St Paul's
Church of England Primary School

ST PAUL'S CE PRIMARY SCHOOL

Anti-Bullying Policy

Policy owner: V. Walton
Approved by: Local Academy Board
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Linked policies: Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality Policy, SEND Policy and Complaints Policy.

1. Our vision and commitment

At St Paul's C.E. Primary School, we believe that every child has the right to feel safe, valued, respected and included.

Our Christian vision underpins everything we do. We believe that every individual is unique, valued by God and deserving of dignity, kindness and respect.

We are committed to creating a school where bullying is not tolerated and where children are supported to develop positive relationships, celebrate differences and treat others with compassion.

Our school values of **Ready, Respectful and Responsible** underpin our expectations of behaviour and relationships throughout school.

- **Ready:** We are ready to learn, listen and build positive relationships.
- **Respectful:** We treat everyone with kindness, dignity and respect, celebrating our differences.
- **Responsible:** We take responsibility for our words, actions and the impact they have on others.

We believe that preventing bullying is everyone's responsibility. Children, staff, parents, governors and the wider school community all have an important role in creating a safe and inclusive environment.

2. Aims of this policy

This policy aims to:

- Prevent bullying through a positive, inclusive and respectful school culture.
- Ensure all pupils understand what bullying is and how to recognise it.
- Make clear that bullying, discrimination and intimidation are unacceptable.
- Provide clear procedures for reporting, recording and responding to bullying.
- Ensure pupils who experience bullying feel listened to, believed and supported.
- Help pupils who demonstrate bullying behaviours understand the impact of their actions and make positive changes.
- Work in partnership with parents and carers to resolve concerns.
- Identify patterns and recurring issues so that preventative action can be taken.
- Ensure all pupils, including those with SEND and additional vulnerabilities, are protected.

3. What is bullying?

At St Paul's, we recognise the Department for Education's definition of bullying as behaviour that is:

- **Deliberately hurtful:** intended to cause physical or emotional harm.
- **Repeated:** takes place over time rather than being an isolated incident.
- **An imbalance of power:** involves an individual or group using a perceived advantage over another person, making it difficult for them to defend themselves.

Bullying can be physical, verbal, emotional, social or online.

Bullying can happen face to face, through friendship groups, in the playground, in classrooms, on the journey to and from school or through digital technology.

It may involve one individual or a group of children.

We recognise that bullying is not always obvious and that children may find it difficult to explain or report what is happening.

Important distinction: Not every disagreement, friendship difficulty, falling out or one-off unkind incident is bullying. However, this does not mean that such behaviour is acceptable or should be ignored. All incidents of unkindness, aggression, discrimination and harmful behaviour will be addressed appropriately.

A single serious incident, including violence, a discriminatory incident or a safeguarding concern, will be acted upon immediately even where it does not meet the definition of bullying.

4. Types of bullying

Bullying can take many forms, including:

Physical bullying

- Hitting, kicking, pushing or deliberately hurting someone.
- Threatening physical harm.
- Deliberately damaging or taking another child's belongings.

Verbal bullying

- Repeated name-calling or insults.
- Mocking, teasing or humiliating another child.
- Threatening or intimidating language.
- Repeated comments intended to undermine someone's confidence.

Emotional and social bullying

- Deliberately excluding someone from friendship groups or activities.
- Repeatedly encouraging others not to play or interact with a child.
- Spreading rumours or sharing hurtful information.
- Manipulating friendships or deliberately isolating another pupil.
- Intimidation or controlling behaviour.

Cyberbullying

- Sending hurtful, threatening or abusive messages.
- Sharing embarrassing photographs or videos without permission.
- Creating fake profiles or impersonating another child.
- Excluding someone deliberately from online groups.
- Sharing rumours or humiliating content online.
- Using gaming platforms, messaging applications or social media to target another child.
- Using artificial intelligence or digital tools to create or distribute harmful or humiliating content.

Prejudice-based bullying

We have a zero-tolerance approach to bullying or harassment relating to a person's identity or perceived characteristics, including:

- Racist bullying.
- Religious or faith-based bullying.
- Homophobic, biphobic or transphobic bullying.
- Disability-related bullying.

