



# St Paul's C of E VA Primary School

## Anti-bullying Policy

Last Reviewed : November 2025

Next Review: November 2026

L Varney

Headteacher

Date: 27.11.25

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Chair of  
governors

Date: 27.11.25

## Introduction

Definitions of bullying from children at St Paul's:

**'Being mean, leaving people out and not letting people play with other people.'** (Year 1)

**'Being very mean to someone, using mean words and excluding someone. It can also be anything that physically hurts someone, like punching and kicking.'** (Year 4)

**'Repeatedly teasing and making fun of somebody. People making fun of other people because of something different – their uniqueness. This could include racism and sexism. Anything that is physically and verbally violent.'** (Year 6)

The Anti-Bullying Alliance agreed definition of bullying:

**'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'**

In all schools there will be incidents of bullying. During their school life many children will at some point be bullied, bully others or will witness bullying.

We at St Paul's School are committed to ensuring that every child is educated in a safe, happy and caring environment. We believe that everyone has the right to be treated with respect. Bullying is likely to adversely affect a child's sense of well-being as well as the learning environment. As a consequence, a child's educational progress and achievement can suffer, in some cases significantly, if bullying is not addressed.

We take bullying very seriously. Our school Aims, our Vision Statement, the Behaviour Policy, The Equal Opportunities Policy, the Code of Conduct, the Home School Agreement and the School Rules all support the need for good behaviour, brought about through working in partnership with parents. They also place much emphasis upon the caring, Christian ethos that we work so hard to maintain.

All school staff must be alert to signs of bullying and act promptly against it in accordance with school policy. Pupils who are being bullied may show change in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

A more recent form of bullying that staff and parents need to be aware is online bullying. This is unlikely to take place within our school setting but may have a close link with relationships in school. Our staff are trained in online safety awareness and information is reported to parents on how they may assist in preventing their child being a victim.

## Aims

In establishing an Anti-Bullying policy we aim;

- To reduce and, where possible, eradicate incidents of bullying in school.
- To further strengthen home/school links through a shared approach to responding to and preventing bullying.
- To ensure that all pupils, staff, parents and governors have a clear understanding of what bullying is and are aware of procedures to follow, in order to fulfil their responsibilities.
- To provide children with strategies and to teach them skills that may be helpful when responding to and challenging bullying behaviour.

This policy has been written in consultation with staff, parents and governors and is in line with the Hertfordshire resource on anti-bullying policy and practice. The children's views have been sought, considered at length and, where possible, implemented.

## Systems and Procedures

School takes a firm stance. This policy is available to parents on the school website. Parents are informed about the school's anti bullying initiatives including information on online safety.

To do nothing could be seen to condone, therefore if we are made aware of bullying we are committed to investigating and taking appropriate action. Staff cannot promise to take **no** action once information has been passed to them either by children or parents.

Classroom assistants and other members of staff who become aware of bullying inform the class teacher or the Headteacher. Incidents of extremely poor or repeated behaviour and bullying are recorded electronically on CPOMS. This helps us to ensure which are bullying incidents and which are one-off behaviour issues.

Children are encouraged to speak out if they are being bullied or if they witness bullying. Victims of bullying often need reassurance that intervention by staff will not worsen the problem.

We used a common language which progresses from Nursery to ensure consistency and help children find the words that they need (see Appendix). This is shared with parents so that they can also reinforce and support at home.

Opportunities for teaching children about the effects of bullying and strategies for dealing with bullies are predominately built into assemblies and PSHCE sessions, which include Circle Times. These sessions can also help to build confidence and self-esteem. Staff set aside time and have worry boxes as strategies for children to be able to speak with them without their friends being present. Our Jigsaw PSHE programme celebrates difference, which includes anti-bullying and respect for others. Christian values are integral to school life and in our vision statement, the parable of 'The Good Samaritan' is taught to develop the whole-school ethos of treating others as we would like them to treat us. We promote developing emotional literacy throughout the school.

The behaviour and anti-bullying policies are shared with new staff as part of their induction. Midday supervisors are made aware that bullying may take place during the lunch hour when there is less supervision than in lesson time. Incidents causing concern are passed on to the class teacher after the mid-day break and recorded onto CPOMS, including when children are the target. Further action may be taken in line with the agreed playtime behaviour procedures.

Children are regularly praised and rewarded for positive behaviour and their efforts are publicly celebrated. As part of our values programme we promote positive behaviour each week and choose "Stars of the Week" from those children who demonstrate those behaviours. Children are awarded a personalised 'value keyring' if they are the award winner for their class that week, demonstrating the specific Christian value for that half term (including responsibility, respect, forgiveness, cooperation, courage, honesty, love, friendship, justice, peace, sharing and compassion).

