



Anti-bullying Policy

2026-27

Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

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1) Policy objectives

This policy outlines how SS John and Monica Catholic Primary School will prevent and respond to all forms of bullying.

At SS John and Monica's, we are committed to creating an anti-bullying culture in which bullying involving children or adults is not tolerated in any form. This reflects our mission to Love, Respect, Understand and Value Each Other.

Pupil Voice: *"We want everyone in school to know that bullying is not accepted here and that it is everyone's job to stand up against it."*

2) Links with other school policies and practice

This policy should be read alongside the school's:

- Behaviour and Relationship Policy
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse procedures
- Complaints Policy
- Confidentiality Policy
- Online Safety Policy and Acceptable Use Agreements
- PSHE and Relationships Education Policy
- Computing Policy
- Attendance Policy
- SEND Policy
- Allergy Safety Policy
- Staff Code of Conduct
- Parental Code of Conduct

3) Links to legislation and statutory/non-statutory guidance

This policy reflects statutory requirements and guidance, including:

- Education and Inspections Act 2006
- Equality Act 2010 and Public Sector Equality Duty
- Children Act 1989
- Children and Families Act 2014
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Online Safety Act 2023
- **Children's Wellbeing and Schools Act 2026**
- **Keeping Children Safe in Education (KCSIE) 2026**
- DfE *Behaviour in Schools* guidance
- **DfE *Allergy Safety in Schools* statutory guidance (2026)**
- **DfE *Preventing and Tackling Bullying* guidance**

- **DfE Preventing and Tackling the Bullying and Harassment of School Staff guidance (2026)**

4) Responsibilities

Responsibilities include:

- **Headteacher:** communicate the policy, ensure it is implemented consistently, ensure appropriate and proportionate responses to bullying, and appoint a designated anti-bullying lead/senior leader
- **Governors:** monitor the effectiveness and implementation of the policy.
- **All staff:** understand, uphold and implement the policy, challenge bullying and report concerns appropriately.
- **Parents/carers:** support the school's approach, raise concerns promptly and work in partnership with the school.
- **Pupils:** treat others with respect, report bullying and support the school's anti-bullying approach.

Staff will receive appropriate training to recognise, prevent, record and respond to bullying, including prejudice-based, discriminatory and online bullying.

5) Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual physically or emotionally. Bullying often involves an imbalance of power, which may be physical, psychological, social or related to a person's circumstances. It includes prejudice-based bullying and cyberbullying.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child-on-child abuse including prejudice-based and discriminatory bullying. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Pupil Voice: *"Bullying is when someone keeps being unkind or hurting someone on purpose – not just once."*

Bullying is not

It is important to understand that not all unkind behaviour is bullying. Bullying is deliberate, repeated, and intended to cause harm.

- Occasional fallings-out between friends, disagreements, name calling, or when a 'joke' goes too far are not the same as bullying.
- Children may sometimes behave hurtfully during a disagreement or when they are upset or frustrated. This does not make the behaviour acceptable. Staff will respond appropriately, support those affected and help pupils repair harm and develop healthier ways of managing conflict.
- Learning to manage these occasional conflicts is an important part of growing up, helping children to develop resilience, empathy, and the social skills needed to repair relationships.

Pupil Voice: *"Sometimes friends argue or say things they don't mean. That's not bullying – it's how we learn to make up and be friends again."*

6) Forms of bullying

Bullying can happen to anyone. This policy recognises and addresses all forms of bullying, including but not limited to:

- Bullying related to physical appearance (e.g., size, weight, clothing, features).
- Bullying of young carers, children in care, or those experiencing particular home circumstances.
- Bullying related to health or medical conditions (physical or mental), including allergies. This may include teasing, intimidation, deliberately exposing or threatening to expose someone to a known allergen, or interfering with their medication or medical equipment. Any behaviour which places a pupil at risk of an allergic reaction will be treated as a serious safeguarding and behaviour concern.
- Physical bullying (hitting, kicking, taking belongings).
- Emotional/psychological bullying (exclusion, intimidation, spreading rumours).
- Sexual bullying (including harmful sexual behaviour, harassment, or inappropriate comments).
- Bullying via technology (cyberbullying: social media, messaging, gaming, image sharing).