- Sexist bullying and sexual harassment.
- Bullying relating to appearance, culture, language or family circumstances.

We recognise that prejudice-related incidents may occur as isolated events rather than repeated bullying. These will still be recorded, challenged and addressed.

5. Preventing bullying

Prevention is central to our approach.

At St Paul's, we aim to create a culture where children feel safe to speak up, know that adults will listen and understand that unkind or discriminatory behaviour will be challenged.

We prevent bullying through:

Curriculum and education

- Teaching positive relationships through our curriculum, including PSHE and Relationships Education.
- Using age-appropriate teaching about friendship, respect, empathy, difference and inclusion.
- Teaching children about online safety, responsible technology use and cyberbullying.
- Exploring stories, Bible teachings and Christian values that promote kindness, compassion and respect.
- Providing opportunities for children to discuss worries, friendships and relationships.

School culture

- Promoting Ready, Respectful and Responsible expectations consistently.
- Celebrating individuality and diversity.
- Ensuring staff model positive relationships and respectful language.
- Encouraging children to speak out when they witness unkindness.
- Promoting a culture where reporting concerns is encouraged and never considered telling tales.

Pupil voice

- Providing opportunities for pupils to share their views through pupil voice activities, school council and discussions with trusted adults.
- Monitoring how safe children feel in different areas of school.
- Listening to children who may find verbal communication difficult and providing alternative ways to express concerns.

Staff vigilance

- Ensuring staff are aware of potential signs of bullying.
- Maintaining appropriate supervision, particularly during playtimes, lunchtimes and less structured parts of the day.
- Ensuring all concerns are passed to the appropriate member of staff and recorded where necessary.

6. Recognising signs of bullying

Children may not always tell an adult that they are experiencing bullying.

Staff and parents should be alert to changes in behaviour, including:

- Becoming withdrawn, anxious or unusually quiet.
- Reluctance to attend school or particular activities.

- Changes in friendships or social interactions.
- Unexplained injuries or damaged belongings.
- Changes in mood, confidence or self-esteem.
- Repeatedly reporting stomach aches, headaches or feeling unwell.
- Becoming distressed before or after school.
- Changes in eating, sleeping or concentration.
- Avoiding particular areas, children or situations.

These signs do not automatically mean bullying is taking place, but they should prompt sensitive conversations and further investigation where appropriate.

7. How pupils can report bullying

We encourage all children to speak to an adult if they are worried about bullying, either for themselves or someone else.

Children can speak to:

- Their class teacher.
- Any member of the teaching or support staff.
- A trusted adult in school.
- A member of the Senior Leadership Team.
- The Headteacher.

Children will be reassured that:

- They will be listened to.
- Their concerns will be taken seriously.
- They will not be blamed for reporting bullying.
- Adults will help them feel safe.
- They should never feel they have to deal with bullying alone.

Children should be encouraged to report concerns even if they are unsure whether something is bullying.

8. Responding to allegations of bullying

All allegations will be taken seriously and investigated sensitively, fairly and promptly.

When a concern is raised, the school will:

Step 1 – Listen and establish the facts

- Speak to the child raising the concern in a safe and supportive environment.
- Allow the child to explain what has happened in their own words.
- Establish who was involved, what happened, where and when.
- Consider whether the behaviour has happened previously.
- Establish whether there is an imbalance of power.
- Identify any immediate safeguarding or welfare concerns.

Step 2 – Ensure safety

- Take immediate steps to ensure the child feels safe.
- Consider whether additional supervision or support is required.
- Put appropriate arrangements in place to prevent further incidents.
- Refer any safeguarding concerns to the Designated Safeguarding Lead (DSL).

Step 3 – Investigate

- Speak separately to the children involved.
- Gather accounts from relevant witnesses.
- Consider any available evidence, including digital evidence where appropriate.
- Review previous incidents or records to identify patterns.
- Avoid assumptions and ensure all children are given an opportunity to share their account.

