ST PAUL'S CE PRIMARY SCHOOL

Anti-bullying Policy

Agreed by Governing Body on:	04/02/2026
Policy review date:	February 2027

Policy for Dealing with Bullying

Motto:- Foundations for the Future

ST PAUL'S SCHOOL VISION

St. Paul's CE School promotes the Christian faith within a warm and loving atmosphere, so that our children achieve their educational goals and fulfil their individual God given potential.

The school will provide education and worship, which promotes the arts, builds on children's talents and respects people of all faiths and cultures.
We celebrate God's love for every child in our school and encourage each child to develop a sense of belonging within the Christian journey, using the creativity and gifts God has given them.

We nurture our children's curiosity about our diverse and wonderful world and foster their sense of global citizenship. We are committed to an ethos of love and inclusion built on the teachings of Jesus Christ, in an environment which embraces everyone and supports the future of our young people, as they progress through and beyond our school.

Our Key Values
WISDOM – We encourage our children to be creative and use the gifts God has given them to grow in wisdom.

'Behold, I give you a wise and discerning mind, so that none like you has been before you and none like you shall arise after you.'" 1 Kings 3:5, 7, 9-12

HOPE - We will nurture our children's curiosity of the world and its people to have hope, as they flourish and move beyond our school.

Hope does not disappoint' Paul the Apostle Romans 5:5 (Paul the prisoner)

COMMUNITY – We will provide a warm and loving atmosphere and teach respect for all people and cultures, to create a welcoming community.

'Love they neighbour as thyself. There is no commandment greater than these' -Mark 12:31

DIGNITY – We will celebrate the unique value of each member of the school, so that all reach their God given potential.

'Be devoted to one another in love. Honour one another above yourselves'. Roman 12:10

At St Paul's we believe everybody has a right to feel safe, valued and that they belong to our school community. We recognise that bullying behaviours can happen in all settings and we are committed to ensuring that all pupils are equipped with the life skills to recognise and deal with it. We take all bullying incidents very seriously, including bullying behaviours between pupils, school staff and parents/ carers. PSHE topics and our Anti-bullying weeks, make clear the definitions of bullying and the systems for reporting and dealing with bullying incidents. Everyone is encouraged to report these incidents, as we believe that all bystanders; pupils, parents and carers and staff, have an obligation to tell us about bullying that they see or hear. We survey our pupils on their views and experiences of bullying by taking part in the citywide Safe &Well School Survey. The data we get allows us to analyse patterns which informs our anti-bullying programme each year.

Section 1

What is bullying behaviour?

It is repeated wilful, conscious desire to hurt, threaten or frighten someone, together with the victim's perception of such actions.

Bullying can take many forms :	
Cyberbullying	Internet, mobile phones, blackberry messenger, social media
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures
Physical	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.
Possession / distribution of offensive materials	This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature.
Sexual abuse / harassment	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching, sexting
Verbal Abuse	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Strategy for Dealing with Bullying

In dealing with bullying, staff at St. Paul's follow these fundamental guidelines.

- Never ignore suspected bullying behaviour.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.
- Empower children.

Strategies have been introduced at St. Paul's to reduce bullying behaviour. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way. Class meetings, School Council, Forums, PSHE lessons and circle time and National Anti-Bullying Week, allows time for children's concerns and issues to be raised. In addition the school uses a restorative justice approach to ensure that all voices are heard. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.
All staff working within our school use active listening skills when dealing with a conflict. This

enables them to draw out more from those involved.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying behaviour, the discipline procedures of St. Paul's should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary. All incidences should be recorded on Edukey and dealt with by the safeguarding team and where appropriate in liaison with the PSHE co-ordinator who oversees bullying data.

The procedures should be followed up first by the class teacher, then by the Head Teacher or a member of the Senior Leadership Team.

The following apply when the victim is a child:

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident (s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. As appropriate, apply sanctions relevant to the type of bullying behaviour and investigate the circumstances of the child exhibiting bullying behaviour and offer support where necessary.
6. Hold separate discussions with parents/carers of bully victim if appropriate.
7. Sanctions for the bully behaviour include.
    - withdrawal from favoured activities, for example – school visit
    - loss of breaktimes for a specified period
    - fixed period of exclusion from school
8. Provide a Pastoral Support Programme for the victim, if felt necessary, with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
9. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the Children to discuss relationships, feelings and the effect bullying can have on Individuals. A mentor/named person will support the child during this Programme.

In order to reduce incidents of bullying and recognise bullies at St. Paul's, all staff watch for early signs of distress in pupils. Friendship buddies are there as a child's first contact point, if they feel they cannot tell an adult. These are children in Year 6 who have undergone mentorship training.

'Problem boxes' are placed in each class from Year 2 upwards, into which children can put notes regarding issues that can then be discussed sensitively in appropriate whole class situations such as circle time. Every child in Key stage 2 also has their own 'thought book' where they can write a personal and private message for the teacher to respond to.

In all classes, but especially in year 1 and reception, class teachers regularly talk to the children individually and as a class about feelings and emotions and how actions can affect others.

Children can also request to attend the lunchtime haven or to see a member of staff on a regular basis to discuss issues and problems with.

There are posters (on notice boards) advertising how children can report bullying and dissuading children from bullying.

Bullying off the School Premises
St Paul's is not directly responsible for bullying off the school premises; however, if both the victim and the bully are from St. Paul's, the incident will be investigated and the parents are informed.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability
St Paul's will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment
Racial bullying will not be tolerated in St. Paul's and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Race Relations will be implemented.

A full investigation will be carried out, recording incidents on Edukey. St. Paul's has a duty to develop children's understanding of ethnic diversity issues and explore racial understanding in PSHE and Citizenship lessons and in Religious Education lessons.

St. Paul's guarantees confidentiality and support for those being bullied.

Sexual Bullying
Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

St. Paul's strategies to deal with sexual bullying include:
- recording incidents on Edukey.
- developing understanding of gender relations
- exploring sexism and sexual bullying in PHSE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where a member of the school community might be vulnerable.
- implementing appropriate discipline procedures as appropriate.

Sexual Orientation
Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:
- recording incidents on Edukey
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore 'pupils' understanding – they might not understand the impact
- guaranteeing confidentiality and support for those being bullied

- implement discipline procedures if the bullying warrants it.

Cyber Bullying

Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. Reports of cyber bullying are treated seriously at St Paul's and where necessary parents / carers will be alerted.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

St. Paul's makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help.

If the bullying is serious, St. Paul's undertakes an investigation, including a full discussion with witnesses, recording incidents in the behaviour book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Every child matters and inclusive education statement

At St. Paul's School we aim to ensure that every child matters. Children have equal access and opportunities across the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, morally, educationally and socially.

St. Paul's supports equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. A child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential and to make a positive contribution. We work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from fulfilling his or her potential.

Monitoring

The co-ordinator will monitor and review the policy and practise by observation, attending appropriate training courses, talking to pupils, parents and the wider community.

This policy will be shared and discussed with governors and staff. Also it will be made available for parents and the wider community via the school website. School council members periodically review and discuss the policy so that it can be shared and discussed with peers.

Reviewed January 2026

Signed:……(Chair of Governors). Date:……..

Signed:……(Headteacher). Date:……..