Anti-Bullying Policy 2026/7

Local Committee Lead:	William Blake
Nominated Lead Member of Staff:	Lynsey Bryan – Deputy Headteacher
Status & Review Cycle:	Non statutory, annually
Next review date:	**September 2027**

This policy has been adapted from the Surrey Model Policy and has been tailored to meet our specific needs. It was developed and implemented with full consultation with staff, governors, parents/carers and children.

The policy should be read alongside the following documents:

- Anti-bullying 'Menu of Support' for Surrey Schools
- Surrey Guidance on Anti-Bullying
- Prevent Guidance
- Safer Surrey
- PSHE and Citizenship curriculum
- RSE guidance
- Model safeguarding
- Drug and alcohol awareness
- Healthy schools
- Equalities Act
- Index for Inclusion
- Preventing and Tackling Bullying (DfE 2017)

Introduction

At St Paul's CofE Primary school, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to flourish and thrive; where they can learn effectively, improve their life chances and help them maximise their potential.

Our school vision is:

"Shaping Futures, Inspiring Curiosity." We believe that every child is created in the image of God and is uniquely valued, with the potential to flourish academically, socially, emotionally and spiritually. Following the example of St Paul (Acts 20:22–24), we are committed to helping every member of our school community grow in character, resilience and confidence. We recognise that positive behaviour is fundamental to creating an environment where curiosity can thrive, learning can flourish, and every child feels safe, respected and supported.

At St Paul's we have two rules:

- We will treat others and property with respect in all we say and do
- We will not disrupt the learning

We also have 5 behaviours that we see as unacceptable at St Paul's:

- Physically hurting another person on purpose
- Using inappropriate language
- Damaging of others or school property
- Bullying behaviour
- Being disrespectful to another person in school

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial – faith based – gendered (sexist) – homophobic/biphobic – transphobic – disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display or sexual material, sexual gestures, unwanted physical attention, comments about sextual reputation or performance or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence (AI)

Our PSHE curriculum focuses on respect and how the children engage with others and this is also followed up in specific work and activities in Anti-Bullying week.

Principles that underpin the policy
For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For parents / Carers

- That they have a shared understanding of what bullying is defined as
- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaint's procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Policy Development
This policy was formulated in consultation with the whole school community. This includes staff, governors, parent/carers and children. It also includes children and staff linked with the Breakfast club and independent After School Club.

Pupils contributed to the development of the policy through the school council and circle time discussions in all classes. From these discussions a pupil friendly version of the policy will be revised using the Anti-bullying ambassadors as well as the School Council, ensuring that the children are clear about the definition of what bullying is and how to seek support if they feel that they are being bullied. The pupil friendly version is displayed throughout the school to remind pupils of what they can do.

Parents/Carers will be encouraged to contribute by: taking part in written consultations through the draft policy being available on the school web site, A parent focus group will be invited to produce a shorter parent's guide.

Links with other policies

- Behaviour policy
- Safeguarding and child protection policy
- Online safety policy
- Equality policy
- PSHE/RSE policy
- Complaints policy
- Staff code of conduct
- RSE policy

How policy sits in line with the school Behaviour Policy

Scope of this policy

- bullying of students within school
- bullying of and/or students outside of the school, where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

Roles and Responsibilities

The Head Teacher – Gary Papworth - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: Lynsey Bryan – Deputy Head

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents alongside SLT
- Managing the reporting and recording of bullying incidents via CPOMs
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

It is 'good practice' to have a nominated member of the Local Committee with the responsibility for Anti-bullying – Behaviour LC member – William Blake

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children 2026" and "Keeping Children Safe in Education 2026".

Definition of Bullying
D of E definition of bullying from 'Preventing and Tackling Bullying' (July 2017)
"*Bullying is 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 or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences*."

The Anti-Bullying Alliance (ABA) defines **bullying** as "*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online." (ABA 2014)*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation.

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances such as not having contact with their birth family or not seeing parents
- sexist or sexual bullying provide a definition/example

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verba**l**, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Child on Child Abuse

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it is happening here 'and will be intentionally mindful to spot the early signs.

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever me made to feel ashamed for making a report.

Support will be put in place for all involved – whether they are the alleged perpetrator or victim and the school's behaviour and safeguarding policy will be followed.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments

- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

The children will be educated about the roles of bystanders and accessories through discussions in assemblies, the curriculum and PSHE lessons. Through this they will understand how they can respond in bullying situations and the possible consequences that will be faced if they are involved. If a bullying incident does take place, this will also be used to continue to develop the children's understanding and all of the children involved will be supported.

Why are some children, young people and adults, more vulnerable to becoming bullies?