Step 4 – Decide on appropriate action

The school will determine whether the behaviour meets the definition of bullying or whether another form of behaviour or safeguarding concern has occurred.

Appropriate action will be taken in line with the Behaviour Policy and safeguarding procedures.

Step 5 – Communicate with parents

Parents and carers of the children directly involved will be informed as appropriate.

The school will:

- Explain that the concern has been taken seriously.
- Share relevant information about the school's response to their child.
- Explain any support or safety measures being put in place.
- Maintain appropriate confidentiality regarding other pupils.

Step 6 – Monitor and review

The school will monitor the situation to ensure that the behaviour has stopped and that the child feels safe.

Follow-up conversations will take place with the children involved and, where appropriate, their parents.

Where necessary, further interventions or safeguarding measures will be introduced.

9. Supporting children who experience bullying

Our priority is to ensure that every child feels safe, supported and able to access their education without fear.

Support may include:

- Regular check-ins with a trusted adult.
- Access to pastoral support or the school's learning mentor.
- Support to rebuild confidence and positive friendships.
- A named adult to approach if further concerns arise.
- Additional supervision or adjustments to routines where appropriate.
- Support to understand and manage feelings.
- Communication with parents and carers.
- External agency involvement where appropriate.

We recognise that children with SEND, communication difficulties, social and emotional needs or other vulnerabilities may experience bullying differently or find it more difficult to report.

Reasonable adjustments and appropriate communication approaches will be considered to ensure every child can access support.

Children will never be expected to resolve bullying independently.

10. Supporting children who have demonstrated bullying behaviour

We believe that children must be helped to understand the impact of their behaviour and supported to make positive changes.

Where bullying is identified, the school will take appropriate action in line with the Behaviour Policy.

This may include:

- Age-appropriate discussions about behaviour and its impact.
- Clear expectations and consequences.
- Meetings with parents and carers.
- Individual behaviour support plans.
- Pastoral or emotional support.
- Work around empathy, relationships and respectful behaviour.
- Restorative approaches where appropriate and safe.
- Monitoring and reviewing behaviour.

We recognise that children may need support to understand social situations, regulate emotions or develop positive relationships. This will be considered when deciding appropriate interventions.

However, additional needs or individual circumstances do not remove the school's responsibility to protect other pupils and address harmful behaviour.

Restorative conversations will never be used as a substitute for safeguarding action or imposed on a child who has experienced bullying.

11. Cyberbullying and online safety

Bullying can continue beyond the school gates through digital technology.

St Paul's will take concerns about cyberbullying seriously, including incidents occurring outside school hours where they affect pupils' safety, wellbeing or relationships within school.

The school will:

- Investigate concerns brought to its attention.
- Support pupils to report and preserve relevant evidence.
- Work with parents and carers to address online behaviour.
- Provide education about responsible digital citizenship.
- Refer safeguarding concerns to the DSL.
- Consider whether external agencies or the police need to be involved.

The school recognises the additional risks associated with social media, online gaming, messaging platforms, artificial intelligence and the sharing of harmful images or content.

Parents and carers are encouraged to supervise children's online activity and report concerns to school.

12. Bullying outside school

The school has the authority to address behaviour outside the school premises where it affects the safety, wellbeing or conduct of pupils or the orderly running of the school.

This may include:

- Bullying on the journey to and from school.
- Incidents during school trips or educational visits.
- Bullying at events involving pupils from the school.
- Cyberbullying outside school hours.
- Behaviour within the local community that impacts on school life.

Where necessary, the school will work with parents, other schools, the Trust and external agencies.

13. The role of staff

All staff have a responsibility to:

- Model positive relationships and respectful behaviour.
- Challenge unkind, discriminatory or bullying behaviour.
- Listen carefully to children who raise concerns.
- Never dismiss concerns as simply falling out or friendship issues without appropriate consideration.
- Report concerns to the appropriate senior leader or DSL.
- Record relevant incidents on CPOMS in line with school procedures.
- Maintain confidentiality.
- Follow the school's Behaviour and Safeguarding Policies.
- Monitor children and report any recurring patterns.