Prejudice-based and discriminatory bullying

Bullying linked to protected characteristics under the Equality Act 2010, including:

- Race, religion, faith or belief (including those without faith).
- Ethnicity, nationality, or culture.
- Special Educational Needs or Disability (SEND).
- Sexual orientation (homophobic or biphobic bullying).
- Gender-based bullying, including transphobic bullying.
- Pregnancy and maternity (including bullying of teenage parents).

Pupil Voice: *“Bullying can be about lots of different things – how you look, what you believe, or even who your family is. But whatever the reason, it’s never okay.”*

7) School ethos

Our ethos is to create a safe, respectful environment, addressing bullying promptly and fairly. We recognise that some pupils (e.g., those with SEND, disabilities, medical conditions or allergies, or protected characteristics) may be more vulnerable to bullying. We will work with families and external agencies to provide effective support.

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential and live our school mission to Love, Respect, Understand and Value each other.

Pupil Voice: *“We are a school family and it is important that we all feel safe and happy in school. We must stop bullying so that we are free to learn and live out our school mission.”*

Our Community

At SS John and Monica Catholic Primary School, our community works together to prevent and tackle bullying.

We commit to:

- Regularly monitoring and reviewing our anti-bullying policy and practice.
- Supporting staff to promote positive relationships that help prevent bullying.
- Recognising that some members of our community may be more vulnerable to bullying and its impact, such as children with SEND, disabilities, medical conditions or allergies, and ensuring effective strategies and tailored support are in place.
- Intervening promptly and appropriately to identify and tackle bullying behaviour.
- Ensuring pupils know that bullying concerns will be dealt with sensitively, fairly, and effectively, and that everyone has the right to feel safe and able to learn.
- Expecting all members of the community to work together to uphold the anti-bullying policy.
- Acknowledging the impact bullying can have on the wider family, and working in partnership with parents/carers at all stages of reported concerns.
- Responding promptly to grievances regarding the school's handling of bullying, in line with the Complaints Policy.
- Learning from best practice in other schools and organisations to strengthen our approach.
- Drawing on support from the Local Authority and other relevant agencies when appropriate.

Pupil Voice: *"We know that adults in school will listen to us, take us seriously, and help to make things better."*

8) Responding to bullying

The school is committed to responding promptly, fairly and effectively to all incidents of bullying.

Reporting bullying concerns

Pupils are encouraged to report bullying to any trusted adult in school, including their class teacher, teaching assistant, lunchtime supervisor, pastoral staff, DSL or Deputy DSL.

Parents and carers should raise concerns with the class teacher in the first instance. Concerns may also be raised directly with the Headteacher, DSL or Deputy DSL where appropriate.

Staff who witness or receive a report of bullying must take the concern seriously, ensure the pupil is safe and follow the school's recording and reporting procedures without delay.

Concerns involving a member of staff should be reported to the Headteacher. Concerns involving the Headteacher should be raised with the Chair of Governors in line with the school's complaints and governance procedures.

Pupils, staff and parents/carers will not be discouraged from reporting concerns because they are unsure whether the behaviour meets the definition of bullying. All concerns will be listened to, recorded and responded to appropriately.

- **Concern received:** listen, reassure, secure immediate safety and record.
- **Initial assessment:** consider repetition, harm, power imbalance, prejudice, vulnerability and safeguarding risk.
- **Escalation:** refer suspected bullying to the anti-bullying lead or SLT; refer safeguarding concerns to the DSL immediately.
- **Investigation:** hear accounts separately, review records and evidence, and consult appropriate staff.
- **Decision:** determine whether the matter is bullying, another behaviour concern, a safeguarding concern, or a combination.
- **Response:** provide support, proportionate consequences, safety planning and work to address the behaviour.
- **Communication:** inform parents appropriately, subject to safeguarding and confidentiality.
- **Follow-up:** check that the behaviour has stopped, review support and record the outcome.
- **Monitoring:** analyse patterns and report anonymised trends to leaders and governors.