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Cultural Causes of Bullying
- Institutional Causes
- Social Issues
- Family Issues
- Gender
- The Bully's Personal History
- Having Power
- The bully has been bullied before
- The bully is lonely
- The bully Is jealous
- The bully Is part of a pack
- The bully sees You as being different

Developing and promoting Resilience and Emotional Well being

This is what we do at St Paul's:

- Restorative Approaches
- Talk Time with mental health first aiders
- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE programmes
- Pastoral systems
- Healthy Schools
- TAMHS
- CAMHS
- Nurture provision
- ELSA support
- Social Skills groups

Wellbeing Ambassadors - Buddy Builders

At St Paul's we have a group of children from across KS2 who are wellbeing ambassadors. They meet fortnightly with the Deputy Head to discuss ways to promote anti-bullying and wellbeing within school and how best to share this with other pupils. They also work on updating the child friendly policies and information that is displayed in school and sent to parents. They are available at break and lunchtimes to support their peers who may not be having a good time and know that there are times when they need to get an adult involved to support the situation.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at St Paul's Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-bullying partnership
- Restorative Approaches
- Involvement in Healthy Schools
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (run by CAMHS annually)
- PSHE lessons
- Circle Time
- Assemblies – school led and outside agency/charity led. Whole school/KS and year group
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Playground Buddying
- Lunchtime clubs
- ELSA support
- Emotional Support Dog visits
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- Counselling and/or Mediation schemes
- Talk Time run by mental health first aiders
- Wellbeing ambassadors

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school - children will be supported to understand that it is important to tell an adult if they feel bullied or believe that another child is being bullied. They should tell their teacher and their teacher will initially investigate and refer to the Deputy Headteacher / Headteacher if bullying is suspected. Talk time is available daily for children to share any concerns that they have which will be passed onto the class teacher in the first instance.
- Parents/carers should inform the school if they are concerned that their child is being bullied or might be being bullied. They can speak to the class teacher in person, or call via the school office. They are also able to email the class teacher either through the school office or through the Year Group email address.
- All staff and visitors should report any cases of harassment or bullying by another member of staff, by a parent/ carer or by a visitor. This should be reported to the headteacher or to the Chair of Governors, if the headteacher does not respond or is involved in the incident.

Procedures

At St Paul's we have developed a consistent approach to recording and monitoring bullying incidents and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties – this will be recorded on CPOMs

Steps that we will take:

- Interviewing all parties concerned to ascertain the facts. Initially done individually in order that children feel listened to and do not feel intimidated by others
- Informing parents if bullying has occurred.
- The school will have a range of responses appropriate to the situation. These will include:
    - Solution focused, (the children involved work with an adult to ensure that the situation does not occur again and strategies to prevent this)
    - A restorative approach, (a practice which brings together the victims and the perpetrators of conflict in order to find an agreed resolution, with perpetrators being confronted with the impact of their actions in the presence of their parents/ carers.)
    - Circle of friends (other children supporting the victim)
    - Individual work with victim, and perpetrator – this may be through: check in charts (daily with a member of staff in the class), ELSA, mentoring, talk time or check ins with SLT
    - Referral to outside agencies if appropriate.
- In line with our Behaviour policy, necessary sanctions will be applied if bullying persists. This can include children losing playtime with work set linked to the offence and contact with parents. In extreme and persistent bullying, the exclusion process will be used.
- Incidences will be followed up, and where appropriate, will include the person who reported the situation and parents/carers
- If there are safeguarding concerns, the DSL will be informed
- The police will be contacted if deemed necessary
- Support will be given to both the victim and the perpetrator – check in charts will be used to monitor how the victim and perpetrator are feeling. This will last for a term to ensure that any concerns are dealt with immediately and allows SLT to check in with how the children are feeling
- Parents will be contacted weekly at first, moving to fortnightly to update the parents to how the child is feeling
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded on CPOMs by the member of staff who deals with the incident and this will be alerted to the Anti-bullying coordinator, Mrs Lynsey Bryan – Deputy Headteacher

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. This will be looked at termly and reported to governors at least yearly via the Headteachers Report

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Policy review date: annually – October 2027

Appendices and Reference Documents and Related Policy/Guidance

- National Documents*:*
  - Preventing and Tackling Bullying (July 2017)
  - KCSIE
  - Working Together to Safeguard Children
  - Cyberbullying Advice for Headteachers and school staff (Nov 2014)
  - Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents:
  - Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy
  - Resources and Support
  - Safer Surrey
  - Prevent Guidance,
  - PSHE Guidance (Page 1)
- School documents:
  - Completing CPOMs incident online
  - Check in chart
  - Child friendly Anti Bullying information -
  - Parent friendly Anti Bullying information