Staff must never promise a child absolute confidentiality where a safeguarding concern may need to be shared.

14. The role of parents and carers

Parents and carers play an important role in preventing and addressing bullying.

We ask parents to:

- Encourage children to speak openly about their experiences.
- Contact school if they are concerned that their child may be experiencing or demonstrating bullying behaviour.
- Encourage respectful relationships and positive behaviour at home.
- Avoid approaching other children or their families directly to resolve incidents.
- Work in partnership with school to support appropriate interventions.
- Reinforce the school's expectations around online safety and responsible technology use.

Parents should initially raise concerns with their child's class teacher. Where concerns remain unresolved, they may be referred to the appropriate senior leader or Headteacher.

If a parent wishes to make a formal complaint, they should follow the school's Complaints Policy.

15. Recording and monitoring incidents

All reported concerns will be considered and appropriate records maintained.

Where appropriate, incidents will be recorded on CPOMS, including:

- Date and nature of the incident.
- Children involved.
- Accounts and evidence gathered.
- Actions taken.
- Parents contacted.
- Safeguarding referrals, where applicable.
- Follow-up and monitoring arrangements.

The school will distinguish between bullying, one-off incidents of unkindness, prejudice-related incidents and other safeguarding concerns.

The Headteacher and Senior Leadership Team will monitor records to identify:

- Repeated incidents involving individual pupils.
- Patterns within particular year groups or friendship groups.
- Locations or times where incidents occur.
- Prejudice-based incidents.
- Any groups of pupils who may be particularly vulnerable.
- Whether interventions have been effective.

Information will be used to inform school improvement priorities, staff training, curriculum development and preventative strategies.

16. Safeguarding and serious incidents

Bullying may form part of a wider pattern of child-on-child abuse.

Where an incident involves physical violence, threats, sexual harassment, sexual violence, coercive behaviour, discriminatory abuse, intimidation or other safeguarding concerns, the school will follow the Safeguarding and Child Protection Policy and the procedures set out in KCSIE.

All safeguarding concerns must be reported to the DSL without delay.

The school will not treat serious safeguarding concerns as simply behavioural disagreements or attempt to resolve them solely through restorative approaches.

Where appropriate, referrals will be made to external agencies, children's social care or the police.

17. Equality, inclusion and SEND

St Paul's is committed to ensuring that every child is treated fairly and with dignity.

We recognise that some pupils may be more vulnerable to bullying because of disability, SEND, communication needs, race, religion, family circumstances or other individual characteristics.

We will:

- Challenge discriminatory language and behaviour.
- Ensure concerns relating to protected characteristics are taken seriously.

- Make reasonable adjustments where necessary.
- Consider individual communication and support needs.
- Promote understanding, tolerance and respect for difference.
- Ensure that all children have an equal opportunity to feel safe and included.

We will not excuse bullying or discrimination because of a pupil's age, additional needs or personal circumstances.

18. The role of governors and the Trust

The Local Academy Board and Trust have responsibility for ensuring that appropriate arrangements are in place to prevent and address bullying.

They will:

- Ensure that an appropriate policy is in place.
- Review the effectiveness of the school's approach.
- Receive appropriate information about bullying and behaviour trends.
- Challenge leaders where necessary.
- Ensure that the school meets its safeguarding and equality responsibilities.

Individual pupil information will be shared with governors only where appropriate and in accordance with confidentiality and data protection requirements.

19. Policy review and evaluation

This policy will be reviewed annually or sooner where there are changes to statutory guidance, legislation or school procedures.

The school will evaluate the effectiveness of its approach through:

- Analysis of bullying and behaviour records.
- Pupil voice and wellbeing activities.
- Parent feedback.
- Staff feedback.
- Monitoring of safeguarding information.
- Review of incidents and the effectiveness of interventions.

The views of pupils, parents, staff and governors will inform future developments.

Our aim is to ensure that St Paul's remains a school where every child feels safe, valued, respected and able to achieve.