General response

When dealing with reported or suspected bullying, the school will:

- Act immediately when bullying is suspected or reported, ensuring the concern is addressed by the staff member approached or who witnessed it.
- Provide appropriate support for the person being bullied, ensuring they are safe from immediate harm and involved in decision-making where appropriate.
- Ensure reported bullying is investigated by an appropriate member of staff, with involvement from a senior leader or DSL/DDSL where appropriate.
- Ensure the Headteacher/DSL is informed of all bullying issues where there are safeguarding concerns.
- Inform and involve relevant staff as appropriate.
- Ensure parents/carers are kept informed about concerns, actions and outcomes, in line with safeguarding and confidentiality policies.
- Apply sanctions in line with the Behaviour and Relationship Policy and provide support for all parties.
- Where bullying may constitute child-on-child abuse or otherwise raise a safeguarding concern, manage the concern in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE).
- Where bullying involves a pupil's allergy or medical condition and may place them at risk of harm, take immediate action in accordance with the school's Allergy Safety Policy and/or relevant individual healthcare plan.
- Consult with other agencies if necessary, including:
 - the police, if a criminal offence has been committed;
 - Early Help or Children's Social Care, if a child is at risk of significant harm.
- Where bullying occurs off-site or outside of school hours (including online), ensure that the concern is fully investigated. If needed, the DSL will collaborate with other schools or agencies.

- Ensure a clear and detailed record of incidents, actions, decisions and outcomes is kept in line with school safeguarding procedures.

Pupil Voice: *“When we tell an adult, we want to know they will take us seriously and do something about it.”*

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident is reported or identified.
- Provide support for the person targeted and work with the person who has bullied to change their behaviour.
- Encourage the person being bullied to keep evidence (e.g. screenshots, saved messages).
- Take all available steps to identify the person responsible, including:
 - reviewing use of school systems;
 - interviewing possible witnesses;
 - contacting the service provider and, where necessary, the police.
- Work with individuals and service providers to remove offensive or harmful content and prevent the incident spreading.
- Support pupils and parents to report harmful content to providers if perpetrators are unidentified or refuse to cooperate.
- Confiscate and search electronic devices (e.g. phones) where appropriate, in line with the law, DfE *Searching, Screening and Confiscation at School* guidance and the school's own policy.
- Request deletion of locally held or online content that breaches behavioural expectations.
- Apply sanctions in line with the Behaviour and Relationship Policy. These may include warnings, removal of privileges (including online access), and suspension or permanent exclusion in serious cases.
- Where a criminal offence may have been committed (e.g. harassment, hate crime, malicious communications), inform the police.
- Provide education and guidance for staff, pupils and parents, including:
 - advising those targeted not to retaliate or reply;
 - practical advice on blocking or removing contacts;
 - discussions with pupils and parents/carers about behaviour change;
 - promoting safe and responsible use of technology.
- Where necessary, involve external agencies such as Early Help, Children's Social Care, the police, or appropriate health and wellbeing services.

- Encourage pupils to think carefully about what personal information they share online and the risks associated with their digital footprint.

Pupil Voice: *“Online bullying can feel like it follows you everywhere. It helps when adults show us how to block it, report it, and remind us that we are not alone.”*

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassurance and continuous pastoral support, ensuring they feel safe, valued and listened to.
- Offering an immediate opportunity to discuss the incident with their class teacher, the Designated Safeguarding Lead (DSL), or another trusted member of staff.
- Being encouraged to keep a record of incidents as evidence, where appropriate, and supported to explore ways to respond.
- Working actively to restore self-esteem and confidence through positive reinforcement, peer support and inclusion.
- Providing ongoing tailored support, which may include:
 - regular check-ins with staff;
 - access to appropriate pastoral or counselling support;
 - engagement with parents/carers.
- Where necessary, working with the wider community and appropriate external agencies to provide additional guidance and support.
- Recognising that pupils with SEND, disabilities, **medical conditions or allergies** may require adapted or additional support to address their specific needs.

