St. Sebastian's C of E Primary School

Anti-Bullying Policy

Approved by:	**Executive Headteacher**	**Date:**	**September 2025**
Previous Review:	**Oct 2022, Sept 2023 & 2024**		
Last reviewed on:	**September 2025**		
Next review due by:	**September 2026**		

Introduction

At St Sebastian's Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Sebastian's Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Personal, Social, Health and Economic (PSHE) & Relationships and Sex Education (RSE) Policy, our Child Protection and Safeguarding Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing board and the Executive Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing respect for themselves and others resulting from active listening, trust, discussion and by knowing when and where to seek help or advice should it be needed.

From the moment a pupil enters our school, and throughout their time at St Sebastian's Primary School:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are committed to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils, staff, visitors and families.

We aim for all pupils to reach their full potential academically, socially and personally through learning and playing in a safe and secure environment. This links directly to our

school vision and motto which underpins everything we do at St. Sebastian's Primary School.

Our Motto

'Together in Faith We Aspire to Achieve Excellence'

Our Vision

Through our Christian values, we strive to create an inclusive, nurturing community where everyone can flourish, unlock their potential and widen their horizons. Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

'Encourage one another and build each other up.'

1 Thessalonians 5:11

Roles and Responsibilities

The Governing Board

The Governing Board supports the executive headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing board does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Board monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the executive headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing board responds within ten days to any request from a parent or carer to investigate incidents of bullying. In all cases, the governing board notifies the executive headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing board. This is Mrs Lucy Jones.

Executive Headteacher

It is the responsibility of the executive headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The executive head teacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

The executive headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The executive headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the executive headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
The executive headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

Staff (This includes all staff)

All adults in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They record any incidents of concerns on Child Protection

Online Management System (CPOMS) and report to the Executive Headteacher or senior leader who will advise on action to be taken. Where parents/carers contact school to make allegations of bullying, a parent/carer Interview is completed and a record of the conversation and actions to be taken is recorded on CPOMS.

Any incidents are analysed and tracked from CPOMS by the Executive Headteacher, so that any bullying trends can be monitored more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and outcomes for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher. We then invite the child's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Bullying Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At St Sebastian's Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through Collective Worship and PSHE lessons, alongside other curriculum areas and opportunities where this may have links and connections. We use the term 'STOP' (several times on purpose) to enable a shared understanding.

We agree that bullying:

- Is deliberately hurtful
- Usually happens when the relationship is significantly imbalanced.
- Is usually repeated over a period of time.
- Difficult to defend

Types of Bullying

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 of sexual material, sexual gestures, unwanted physical attention, comments about sexual 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 or gaming sites

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other Vulnerable Groups include:

- Looked After Children (LAC)
- Children with Special Educational Needs or Disabilities (SEND)
- Children entitled to Free School Meals (FSM)

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through Collective Worship, PSHE lessons and general discussions on a daily basis, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Online Safety is an important part of the Curriculum and information for parents/carers is included in newsletters and on the School website.

Online and E-safety workshops are held in school to provide awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct/School Rules

Our School Values and expectations are regularly promoted in Collective Worship, our daily practice and within class lessons and displayed throughout the school. Through pupils understanding these expectations, and staff reinforcing them, bullying should be significantly reduced. Our School Council has developed some School Rules that align with our School Vision. These are used in Collective Worship; class, group and individual discussions with children and with reference to the Behaviour Ladder:

Be kind to everyone.

Treat everyone how you want to be treated.

Always do your best.

Look after your environment.

These link to our **statement of behaviour principles**:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, governors and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Behaviour Policy

Our Behaviour Policy includes choices and outcomes AIR Form for Schools which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying are reported to the Executive Headteacher/Head of School or senior member of staff and recorded on CPOMS immediately. In any case of alleged bullying, the class teacher, Executive Headteacher, Head of School or a senior member of staff first establishes the facts and builds an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents/carers and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Executive Headteacher (or Head of School) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents are recorded on CPOMS. Parents or carers of both parties are informed. If the situation does not improve, the Executive Headteacher (or Head of School) will meet with the parent(s)/carer(s) of the bullying child(ren) and agree clear expectations and boundaries which are shared with the pupils involved. Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and appropriate actions implemented as deemed necessary. Any necessary action is be taken until the bullying has stopped.

Signs of Bullying

Staff are vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Executive Headteacher who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's CPOMS Anti-bullying Log, and by discussion with the Executive Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.