APPENDIX A – STAFF BULLYING CONCERN RECORDING FORM

Purpose: To ensure that all reported concerns are recorded consistently, investigated appropriately and followed up.

This form should be completed when a pupil reports potential bullying or a member of staff identifies a pattern of behaviour that may constitute bullying.

Section 1 – Initial information

Information	Details
Date concern reported	
Time concern reported	
Name of pupil reporting	
Class / Year group	
Name of pupil(s) involved	
Staff member receiving concern	
Location of incident	
Date(s) of incident(s)	
Parent/carer informed?	Yes / No / Not yet

Section 2 – What has happened?

What has the pupil reported?

Record the child's account using their own words wherever possible.

.....

.....

.....

Who was involved?

.....

Has this happened before?

- Yes
- No
- Unsure

If yes, provide details of previous incidents:

.....

Is there evidence of an imbalance of power?

- Yes
- No
- Unsure

Type of behaviour identified:

- Physical

- Verbal
- Emotional
- Social exclusion
- Cyberbullying
- Racist / prejudice-related
- Disability-related
- Sexual harassment
- Other: .....

Section 3 – Initial assessment

Consideration	Yes / No / Unsure
Is the behaviour deliberately hurtful?	
Has the behaviour been repeated?	
Is there an imbalance of power?	
Is the child feeling unsafe or distressed?	
Is there a potential safeguarding concern?	
Is there a discriminatory element?	
Are there previous related CPOMS records?	

Initial assessment:

- Possible bullying
- One-off unkind behaviour
- Friendship disagreement
- Prejudice-related incident
- Potential child-on-child abuse
- Other safeguarding concern
- Further investigation required

This is an initial assessment and not a final determination.

Section 4 – Actions taken

Action	Details / Date
Pupil spoken to	
Other pupils spoken to	

Witnesses spoken to

Parents contacted

DSL informed, if appropriate

CPOMS record completed

Immediate safety measures

Pastoral support offered

Section 5 – Outcome and follow-up

Outcome of investigation:

.....

.....

Does the incident meet the school's definition of bullying?

- Yes
- No
- Further monitoring required

What action has been taken?

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Support offered to the pupil affected:

.....

Intervention with pupil(s) responsible:

.....

Follow-up date:

.....

Follow-up completed by:

.....

Has the behaviour stopped?

- Yes
- No
- Further monitoring required

Has the pupil confirmed that they feel safe?

- Yes
- No
- Further support required

Staff signature: .....

Date: .....

APPENDIX B – PUPIL-FRIENDLY ANTI-BULLYING INFORMATION

St Paul's C.E. Primary School

We are a kind school!

Believe and Achieve

At St Paul's, everyone deserves to feel happy, safe and included.

We are READY, RESPECTFUL and RESPONSIBLE.

What is bullying?

Bullying is when someone:

- Hurts someone on purpose.
- Keeps doing it over and over again.
- Uses their power to make someone feel frightened, upset or unable to stand up for themselves.

Bullying can happen in different ways:

- Physical: Hitting, kicking, pushing or hurting someone.
- Verbal: Calling names, making nasty comments or threatening someone.
- Emotional: Deliberately making someone feel frightened or upset.
- Social: Repeatedly leaving someone out or encouraging others not to be their friend.
- Online: Sending nasty messages, sharing hurtful pictures or being unkind online.
- Prejudice-based: Being unkind about someone's disability, race, religion, appearance or differences.

What isn't bullying?

Sometimes friends fall out, disagree or say something unkind.

This is not always bullying, but it is still important and needs to be sorted out.

At St Paul's, we don't ignore unkind behaviour. We help everyone learn how to make better choices.

What should I do if someone is bullying me?

1. Tell a trusted adult.
2. Explain what has happened.
3. Tell them if it has happened before.
4. Remember that it is not your fault.
5. Ask for help whenever you need it.

You can talk to:

- Your class teacher.
- Any member of staff.
- A lunchtime supervisor.
- A member of the Senior Leadership Team.
- The Headteacher.

What if I see someone being bullied?

