy applies child/child, adult/child and adult/adult.

2. Definitions

Bullying is *'a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'* ***(Preventing and tackling bullying; Advice for headteachers, staff and governing bodies, Department for Education, July 2017)***

Bullying is not one-off acts of aggression or nastiness although such behaviours, if repeated, may be viewed as bullying. It is the continual, wilful, conscious desire to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion, age, level of educational need or background. This could be short-term or could continue over years. Bullying can be overt or subtle intimidation. St Paul's is opposed to all forms of racism, sexism, anti-disability/ableism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers.

Bullying takes many forms. The main sorts of bullying are:

- Physical – unwanted physical contact whether it be hitting, kicking, taking or hiding another's possessions making the individual feel intimidated or threatened.
- Verbal – sexually explicit and abusive comments, name-calling, teasing, insulting, writing unkind notes.
- Emotional/psychological – spreading stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Cyber-bullying - sending malicious e-mails or text messages on mobile phones and other social media/networks.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini, Claude etc. Saint Paul's recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Saint Paul's will treat any use of AI to bully pupils in line with our anti-bullying policy. Please refer to our AI usage policy.

3. Aims and objectives

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour • Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

4. Preventing Bullying

Within school we use a range of strategies to prevent bullying behaviour:

- The school values of love, friendship, faith, forgiveness, hope and peace are promoted across the school day and the curriculum
- Staff are provided with regular training on aspects of bullying and we take care to ensure that all staff understand the different forms of bullying behaviour and are trained to identify, record and challenge prejudiced based bullying and incidents.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within PSHE education and other curriculum subjects to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others. This helps pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- E-safety is taught regularly across the curriculum.
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and during the activities organised for Anti-Bullying week.

5. Reporting Bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

- Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:
    - Speaking to their class teacher
    - Speaking to another trusted adult in the school community
    - Speaking to a parent/other adult who may then contact the school in any of the ways listed
    - Speaking to a friend and asking the friend to help tell an adult
    - Calling a confidential helpline such as ChildLine.

  If the bullying continues, they must keep on letting people know.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If the behaviour continues they should contact the DSL or deputy DSL. If they remain dissatisfied, they should follow the school's complaints procedure.

6. Recording bullying

All staff take all forms of bullying seriously, and seek to prevent it from taking place. All incidents of bullying behaviour must be recorded. If a member of staff witnesses an act of bullying, they will investigate it themselves and then refer it to the child's teacher. The staff member who witnessed or dealt with the incident must record this on CPOMS All staff will do all they can to support the child who is being bullied. All incidents are recorded according to type and these are recorded on CPOMS by staff so that the school can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

7. Responding to bullying

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying behaviour
- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact your child's class teacher in the first instance or a member of SLT if you are worried or concerned
- Monitor social networks/computer use
- Reinforce the value of good behaviour

School Staff

All staff should be aware of the possibilities and report promptly any suspicions of bullying to the appropriate person.

Staff must:

- Take seriously any report of bullying behaviour
- Record it on CPOMS and report it to a member of SLT
- An appropriate member of staff will then investigate the bullying case and may:
    - Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
    - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
      Find witnesses to explain what they saw
    - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome

8. Consequences

If a child is involved in bullying other children, the child's parents will be contacted and invited into the school to discuss the situation.

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (eg preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils' files

In more extreme cases, for example where these initial discussions have proven ineffective, the school may feel the bully should be internally excluded from their class. This means that he/she will spend part of the school day supervised by a senior member of staff away from the victim or their class.

Should the bullying continue after this, the school will consider a fixed term exclusion. While at St Paul's we do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour. We do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so.

The school is able to administer:

- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

See Behaviour Policy.

9. Monitoring incidents of bullying

All incidents of bullying are recorded on CPOMS and the governing body and LA are informed of all incidents of bullying. The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies.

Reviewed by	Review Date	Next Revision	To be reviewed
Martha Hawting	Autumn Term 2026-2027	Bi-Annual	Autumn Term 2028 - 2029