

St Paul's Catholic Nursery and Primary School



Anti-Bullying Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:
Katie Worton-Geer (Headteacher) &
Netta Costanzo (Deputy Head, SENCO & Deputy Designated Safeguarding)

Designated Safeguarding Lead: Katie Worton-Geer (Headteacher) & Netta Costanzo
(Deputy Head, SENCO & Deputy Designated Safeguarding)

Named Governor with lead responsibility: Sharon Robson

This policy will be reviewed following any concerns and/or updates to national/local guidance or procedures

Written: May 2015

Agreed by Governors: May 2015

Review and agreed by Governors: May 2016

Review and agreed by Governors: September 2017

Review and agreed by Governors: September 2020

Review and agreed by Governors: February 2023

Review and agreed by Governors: February 2025

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 [Preventing and tackling bullying](#) and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” [Keeping children safe in education - GOV.UK](#) and “Sexual violence and sexual harassment between children in schools and colleges” [\[Withdrawn\] Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#) guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” [Cyberbullying Guidance | Childnet](#).

Policy Objectives

St Paul’s Catholic Primary School defines the term ‘bullying’ as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. However, occasionally there can be single incidents which constitute bullying because of fear and intimidation.

Bullying can be:

- Emotional; (e.g. excluding someone, tormenting)
- Physical (e.g. hitting, kicking, theft)
- Racist* (e.g. racial taunts, graffiti, gestures)
- Sexist (e.g., unwanted physical contact, sexually abusive comments)
- Homophobic (because of or focusing on the issue of sexuality)
- Verbal (e.g. name calling, teasing)
- Cyber (all internet areas e.g. e mails, social media websites)
- Indirect (e.g. spreading rumours, excluding someone from social groups)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)

There is no legal definition of bullying but here at St Paul’s Catholic Primary School we define the term ‘bullying’ as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. However, occasionally there can be single incidents which constitute bullying because of fear and intimidation.

Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law.

These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986.

Definition of Bullying

The Department of Education (DfE 2023) states that Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Racist bullying is defined as 'any incident which is perceived to be racist by the victim or another person'.

More details can be found at: <https://www.gov.uk/bullying-at-school/bullying-a-definition>

In child speak bullying is:

'People doing nasty or unkind things to you on purpose, more than once, which is difficult to stop.' (Safe to Learn, DCSF 2007).

Not all incidents of hurtful behaviour, conflict or falling out are bullying (see definition of bullying). However, all incidents will be dealt with by staff to ensure that pupils are able to resolve conflict, forgive and develop strategies to deal with issues.

Aims

- To ensure that children learn in a supportive caring and safe environment without fear of being bullied.
- To help children understand that bullying is anti social behaviour and affects everyone.
- To help children understand that bullying is unacceptable and will not be tolerated.
- To make staff aware of their role in fostering the knowledge and attitudes required to achieve these aims.

Our Community

- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.

- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Procedure and Implementation:

School:

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, some incidents will take longer to investigate. The school will take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The following steps may be taken when dealing with an incident:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Phase or Senior Leader
- The Phase or Senior Leader will interview all concerned, record the incident and discuss the matter with the Headteacher (Appendix 1 and 2)
- Appropriate staff will be kept informed, with information being passed on a 'need to know basis'
- Parents will be informed after the incident has been investigated
- Punitive measures will be used as appropriate.

Pupils:

Who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff
- Being reassured
- Being offered continuous support
- Actions focusing on restoring self-esteem and confidence.
- The school working with parents to offer joint support

Who have bullied will be helped by:

- Discussing what happened
- Discovering why the child became involved

- Establishing the wrong doing and need for change
- Informing parents to help change the attitude of the pupil.

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Loss of playtime/child initiated play opportunities
- Exclusion from certain areas of the school premises – removal from playground
- Letter of apology regarding the incident
- Risk Reduction support plan in place for those involved
- Involvement of external agencies (Behaviour Support Team or NHS)
- Fixed term exclusion (lunch-time, part or whole day)
- Permanent exclusion.

Strategies to prevent bullying

The school will promote an anti-bullying ethos through:

- Displaying material around the school by a variety of means (posters, websites etc.)
- Providing information on policy and practice to parents/carers, staff and visitors
- Teaching pupils how to raise their concerns and how to help each other respond assertively to bullying
- Using curriculum opportunities to address the issues (e.g. PSHE, RE, Circle Time, Assemblies, Class Worry Box, Headteacher and Deputy Headteacher’s pupil voice suggestion box)
- Children having a designated ‘Special Person’ in the school that they can go to express any concerns they have.
- Making sure all staff (teachers, teaching assistants, midday supervisors) are trained to model appropriate behaviour and challenge bullying according to school guidance.