- Don't join in.
- Don't encourage it.
- Be kind and supportive.
- Tell an adult.
- Help others feel included.

Our promises

At St Paul's:

- We are kind.
- We include others.
- We celebrate differences.
- We speak respectfully.
- We stand up for what is right.
- We take responsibility for our actions.

Remember: You are important. Your voice matters. You do not have to deal with bullying alone.

Our school values

READY – We are ready to learn, listen and build friendships.

RESPECTFUL – We treat everyone with kindness and respect.

RESPONSIBLE – We take responsibility for our words and actions.

Kindness makes our school stronger!

APPENDIX C – CPOMS RECORDING AND CLASSIFICATION GUIDANCE

Purpose

To ensure that bullying, prejudice-related incidents, one-off behaviour incidents and safeguarding concerns are recorded consistently and accurately.

All staff must understand that the way an incident is recorded matters. Accurate recording allows school leaders to identify patterns, monitor vulnerable pupils and take appropriate action.

1. Recommended recording categories

Type of incident	What this means	Recording approach
Bullying	Repeated, deliberately hurtful behaviour involving an imbalance of power	Record as bullying / suspected bullying
Prejudice-related incident	Behaviour involving discriminatory or prejudicial language or actions	Record as prejudice-related, including the nature of the incident
One-off unkind behaviour	An isolated incident of name-calling, exclusion or unkindness	Record under behaviour
Friendship disagreement	A disagreement or falling out between pupils	Record under behaviour or pastoral concern

Physical aggression	Hitting, kicking, pushing or other physical behaviour	Record under behaviour and safeguarding where appropriate
Cyberbullying	Repeated online behaviour intended to harm or intimidate	Record as bullying / cyberbullying
Child-on-child abuse	Abuse or harmful behaviour between children, including sexual harassment or violence	Record as a safeguarding concern

Important: Categories are not mutually exclusive. For example, a bullying incident may also be racist, disability-related or involve child-on-child abuse. All relevant aspects must be recorded.

2. Recording expectations

Staff must:

- Record concerns factually and objectively.
- Include dates, times and locations.
- Record the child's own words where possible.
- Identify pupils involved and witnesses.
- Avoid assumptions or personal opinions.
- Include actions taken and who has been informed.
- Link related incidents where possible to identify patterns.
- Escalate safeguarding concerns to the DSL without delay.

Staff should not wait until an incident has been formally confirmed as bullying before recording it.

3. When should an incident be escalated?

Concern	Action
One-off unkindness	Class teacher addresses and records appropriately
Repeated unkindness	Inform phase leader / SLT and investigate potential bullying
Suspected bullying	Inform SLT and complete the bullying concern recording process
Prejudice-related behaviour	Challenge immediately, record and inform SLT
Physical harm or threats	Immediate intervention and safeguarding assessment where appropriate
Sexual harassment / sexual violence	Immediate referral to DSL in line with KCSIE
Serious online abuse	DSL referral and appropriate safeguarding response
Ongoing pattern of behaviour	SLT review and targeted intervention

4. Roles and responsibilities

All staff

- Challenge inappropriate behaviour.
- Record concerns promptly.
- Inform the relevant senior leader.
- Report safeguarding concerns immediately.

Class teachers

- Monitor friendship groups and relationships.

- Identify repeated incidents.
- Communicate with parents where appropriate.
- Follow up concerns.

SLT

- Review bullying records.
- Identify patterns and recurring concerns.
- Oversee investigations.
- Ensure appropriate support and interventions.
- Monitor outcomes.

DSL

- Assess safeguarding concerns.
- Determine whether referrals are necessary.
- Ensure child-on-child abuse is managed through safeguarding procedures.
- Maintain appropriate safeguarding records.

Headteacher

- Oversee the school's response.
- Monitor trends and effectiveness.
- Report relevant information to the Local Academy Board and Trust.

5. Confidentiality

Information must only be shared with staff who need to know.

Parents should receive information about their own child and the school's response, but confidentiality must be maintained regarding other pupils.

CPOMS records must be factual, professional and proportionate.