Pupil Voice: *“When someone is bullied, they need to know they are not alone and that adults will help them feel safe again.”*

Supporting Adults

Our school takes the bullying or harassment of adults (staff, parents, carers, governors or other members of the school community) seriously. Bullying or harassment may be carried out by another adult, a pupil or a parent/carer and may take place in person or online.

Adults who have been bullied, harassed or affected will be supported by:

- Being offered an immediate opportunity to raise concerns with an appropriate senior leader or the Headteacher. Where a concern involves the Headteacher, the appropriate school or Local Authority procedure will be followed.
- Ensuring concerns are taken seriously, responded to promptly and appropriately recorded.
- Being encouraged to keep a record of incidents as evidence, including relevant online communications where appropriate.

- Being involved, where appropriate, in decisions about how the concern will be investigated and the next steps to be taken.
- Providing reassurance and access to appropriate support, including signposting to relevant professional or external support where required.
- Taking appropriate action where bullying or harassment occurs online, including supporting the reporting and removal of harmful or offensive content where appropriate.
- Ensuring that concerns involving staff are addressed through the appropriate school procedures, which may include the Staff Code of Conduct, Grievance Procedure, disciplinary procedures or other relevant employment procedures.
- Addressing bullying or harassment by pupils through the Behaviour and Relationship Policy and relevant safeguarding procedures.
- Addressing bullying or harassment by parents/carers through the school's appropriate procedures and expectations for parental conduct.
- In serious cases, seeking advice or support from the Local Authority, HR, police or other relevant agencies as appropriate.

Adults Who Have Perpetrated Bullying

Adults who engage in bullying or harassment will be addressed appropriately according to the nature and seriousness of the behaviour and their relationship with the school.

The school will:

- Establish the facts and ensure concerns are considered promptly, fairly and appropriately.
- Where the concern involves a member of staff, follow the appropriate Staff Code of Conduct, grievance, disciplinary or other relevant employment procedures.
- Where the concern involves a parent/carer, address the behaviour in line with the school's expectations for parental conduct and other relevant procedures.
- Where a legitimate complaint or grievance has been raised, ensure the individual is directed to the appropriate procedure. Raising a legitimate concern or complaint will not in itself be regarded as bullying.
- Where online bullying or harassment is involved, retain relevant evidence and, where appropriate, request that harmful or offensive content is removed.
- Take proportionate action according to the seriousness of the behaviour, which may include formal warnings, restricting access to the school site, disciplinary action, referral to the Local Authority or HR, or involvement of the police where appropriate.
- Where appropriate, provide opportunities to address the underlying causes of the behaviour and promote more positive and respectful interactions.

9) Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes mutual respect, care and consideration for others.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including both pupils and adults.
- Be aware that some pupils, including those with SEND, disabilities, **medical conditions or allergies**, may be disproportionately impacted by bullying, and provide tailored pastoral support where needed.
- Openly discuss differences between people that could lead to bullying, including family circumstances (e.g. looked-after children, young carers), religion, ethnicity, disability, **medical conditions and allergies**, gender, sexuality or physical appearance.
- Challenge practices and language (including so-called “banter”) which do not reflect the school’s values of tolerance, respect and inclusion. This includes tackling harmful sexualised behaviour.
- Encourage pupils to use technology positively and responsibly.
- Work with staff, parents, the wider community and external agencies to prevent and address all forms of prejudice-based and discriminatory bullying.
- Provide safe spaces and appropriate support for vulnerable pupils.
- Celebrate pupils’ successes and achievements to build a positive ethos where bullying is less likely to occur.

Pupil Voice: *“We are all different, but that makes our school stronger. Everyone should feel proud of who they are.”*

Policy and Support

The whole school community will:

- Provide a range of accessible reporting routes for pupils, staff and parents/carers.
- Regularly review and update practice to reflect changes in technology and guidance, ensuring advice on safe online behaviour is up to date.
- Take appropriate and proportionate action for any bullying brought to the school’s attention, even if it occurs outside school premises (e.g. on transport or online).
- Apply sanctions that reflect the seriousness of incidents, showing clearly that bullying is unacceptable.
- Use a variety of approaches, including restorative practices **where appropriate**, to resolve conflict, repair relationships and support positive behaviour.