Dealing with Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems
- identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE ‘Searching, screening and confiscation at school’ and Childnet

cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully). [Searching, screening and confiscation in schools - GOV.UK](#)

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies. o Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. o Inform the police if a criminal offence has been committed. o Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- Advising those targeted not to retaliate or reply.
- Providing advice on blocking or removing people from contact lists.
- Helping those involved to consider and manage any private information they may have in the public domain.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the NHS or Children and Young People's Mental Health Service (CYPMHS).

Responsibilities:

The Headteacher:

- To ensure that staff and parents have knowledge of the Anti-Bullying Policy, and that the policy is implemented effectively
- To ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- To liaise with external agencies
- To report to governors, when requested, on the effectiveness of the policy.

The Governors:

- To set down the general guidelines on Anti-Bullying education
- To support the Headteacher in following these guidelines
- To liaise with the LA, health organisations and parents so that the school's policy is in line with the best advice available.

Education and Training of staff:

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff / special adult contact check-ins, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement and liaison with Parents/Carers:

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- The school will continue to build a positive and supporting relationship with parents/carers and inform them about the Anti-Bullying Policy, Whole School Campaign events and other practices so that parents/carers can support the key messages being given to children at school.

Pupils:

We aim to support our pupils to:

- Be involved in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- To take responsibility for seeking support from an adult immediately when they observe or experience bullying.
- To ensure that they do not participate in any act of bullying initiated by another child.

Monitoring and Evaluation:

- The Headteacher, and SLT will monitor any bullying incidents
- All staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy
- All incidents of bullying will be recorded using Form 1 and Form 2. (See Appendix 1 and 2)

In addition, the school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Equal Opportunities

All aspects of the Anti-Bullying Policy apply to all members of the school community regardless of ability, gender or race.

Review Procedure

- There will be an on-going opportunity for staff to discuss with the Headteacher any issues of anti-bullying education that concerns them.
- There will be opportunities to reflect upon the teaching and learning of anti-bullying education during the course of the school year.
- A more detailed review will take place if:
 - A new approach to Anti-Bullying is adopted
 - Anti-Bullying becomes a major priority of the School development Plan
 - There are several staff changes
 - The National Curriculum or DfE change the orders or guidance in any way.

Conclusion

The high behaviour expectations we have of pupils should be reinforced by all members of staff.

When pupils are reprimanded they should know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished. Forgiveness is given a high profile and a 'new start' given every encouragement.

If you are worried about Bullying please do not hesitate contact us or visit <https://www.gov.uk/bullying-at-school/reporting-bullying> for a full list of organisations that provide further support and advice.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [Anti-Bullying Alliance](#)
- Childline: [Childline | Childline](#)
- Family Lives: [Parenting and Family Support | Family Lives](#)
- Kidscape: [Help With Bullying | Bullying Advice | Kidscape](#)
- MindEd: [MindEd Hub](#)
- NSPCC: [NSPCC | The UK children's charity | NSPCC](#)
- PSHE Association: [PSHE Association | Charity and membership body for PSHE education](#)
- Restorative Justice Council: [Restorative Justice Council | Promoting quality restorative practice for everyone](#)
- The Diana Award: [The Diana Award](#)
- Victim Support: [Home - Victim Support](#)
- Young Minds: [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)
- Young Carers: [Young Carers - Help & Support | Carers Trust](#)

Cyberbullying

- Childnet [Childnet — Online safety for young people](#)
- Internet Watch Foundation: [Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF](#)
- Report Harmful Content: <https://reportharmfulcontent.com/> [Report Harmful Content - We Help You Remove Content](#)
- UK Safer Internet Centre: www.saferinternet.org.uk [Homepage - UK Safer Internet Centre](#)
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety [UK Council for Internet Safety - GOV.UK](#)
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying [Preventing bullying - GOV.UK](#)
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying SEND [Preventing bullying - GOV.UK](#)

SEND

- Changing Faces: [Changing Faces | Visible Difference & Disfigurement Charity](#)
- Mencap: [Learning Disability - Down syndrome - Williams syndrome | Mencap](#)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [SEN & Disability](#)
- DfE: SEND code of practice: [Preventing bullying - GOV.UK](#)

Religion and Nationality

- Anne Frank Trust: [Anne Frank Trust UK](#)
- Kick it Out: [Home Page | Kick It Out](#)
- Report it: [Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision](#)
- Stop Hate: [Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision](#)
- Educate against Hate: [Educate Against Hate - Prevent Radicalisation & Extremism](#)

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Disrespect No Body: [Disrespect NoBody: campaign material - GOV.UK](#)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [Sexual and sexist bullying](#)
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [Project deSHAME | Childnet](#)

Appendix 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

1. Focus of Bullying/Harassment

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
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Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Appendix 2

Bullying Report and Monitoring Form

For each incident, please complete one form and return to the Headteacher for collation and monitoring.

2. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

3. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	

Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

4. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

5. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

6. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

7. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