APPENDIX D – STAFF BRIEFING: UNDERSTANDING BULLYING

St Paul's C.E. Primary School

Getting it right: falling out, unkindness, bullying and child-on-child abuse

Purpose of briefing: To ensure all staff have a shared understanding of what bullying is, how to recognise it and when to escalate concerns.

1. What is the difference?

Behaviour	Explanation	Example
Falling out	A disagreement between children, often involving friendship difficulties	Two friends disagree about a game
One-off unkindness	An isolated incident of hurtful behaviour	A child calls another child a name
Bullying	Repeated, deliberately hurtful behaviour involving an imbalance of power	A child repeatedly targets another child and encourages others to exclude them

Prejudice-related incident	Behaviour involving prejudice or discrimination	A child makes a racist comment
Child-on-child abuse	Abuse or harmful behaviour between children, including sexual harassment, violence or coercive behaviour	A child repeatedly threatens or sexually harasses another pupil

2. Remember the bullying test

When investigating a concern, consider:

INTENT – Was the behaviour deliberately hurtful?

REPETITION – Has it happened more than once?

POWER – Is there an imbalance of power?

These are important indicators, but staff must not delay responding to serious incidents simply because they do not meet all three criteria.

A single discriminatory or abusive incident still requires an appropriate response.

3. What should staff do?

DO:

- Listen carefully.
- Take all concerns seriously.
- Reassure the child.
- Record factual information.
- Look for patterns.
- Challenge inappropriate language and behaviour.
- Inform SLT or the DSL as appropriate.
- Follow up to ensure the child feels safe.

DON'T:

- Dismiss concerns as children just falling out.
- Assume that a child is exaggerating.
- Promise absolute confidentiality.
- Force children to resolve matters themselves.
- Use restorative conversations where these are unsafe or inappropriate.
- Assume that SEND or additional needs excuse harmful behaviour.
- Wait for repeated incidents before acting on a serious safeguarding concern.

4. Restorative approaches

Restorative approaches can help children understand the impact of their behaviour and rebuild relationships.

However:

- They must be appropriate to the circumstances.
- They must not replace safeguarding action.
- Children experiencing bullying must not be pressured into meeting or reconciling with another pupil.
- The priority must always be safety and wellbeing.

5. What happens when a child reports bullying?

1. Listen and reassure.
2. Record the concern on CPOMS.
3. Inform the appropriate senior leader.
4. Investigate sensitively.
5. Inform parents where appropriate.
6. Agree support and safety measures.
7. Monitor and review.
8. Escalate further concerns.

6. Staff reflection

Consider the following questions:

- Do children know which adults they can talk to?
- Are we consistently challenging unkind behaviour?
- Do we recognise patterns rather than treating incidents in isolation?
- Are vulnerable pupils adequately supported?
- Do we ensure children feel safe at playtimes and lunchtimes?
- Are we modelling Ready, Respectful and Responsible behaviour?

Our expectation: No concern is too small to be heard, and no child should feel that they have to deal with bullying alone.

St Paul's C.E. Primary School

Anti-Bullying Charter

Together we learn, together we grow.

'Love one another as I have loved you.'
John 15:12

What is bullying?

Bullying is when someone is hurtful on purpose, it happens more than once and there is an imbalance of power.





Remember...

- Words can hurt.
- It's not a joke if it makes someone feel sad.
- It's not OK to exclude others.
- Sharing hurtful messages online is still bullying.
- We all have a responsibility to make our school a kind and safe place.



If you are being bullied...

- Tell a trusted adult – your teacher, any member of staff or a member of the Senior Leadership Team.
- You will be listened to.
- You will not be blamed.
- We will help you feel safe and supported.
- You do not have to deal with bullying alone.

Together we can...

- Be **Ready** – to learn, listen and build positive relationships.
- Be **Respectful** – to ourselves, others and our differences.
- Be **Responsible** – for our words, actions and the impact they have on others.

Kindness makes our school stronger!

Ready ♥ Respectful ♥ Responsible ♥ Believe and Achieve