When there have been incidents of alleged or apparent bullying, the following consequences shall apply;

- **Informal Discussion.** Staff act quickly to establish facts and to speak to all concerned, if possible on the same day. This informal discussion may involve the class teacher, the Headteacher or both. The discussion will aim to explore the possible causes and consequences of the action as well as the feelings of those involved. A flexible approach is essential as each situation will be different. Suggestions for improving the situation are made.
- **Warning and possible consequences.** Subsequently, the child will be given a warning by the Headteacher or class teacher informing them that their behaviour is unacceptable. Depending on the severity of the incident, children may lose time on the playground or be removed from the classroom and will spend this time with a senior member of staff discussing their behaviour and ways to improve it. We adhere to the STEPs principle of restorative justice, whereby an explanation will be given as to why this action has been necessary – eg to try and put things right by writing a letter of apology, or to keep other children safe (see also Behaviour Policy). Children will have the chance to discuss the incident and be encouraged to offer their own suggestions for resolving the issue.
- **Parental Involvement.** The Headteacher informs parents about the incident/s and their child's behaviour and seeks their support.
- **Meeting with parents.** An appointment is made for parents to meet the Headteacher and class teacher at school to discuss strategies for immediate behaviour improvement.
- **Exclusion.** In the most serious of cases, procedures for partial removal, internal exclusion and fixed term exclusion will be considered and, if necessary, implemented.

## **Monitoring and Recording**

Staff record significant behaviour bullying incidents on CPOMS. Details of the incidents are recorded and included with other children involved (bully, targets, witness and bystanders when established). Follow-up actions are also recorded.

Children are periodically asked to comment upon bullying in the school in an attempt to assess any improvement or deterioration. The Playground Patrol and St Paul's Ambassadors have an important part to play in this process. Dedicated curriculum sessions play an important part in the monitoring process.

## **Improving Playtimes**

The children are given opportunities to share their views about improving playtimes. As a school we work hard to ensure that as far as possible playtimes are happy and incident free and we do this in the following ways;

Midday supervisors and Play Leaders are encouraged to teach the children how to use equipment. They might also teach them new games. A variety of large apparatus is used.

Markings on the playground are maintained to encourage games.

A 'Quiet Area' of the Reflection Shed, picnic benches, wooden seating areas and tables provide for alternative activities.

Football is permitted on a rotation basis making playtimes fairer and safer for everyone.

Rules appropriate to different situations are prominently displayed around the school, indoors and outdoors, to remind the children what is and is not acceptable behaviour.

## **Playground Patrol and Play Leaders** *Developing co-operative behaviour.*

Both Year 5 and 6 have training at the beginning of each year to help them support positive relationships in the playground.

Volunteers from Year 6 undertake to be members of the Playground Patrol. They apply for the 'job' by writing a letter of application and a CV, highlighting their attributes and how they will carry out the role well. They are recognisable by their distinctive purple bibs. Their duties are as follows;

- To look out for children who are having difficulty or who are unhappy at playtime and to help them.
- To collect and tidy playtime equipment.
- To inform staff about incidents which they have not seen.
- To pass on helpful information and advice to subsequent Playground Patrol members.
- To help solve minor problems on the playground eg children falling out; this is supported by training in peer mediation.

Year 5 are 'Play Leaders' and are responsible for bringing out and collecting equipment in again at lunch times. They support by playing games with other children and help to ensure a policy of inclusion.

### **Curriculum**

Anti-bullying messages are taught through the curriculum throughout the year. Much of this is taught through the Jigsaw PSHE program, which starts with 'Being Me in My World' at the beginning of the autumn term and focuses on rules and the rights or ourselves and others to feel safe. This builds on each half term until we reach 'Relationships' and 'Changing Me' in the summer term. 'Celebrating Difference' in the second half of the autumn term has a specific focus on anti-bullying. This is all supported by our Christian Values: (Respect, Kindness, Justice, Peace, Hope, Forgiveness, Friendship, Wisdom, Cooperation, Compassion, Perseverance, Service, Honesty and Courage).

### **St Paul's Ambassadors:**

The St Paul's Ambassadors are made up of representatives from each class who bring the views of others to meetings. They will discuss a range of issues with staff and these will be prioritised and addressed as appropriate. All staff and pupils are informed of decisions and outcomes.

We feel that the Ambassadors are a good vehicle through which to raise and discuss pupils' hopes, opinions, expectations or concerns.

## **Appendix**

When developing work on anti-bullying and supporting behaviour, both in the classroom and out on the playground, we are using the following language: **kind**, **unkind**, **bully**, **target**, **witness** and **bystander**.

Children are also taught to use the word '**stop**' with a stop hand gesture when they don't like something or can see that something is wrong – this is simple, clear and can be used with children with a range of abilities and needs. To be able to say when something is wrong is part of safeguarding and an important skill for life.

'**STOP**' is also used as an acronym for bullying:

**S**everal

**T**imes

**O**n

**P**urpose

It is important to understand the distinction between bullying and a fallout with friends.

### **A racist incident is**

'Any incident which is perceived to be racist by the victim or any other person.'

'If the child feels the incident is racist, it is'.

### **Cyberbullying** can be defined as

'The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else.'

### **Homophobic Bullying**

'Homophobic language and abuse can start in the primary school where pupils may call each other "gay" or "lesbian" without really understanding what it means. If such usage is not challenged at this stage, it can appear acceptable, making it more difficult to address in secondary school. Children may also experience verbal bullying because they have a gay relative.' (Stonewall, Training the trainers)