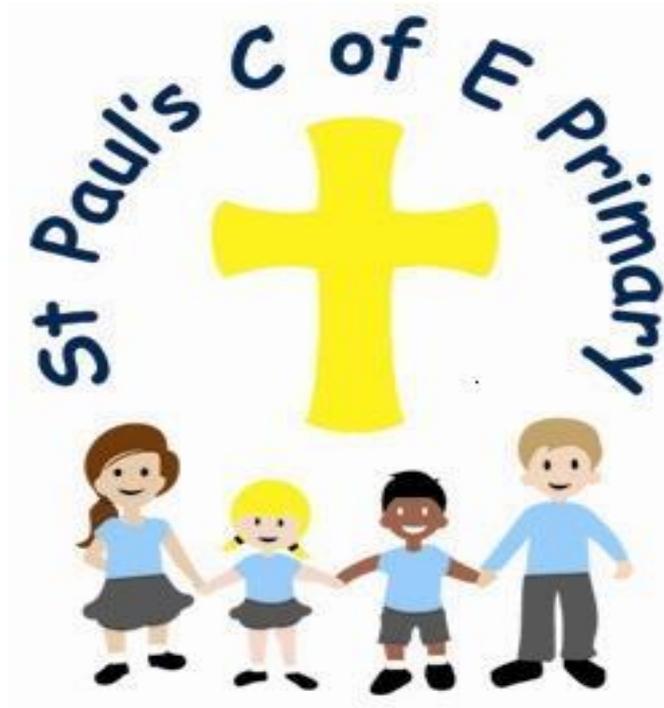# St. Paul's CE Primary School

Anti-Bullying Policy

Written by: Miss J Harrington (Headteacher)

Using the Stockport Model Policy

Approved: Spring 2025

Review Date: Spring 2026

<u>**Aim**</u>

At St Paul's CE Primary School, we are committed to working with children, staff, governors, and parents/carers to create a school community where bullying is not tolerated.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity are celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st-century Britain. These values reflect those that will be expected of our pupils by society when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the wilful, conscious desire to threaten, intimidate or hurt someone, which may be repeated over time and involves a real or perceived power imbalance.
We acknowledge that bullying takes many forms and may include relationships, intimate relationships, online or face-face.

A person is bullied when, either as an individual or part of a group, they suffer in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

DEVELOPING A WHOLE SCHOOL APPROACH

We work closely with members of the school's community to ensure the involvement and participation of students, parents, staff, governors, and the wider community as part of the development of policy related to supporting a positive ethos within the school.

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBTQ+ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents, and those with special or additional needs who may find it more difficult to build and maintain friendships.

IDENTIFYING AND SUPPORTING VULNERABLE CHILDREN AND YOUNG PEOPLE

Below are some factors that may increase vulnerability:

We will refer to the Equality Act 2010 and the 9 protected characteristics within it when dealing with bullying-related incidents.

Some groups of children and young people are understood to be more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

• are in foster care or residential homes (looked after children)
• are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
• have specific special educational needs/a disability
• are from minority ethnic backgrounds
• are refugees or asylum seekers
• start a school or activity group mid-term
• from the LGBTQ+ community or those who may be exploring their gender identity
• have English as a second language
• are young carers
• have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
• have a parent who was a victim of bullying.
• experienced poverty or deprivation

TYPES OF BULLYING

There are several bullying behaviours that can be summarised as:
• Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
• Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care.
• Non-verbal – staring, body language, gestures
 • Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
•Cyber Bullying using technology such as mobile phones, email, and social media sites to harass, threaten, embarrass, intimidate, or target another person.
The misuse of camera or video facilities (including self-generated inappropriate images), offensive questions and nasty inbox messages. Shaming people online, encouraging people to self-harm, creating fake accounts.
•Emotional – intentional exclusion, ostracising, tormenting, threatening gestures, ridicule, and humiliation.
•Exclusion – isolating individuals and controlling behaviour
•Sexual – unwanted physical contact, abusive comments, homophobic, bi-phobic, transphobic abuse and inappropriate use of language
•Racist – racial taunts including the use of inappropriate language, graffiti, and gestures   2
•Religious – offensive comments, references to religious belief, lifestyle, or background
• Parental incitement
Some behaviours may be deemed to be abusive and may fall under the categorisation of peer/peer & child on child abuse please cross reference with your safeguarding policy.

