



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

Anti-Bullying & Respect Policy

Updated by	Charlotte Dennis
Updated when	February 2026
Ratified by	Teaching & Learning Committee
Ratified when	
Signed by	
Next Review Date	February 2027
Statutory Policy	Yes
On school website	Yes

TOGETHER WE ARE

Growing in STRENGTH

Growing in WISDOM

Growing in FAITH

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

Rationale

Our aim is to provide in our school a happy, secure, comfortable environment, based upon our school's Christian values, in which our children can thrive. In order to help do this, both children and staff are aware of exactly the types of behaviour which can be interpreted as bullying.

Aims

- ◆ To prevent bullying happening by adopting a policy with which all members of the school community is aware of, agrees with and applies consistently.
- ◆ To be able to recognise and interpret signs which are symptomatic of bullying or being bullied.
- ◆ Recognise potential incidents which could be interpreted as bullying or part of a pattern of bullying behaviour.
- ◆ To ensure all members of the school community knows that the behaviour is totally unacceptable.
- ◆ To have strategies to be able to deal with bullying should it occur.
- ◆ To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- ◆ To integrate our Anti-Bullying and Respect Policy with our Behaviour Policy, E-Safety Policy and Home-School Agreement.
- ◆ To integrate our Anti-Bullying and Respect Policy with the PSHE curriculum and Collective Worship schedule within school.

We believe that:

- ◆ Children and young people should never experience abuse of any kind.
- ◆ We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- ◆ Bullying causes real distress and affects a person's health and development in some instances, bullying can cause significant harm.
- ◆ All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- ◆ Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Our approach is guided by the Church of England's commitment to dignity, inclusion and wellbeing for every child, as outlined in the 'Flourishing for All' framework:

<https://www.churchofengland.org/about/education-and-schools/education-publications/anti-bullying-guidance-church-england-schools>

Agreed Definition of the Term "Bullying"

There is no legal definition of bullying. However, it is defined by the government as behaviour that is repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups or individuals and can include prejudice-based and discriminatory bullying, for example because of race, religion, gender or sexual orientation. (Department for Education publication Preventing and Tackling Bullying July 2017)

It takes many forms and can include: physical assault, teasing, mocking, shaming, intimidation, exclusion/isolation, making threats, name calling or cyberbullying (bullying via mobile phone or online) and as such can occur outside of the school environment.

All members of the school community are expected to interact with respect for each other in line with the school's values.

Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - 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)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying

Strategies Used in School

- Ensuring all the children know that our school takes bullying seriously.
- Encouraging children to speak out.
- Each class agreeing their own set of class rules founded upon the school's values.
- Constantly communicating with all staff and parents to ensure continued alignment.
- SLT keeping records of any bullying incidents and how they were dealt with.
- Ensuring all new children know about our policy towards bullying and that they will be supported throughout their induction.
- Providing support for all involved in a bullying situation by helping them acquire social skills.
- Teaching respect and tolerance through observation, drama, role play, coaching, co-operation and sharing, and the importance of respecting the views, feelings and opinions of others.
- Using both the formal and 'hidden' curriculum to communicate messages about acceptable behaviour, not only through PSHE but in drama, circle time, PE, discussions across the curriculum and creative writing.
- Planning awareness-raising sessions and review class rules regularly.
- In whole school planning, including events which raise awareness.
- Staying abreast of national and local initiatives to support children in development of skills to encourage belonging, tolerance and community.
- Working towards developing self-esteem and confidence in every child.
- Ensuring that playtimes are a safe and fun environment for all children.
- Holding regular meetings with midday supervisors to ensure consistency in care, expectations and approach for all pupils.
- Take part in anti-bullying week (called 'Anti-Bullying and Respect Week' at St Paul's). Teacher's use resources provided to plan activities and collective worship session are also based on this theme.

If a pattern of behaviour continues which can be defined as bullying, parents will be asked to attend a meeting with the class teacher and/or Headteacher in line with the ongoing dialogue between school and home which exists at St Paul's. The parents are requested to discuss their child's behaviour with their child. A record of the letter and the outcomes of the meeting/s are kept on the pupil's file.

Equality

St Paul's is a fully inclusive school and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability and other protected characteristics. We are committed to tackling

discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Communicating our Policy

- The monthly newsletters contain information for parents on how the value of Respect is examined and developed through assemblies and collective worship.
- A copy of our Anti-Bullying and Respect Policy is available from the School Office.
- The School Value of Respect is explored as a whole school throughout the second half of the Autumn term in which feeds into the school's participation in national Anti-Bullying week in November each year.

Appendix 1 - Definitions:

'Trans' is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Being **non-binary** means not feeling that your gender identity fits naturally into the generic categories of male and female. Despite increasing numbers of people identifying themselves publicly as non-binary, there is still little known and understood about non-binary identities, but slowly this is beginning to improve.

What is homophobia/biphobia?

Homophobia and biphobia can be defined as an irrational dislike, hatred or fear of individuals that are, or are perceived to be lesbian, gay or bisexual. It results in negative consequences ranging from damage of self-esteem to premature death.

Such attitudes can also affect anyone who does not conform to stereotypical standards of masculine or feminine behaviour.

For more definitions: <https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms>