

St Mary's Catholic Primary School

Anti-bullying Policy



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Date: November 2025

Review Period: Annually

Reviewed by: Headteacher

Date ratified by Local Governing Committee: 18 November 2025

Policy Aims and Purpose

- To ensure a secure and positive environment free from threat, harassment, discrimination or any type of abusive behaviour
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable
- To ensure a consistent and unified approach to preventing, challenging and responding to incidents of bullying that occur
- To inform pupils and parents of the school's expectations and to foster a productive approach to maintain an abusive-free environment
- To outline our commitment of continuously improving our approach to bullying by regularly monitoring and reviewing the impact of our preventative measures

Definition of Bullying

Bullying is the repetitive and sustained intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore, deliberately hurtful; repeated over a period of time; and difficult to defend against.

The term bullying is therefore not appropriate when describing one off incidents, accidents, incidents without intent or friendship fallouts – incidents of this nature are dealt with in accordance with our Behaviour Policy.

Bullying can be based on any of the following things:

- Race
- Sexual orientation
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist abuse)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to being a member of an identified vulnerable group

The nature of bullying can be:

- Physical - hitting, kicking, pushing or inappropriate/unwanted physical contact
- Verbal - name calling, ridicule, threatening comments
- Indirect – segregation/excluding someone, spreading rumours, taking/damaging possessions
- Visual/written - graffiti, threatening gestures, wearing racist insignia
- Online - threatening, offensive, upsetting and inappropriate messages, videos, photos or images by phone, text, email, instant messenger, through gaming, websites, social media sites and apps

Child on Child Abuse

Child-on-child abuse is a **serious form of bullying** (abuse) between children of a similar age and as such has wider safeguarding implications. Please refer to our KCSIE Safeguarding Policy if you suspect or are made aware of a child-on-child abuse incident.

Signs of Bullying

The following signs are possible indicators that a child is being bullied, however, these signs may also indicate a range of other forms of abuse:

- Withdrawn or distressed behaviour
- Fear or refusal of going to school or complaining of illness
- Decline in academic progress or attainment
- Nightmares or cry themselves to sleep
- Bed wetting
- Damaged or missing possessions
- Refusal to say what is wrong

- Mood swings or temper tantrums
- Uncharacteristic disobedience and aggression

Responding to Bullying

Bullying can happen to anyone and anyone can be a bully:

- Some children know that they are bullying and they mean to bully, i.e. there is intent
- Some children bully others without realising how their actions impact others
- Some children may not be aware that they are being bullied: they may be too young or have a certain level of special educational needs
- Children from troubled home environments, or children who are responding to emotional or mental health issues may trigger unkind behaviour to others, or be susceptible to fall victim

Therefore, all incidents of bullying will be different and will vary in severity so how we respond must be decided on a case-by-case basis. In all cases, this response will be proportionate, considered and supportive for all individuals involved.

Staff will:

- Record details and report them to the class teacher
- Cross check background evidence on each child's Arbor record
- Investigate allegations by leading a restorative conversation with individuals involved
- Support relevant children to complete reflection forms to take home (see Behaviour Policy)
- Manage further incidents with the No Blame Support Group method (appendix A)
- Report a concern of child-on-child abuse in accordance with KCSIE and our Safeguarding Policy

Children will:

- Be firm and clear – look the bully in the eye and tell them to stop
- Find an adult immediately and tell them what happened, when, who, where and when this last happened/ how often it has been happening

Parents will:

- Report concerns to the class teacher by e-mail or telephoning the school office
- Update the class teacher about improvements or if the bullying continues

Preventing Bullying

- A robust Behaviour Policy, upheld by all, which promotes a culture of mutual respect, consideration and care for others
- Actively create "safe spaces" for vulnerable children and young people
 - Sensory room
 - Identified key worker
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied:
 - Restorative conversations
 - No blame support group
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities:
 - Class and corridor displays
 - Themed assemblies
 - Anti-bullying week
 - School council
- Offer a supportive response to individuals affected:
 - Daily check-ins with a trusted adult
 - Counselling
 - ELSA

Links with other Policies and School Practices

- Behaviour

- Complaints Procedure
- KCSIE and Safeguarding
- Acceptable Use Policies (AUPs) and e-Safety (Online Safety)
- Curriculum policies, including Relationship and Sex Education Policy, PSHE, computing

Links to Legislation

- The Education and Inspection Act
- The Equality Act
- The Children Act
- Protection from Harassment Act
- The Malicious Communications Act
- Public Order Act
- The Computer Misuse Act

Responsibilities

- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy
- The head teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
- The head teacher to communicate incidents to the governing body via the termly report
- The governors to evaluate the effectiveness of the policy based on the termly report
- If improvements are required, the policy and anti-bullying strategies will be reviewed and amended

Appendix A

No Blame Support Group

- In this method, the child who is the target of the bullying meets with a trusted adult and is asked to draw a picture or write a poem about how the bullying has affected them
- The teacher or trusted adult will then hold a meeting with a group of pupils including the bully, those who may have seen the incidents and others who are not directly involved (positive role models)
- The teacher explains to the group how the victim is feeling (without identifying the bully) and the group then offer suggestions to find a solution
- Removing blame from the process allows the bully or bullies to involve themselves in finding a solution without feeling threatened or defensive
- Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying
- The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas' rests with the group
- Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying
- A week or so later the group reconvenes to discuss progress and what has been achieved