HATE CRIME

Some bullying behaviours may also be considered hate crimes, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

CHILD ON CHILD ABUSE

Children and young people who harm others (also referred to as Peer-on peer abuse):

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case-by-case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

DEROGATORY LANGUAGE

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOM and follow-up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Staff are required to record the use of derogatory language through the school's agreed recording system, CPOM.

PREJUDICE-BASED INCIDENTS

Unkind or hurtful behaviour that is motivated by prejudice, negative attitudes, beliefs, or views towards a protected characteristic or those from minority groups will be classed as a prejudice-based incident.

All prejudice-based incidents are taken seriously, recorded, and monitored in school. The headteacher will report all incidents to the governing body to ensure appropriate measures are taken and change is implemented where needed.

This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted intervention/s.

POSSIBLE INDICATORS OF BEING A VICTIM OF BULLYING INCLUDE:

We recognise that the following behaviours may suggest someone is being bullied or is bullying:-

However, we also recognise that the list is not exhaustive.
•disturbed sleep
•bed-wetting
•head and stomach aches
•problems with concentration,
•changes in behaviour and attitude
•truanting
•bullying other children
•damaged or missing clothes/money/property
•asking for more money than usual or stealing money
•withdrawn or changes in their usual behaviour patterns or attitude
•distressed or emotional and finds it hard to articulate their feelings

•changes in their eating patterns

•changes in their online activity including not wanting to talk about it or share experiences

•shows evidence of self-harming or suicidal ideology

•is unusually tired without a reasonable explanation

•has unexplained bruises or marks on their body, (some may refuse to change for PE)

•repeatedly comes to school without dinner money or a packed lunch

•seems afraid to be alone and requires more adult interaction.

SCHOOL INITIATIVES TO PREVENT AND TACKLE BULLYING

We use a range of measures to prevent and tackle bullying including:

•Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.

•A child-friendly anti-bullying policy (Spiral Curriculum – ABCD) ensures all pupils understand and support the anti-bullying policy

•The PSHE programme of study includes opportunities for pupils to understand different types of bullying and what they can do to respond to and prevent bullying

•School assemblies help raise pupils' awareness of bullying and derogatory language

•Diversity and inclusivity are continually celebrated across the school through all our work including our curriculum, displays, books and images. The whole school participates in events including Anti-Bullying Week, Safer Internet Day and Children's Mental Health Week.

•The use of stereotypes and derogatory language is consistently challenged by staff and pupils across the school.

•Playground buddies offer support to all pupils, including those who may have been the target of bullying.

•Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.

•Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (for example through the School Council and through Pupil Voice)

St Paul's School Council

School Council believe that school is a safe environment, where boundaries are provided. The children are aware that in a situation where they may feel unsure, unhappy, or bullied in any way they have an informed choice to make:

- Tell an adult in school and/or at home
- Talk to their friends
- Use Restorative Approach – talk to a RA Champion
- Share in Circle Time
- Contact Child Line (outside agencies)

School Council expressed that the children of St Paul's feel that staff are approachable and friendly,

'They make us feel safe.'

The children feel confident that if appropriate steps need to be taken, then staff in school follow the Anti-bullying Policy and keep both pupils and families/carers informed. Where an incident of bullying is reported, the children feel confident that it is investigated and dealt with appropriately.

SENIOR LEADERS

The Headteacher and senior leaders are responsible for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote

the safety and well-being of all young people. Miss Harrington is the Senior Leader responsible for Anti-Bullying.

