



Anti-bullying Policy

Approved: Sept 2025

Review: Sept 2027

This policy applies to all members of the school community, regardless of gender, age, background, attainment, disability, ethnicity or religion.

What do we mean by bullying?

Bullying arises from a wish to hurt, threaten and frighten someone else with intent, often repeated regularly and not a series of 'one-off' events. It can be:

- **physical**, involving pushing, pinching, hitting or kicking.
- **verbal**, involving name-calling, teasing, taunting or threatening/blackmailing.
- **silent**, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities.
- **emotional**, hurting feelings.
- **deliberate damage** to the victim's property, or taking that property without permission.
- **sexual**, rude comments, touching when you don't like it.
- **cyber**, nasty texts, emails.
- **homophobic**, for example, the improper use of the word 'gay'.

The following well-known rhyme is misleading about the nature of bullying.

Sticks and stones may break my bones, (TRUE)

But words will never hurt me (UNTRUE)

Physical assault to varying degrees of severity is distressing but verbal abuse is also painful. Name calling, teasing and taunting is emotionally bruising and can include both racial and sexual harassment.

The weapons of a bully are also **threat** and **fear**.

For children:

We say that bullying happens when these things happen

Several Times On Purpose.

We use the acronym **STOP** to help the children remember this.

Additionally, the **STOP** acronym is used to help children remember what they should do

Start Telling Other People.

We publicise the policy by displaying the following poster in all the classrooms:

So that incidents can be reported anonymously, a “Worry Box” is located in the internal foyer with pupil report forms.

For Parents

If you think your child is being bullied, let us know at school.

You can also help your child by:

- Telling them they do not deserve to be bullied.
- If they are different in some way help them to be proud of it. It is good to be an individual.
- Help them to be positive - to walk and act confidently even if they don't feel that way inside.
- Don't encourage children to fight back. This quite often makes things worse.
- Encourage them to tell someone what has happened straight away.
- Take an active interest in your child's social life. Discuss friendships, how lunchtimes are spent, and their journey to and from school.

Updated Sept 25

STOP BULLYING

St Paul's C of E Primary School

Bullying
We do not allow or tolerate bullies in our school.

What is a bully?
A bully is someone who often picks on you either upsetting or frightening you. They may hurt you, call you names, take things from you or try to make you do things you do not want to do.

When is it bullying? What is the difference between bullying and falling out?

Several Times On Purpose

What to do if you think you are being bullied:

1. Tell someone about it. (Your teacher, parents, write a note for the "Worry Box", another grown up or a friend)

Start Telling Other People



2. Remember if you keep quiet the bully wins!
3. Try not to be on your own.

What to do if you see someone else being bullied (don't be a bystander):

1. Tell a grown up.
2. Make sure your teacher knows what has happened.
3. Write a note for the "Worry Box".

We do not want any bullies in our school.

Remember our school promise:

BE A BUDDY NOT A BULLY

P We are prepared,
R We are respectful,
O We make the most of every opportunity
M We make a difference.
I We are in control
S We are safe
F We excel.

If everyone follows the promise, there would be no bullying in our school. We will talk about this in assemblies and class lessons and teachers will follow this up with their classes.

What we will continue to do:

- Listen to the genuine concerns of children.
- Organise the school to minimise opportunities for bullying.
- Help children to learn the proper ways of behaving towards each other.
- Make sure the children know this policy.
- Deal quickly, firmly and fairly with incidents in an appropriate manner for each individual case.
- Involve parents when this is necessary.
- Support the victim and bully by continual monitoring of their behaviour.
- Where necessary, increase their self-esteem.
- Involve support from outside agencies as appropriate including Behaviour Support, the Inclusion Team and the Educational Psychology Service.
- Supervise the children at all times.

Reactive Procedure

When there is an incident of bullying this procedure is followed:

1. We will take every incident seriously.
2. All parents/guardians will be informed of the procedure.
3. Incidents will be recorded logged on CPOMS as soon as possible under the category 'Friendship and Bullying Issues'.
4. The class teacher / SLT / Headteacher will gather information from everyone involved including any adults and bystanders. Based on this evidence and the child's particular circumstances, a decision will be made on what action is to be taken.

Bullying may result in a variety of consequences including:

- In-school discussion with parents
- The child or children being kept in at break or lunchtime, or joining a different group at these times
- Withdrawal from after school clubs
- Internal isolation
- Lunchtime exclusion
- Suspension
- Permanent exclusion

This policy will be consistently applied by all staff.

If bullying continues the consequences will be escalated.

Child on Child Abuse

At St Paul's CofE Primary School we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All staff are 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. All staff should be clear as to the school's or college'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. All staff should understand that even if there are no reports of child on child abuse, it does not mean it is not happening, it may be the case that it is just not being reported.

Staff who have any concerns regarding child-on-child abuse should speak to the Designated Safeguarding Lead (J Ferretti) or Deputy (D Woods, B Clarke).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Abuse is abuse and should never be tolerated or passed off as 'banter', 'having a laugh', or 'part of growing up' or 'boys being boys'. This 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 children (sometimes known as 'teenage relationship abuse')
- 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 or sexual harassment,
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting,
- initiation/hazing type violence and rituals

(KCSIE 2025)

Conclusion

There is no place in school life for bullying. It does not sort itself out. Teachers, children, parents and governors need to work together to make school life happy and secure.

The policy is reinforced with the teaching and non-teaching staff at the beginning of the school year as part INSET training. Additionally, at this meeting, staff are alerted to vulnerable groups of children, e.g. children on the SEN register.

Pupils may see failure to respond to incidents or allegations as tolerating bullying and or may lose trust in the adults who are there to keep them safe.

There are certain times and places when bullying is more likely to take place: at the start and end of the day; movement around the school; and at break times. The school works to identify and review these potential 'hot spots' and has monitoring procedures in place. All relevant staff receive appropriate training to ensure they are alert to all signs of bullying and act quickly and firmly.

St Paul's CofE Primary School has a responsibility to ensure children are able to feel safe at school and not fearful of being bullied.

Pro-active strategies to raise awareness of bullying issues, the feelings involved and to prevent children from becoming bullies include specific PSHE lessons, worship, Circle Time and Anti-Bullying Week.

An individualised programme of work / interventions may be used for victims, potential victims or perpetrators to help. These include Circle of Friends, Restorative Conversations, Talking and Drawing Therapy, GRASP, Self-Esteem work, Reflexions.

There is a collective responsibility to report all incidences of bullying.

As part of our Policy Review Schedule this policy is reviewed every three years. Children, parents, staff and governors will all be involved in the review by being asked to comment on a copy of the policy.

The policy will be monitored by termly reports given to governors by the Head Teacher, of the number of incidences reported.

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***Start
Telling
Other
People***



2. *Remember if you keep quiet the bully wins!*
3. *Try not to be on your own.*

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