STAFF

All school staff, visiting professionals and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they must reassure the pupils involved and inform relevant staff in line with school guidance.

PARENTS AND CARERS

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness, or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, but support, and encourage them to report the bullying when it occurs.

When parents and carers have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person or by phoning or emailing the Headteacher or School Office.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our Respect Charter on school premises towards pupils, staff and other parents and carers.

Non-school staff, volunteers and outside organisations (Sports Coaches, support services etc) also need to be made aware of the school's policy and their duty to report incidents of bullying.

- All bullying is unacceptable, irrespective of how it happens and/or what justification is given
- We must take incidents of bullying seriously and consider the needs of those affected.
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and supporting the repairing of harm done through a solution-based approach.
- Children who bully must be held to account for their wrongdoing but may need support to change their attitudes and behaviour.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus on preventing bullying behaviours in school.

DEALING WITH AN INCIDENT

When bullying has been reported, the following actions will be taken:

• Staff will investigate and record the bullying on an incident reporting form and also record the incident centrally on CPOM.
•Restorative meetings MUST be held for any incident, which is deemed to be Race or Hate related including homophobic and transphobic incidents)
• Designated school staff will monitor incident reporting forms and information recorded on SIMS analysing and evaluating the results
• Designated school staff will produce termly reports summarising the information, which the Headteacher will report to the governing body
• Staff will offer support to the victim with the pupil's class teacher. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting.
• Staff will proactively respond to the perpetrator bully who may require support. They will discuss with the target's class teacher to devise a plan of action
• Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
• Staff will assess whether any other authorities (such as Police or the local authority) need to be involved, particularly when actions take place outside of school
Safeguarding procedures must be followed when child protection concerns arise.

BULLYING OUTSIDE OF SCHOOL

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

Bullying can take place on the way to and from school, before or after school hours, at the weekends during the holidays, or in the wider community. The nature of cyberbullying in particular means that it can impact pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

School will use the agreed sanctions when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

TRAINING AND AWARENESS

The headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, librarians, outside agencies and volunteers, parents, and governors) receive regular training on all aspects of the anti-bullying policy.

RECORDING AND REPORTING

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.
All staff will use the agreed reporting format to alert the Headteacher/designated SLT member(s) of any bullying-related incidents.

MONITORING AND EVALUATING

The headteacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in-school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months, and a committee is set up to oversee the review process.

Date of last review:

Headteacher signed: …………………………………………………………

Date: …………………………………………………………..

Chair of Governors signed: …………………………………………………..

Date: ………………………………………………………….

This policy links to a range of policies/strategies, including:

Acceptable Use Policy
Behaviour and Discipline Policy
Care and Control Policy
Equalities and Diversity Policy
Equality Act 2010
PSHE policy
Peer on Peer Abuse
Religious Education Policy
Respect Policy and Charter
RSE Policy
Safeguarding Policy
School Improvement Plan
SMSC Policy

St Paul's C of E Primary School Protected Characteristics

AGE

MARRIAGE AND CIVIL PARTNERSHIP

SEX

DISABILITY

RACE

GENDER REASSIGNMENT

PREGNANCY AND MATERNITY

SEXUAL ORIENTATION

RELIGION OR BELIEF

We are committed to being a safe and welcoming place, showing support and solidarity for all pupils, staff and visitors, in line with the Equality Act 2010.

Appendix 1

Harmful Sexual Behaviours

"Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards" (NSPCC)

This may include:

Sexual Harassment –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or 'sexting'.

Sexual Abuse – "forcing or enticing a child or young person to take part in sexual activities".
This includes touching someone's bottom/breasts/genitalia without consent.

Sexual Violence – rape & assault

HSB includes (but is not limited to):

• Sexist jokes and comments
• Physical and sexual abuse
• Sexual harassment and violence
• Gender-based violence
• Emotional harm
• On and offline bullying
• CSE (Child Sexual Exploitation)

As a school, we take a zero-tolerance stance towards any form of bullying, including Harmful Sexual Behaviour.

We will take immediate action on any report of HSB.
This may include:

• Sanctions within the school
• Discussions with parents/carers
• Discussions with the pupils involved
• Restorative approaches
• Referral to support services (and following advice given)
• Referral to the Police (and following directives given)
• Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded. We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour features within this. We cover a variety of topics specific to each year group and these include but are not limited to:

• Friendship and Feelings
• Diversity
• Peer Pressure
• Online safety
• Sexual Orientation/Sexuality
• Relationships
• Bullying
• Abuse
• Consent

STAFF RESPONSIBILITY

• All staff recognise that any potentially HSBs are not acceptable and must be challenged

• This includes behaviour we see in school or is reported to us

• If we hear of these behaviours we will challenge and report

• Staff will follow the guidance as they would for any safeguarding disclosure from a pupil

• We will be role models for the pupils by demonstrating respectful behaviour and use of language

Appendix 2

Child on Child Abuse

Children can abuse other children (often referred to as peer-on-peer abuse, peer relationship abuse, child-on-child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

 • Bullying (including cyberbullying)

• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

• Sexual violence, such as rape, assault by penetration and sexual assault

• Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone 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 is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress, or alarm.

• Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to Peer on Peer / Child on Child Abuse and do not take it any less seriously than adult-to-child abuse; they are aware that it should never be tolerated or passed off as "banter", "probably didn't mean anything by it", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school, we will minimise the risk of allegations against other pupils by:

• Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe.

• Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils' understanding of acceptable behaviour and keeping themselves safe online

• Having robust monitoring and filtering systems in place as outlined in our e-safety policy

• Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed, and valued.

• Delivering targeted work to those pupils identified as being at risk.

• Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in KCSIE 2024.

This charter is awarded to

'Bullying is behaviour by an individual or a group which is repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

Our school community will:

- Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated

- Discuss, monitor and review our anti-bullying policy every two years

- Keep a high profile in and around school to prevent bullying behaviours developing

- Support staff to promote positive relationships and identify and tackle bullying appropriately

- Investigate incidents of bullying and take action where necessary, supporting individuals at all times

- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy

- Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy

- Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate

Chair of Governors: Headteacher: Representative of pupils:

Date:

NAME	DETAILS	CONTACT
BM Schools Out / LGBT History Month	Provides a formal and informal support network for all people who want to raise the profile of homophobia, transphobia and hetrosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. "Polices" the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK's free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also, run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk **Helpline 0800 1111**
Childnet	Non-profit organisations working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidscape, Young people and the Internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
The Proud Trust	The Proud Trust is a life-saving and life-enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, and managing the LGBT centre for Manchester.	www.theproudtrust.org/about-us/

Stonewall	Support schools prevent and tackle homophobic bullying and celebrate difference.	
NSPCC	Works to end cruelty to children and provides a range of direct services for children and young people, and for their parents/carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk Helpline 0808 800 5000
MENCAP	UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents/carers. Running a campaign to stop the bullying of young people with a learning disability	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk
Terence Higgins Trust	Set up in response to the HIV epidemic and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very wide range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk Helpline 0845 1221 200
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents/carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH **Helpline 08451 205 204**
Think U Know	This is a site from CEOP for children, young people and practitioners to focus on how to stay safe online	www.thinkuknow.co.uk
SWGFL	A range of support including policies and resources to support internet safety	**enquiries@swgfl.org.uk**
Parent line Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24-hour Helpline. Run groups and workshops – face to face and by telephone.	0207 824 5549

	Also, a free text phone for people who are deaf, hard of hearing or have a speech impairment – **0800 783 6783**	520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL www.parentlineplus.org.uk **Helpline 0808 800 2222**
UK Safer Internet Centre	Works across the UK to provide support for children and staff. They have a professional helpline and useful resources to support the safe and responsible use of the internet	www.saferinternet.org.uk professional's online safety helpline 0844 381 4772 helpline@saferinternet.org.uk