Education and Training

The school community will:

- Provide regular training for all staff (teaching, support, administrative, lunchtime and site staff) to identify, prevent and respond to bullying, including how concerns should be reported and recorded.
- Ensure staff understand the different forms bullying may take, including prejudice-based and discriminatory bullying, cyberbullying and bullying related to SEND, disability, medical conditions or allergies.
- Embed anti-bullying themes into the curriculum and wider school activities, such as displays, assemblies, peer mentoring and school council projects.

- Collaborate with other schools and educational settings, particularly at transition points, to ensure continuity of support.
- Keep anti-bullying work high profile throughout the year, highlighted through initiatives such as Anti-Bullying Week.
- Provide regular opportunities to develop pupils' social and emotional skills, resilience and self-esteem.

10) Involvement of pupils

We will:

- Involve pupils in policy development and decision-making, ensuring they understand the school's approach and their own responsibilities.
- Regularly seek pupils' views on the extent and nature of bullying in school.
- Ensure pupils know how and where to report bullying, worries or concerns, including who they can speak to in school.
- Ensure pupils understand that concerns will be listened to, taken seriously and acted upon appropriately.
- Ensure pupils are aware of the consequences and sanctions that may apply when bullying occurs.
- Involve pupils in campaigns, assemblies and curriculum activities that promote kindness, respect and positive relationships.
- Use pupil voice to support peer education and strengthen the school's approach to preventing bullying.
- Share details of both internal support and appropriate external helplines and organisations.
- Provide support not only for pupils who are bullied, but also for those who bully, addressing the underlying causes of their behaviour and supporting them to make positive changes.

Pupil Voice: *"When we help, we can make a difference in stopping bullying."*

11) Involvement and liaison with parents and carers

We will:

- Involve parents and carers in our approach to preventing bullying, ensuring they understand that bullying is not tolerated at our school.
- Provide clear information about our policy, procedures and who to contact if concerns arise, including through the school website.
- Encourage parents/carers to raise concerns about suspected bullying promptly so that these can be investigated and addressed appropriately.
- Keep parents/carers appropriately informed when their child is involved in a bullying concern, while respecting safeguarding and confidentiality requirements.
- Work in partnership with parents/carers and the wider community to tackle issues that arise beyond the school gates, including online.

- Encourage parents/carers to model positive and respectful behaviour for pupils, both offline and online.
- Ensure parents/carers understand the school's expectations for respectful communication with staff and the appropriate routes for raising concerns.
- Ensure parents/carers are aware of our Complaints Procedure and how to use it if they have concerns about the school's response to bullying.

Pupil Voice: *"When our parents and teachers work together, it helps us feel safe and supported."*

12) Monitoring and review: putting policy into practice

- The school will regularly monitor and evaluate how effectively this policy is being implemented.
- Bullying incidents will be recorded consistently in line with the school's behaviour and safeguarding procedures, as appropriate.
- Monitoring will include analysis of patterns and trends, including repeated incidents, prejudice-related incidents, discriminatory bullying, cyberbullying and bullying related to SEND, disability, medical conditions or allergies.
- Where appropriate, monitoring will also consider incidents of bullying or harassment involving adults, in line with relevant school and employment procedures.
- Any patterns, trends or areas of concern identified through monitoring will inform the school's action planning, staff training and preventative work.
- The Headteacher will be kept informed of significant or recurring bullying concerns.
- The Governing Body will receive appropriate information about the effectiveness of the school's approach to preventing and responding to bullying, including relevant trends and actions taken.
- This policy will be reviewed **annually**, or sooner where there are significant changes to legislation, statutory guidance or school practice.

13) Useful links and supporting organisations

The following organisations provide advice, guidance and support relating to bullying, online safety, discrimination, SEND, medical conditions and the wellbeing of children and adults:

- [Anti-Bullying Alliance](#) – advice, resources and training for preventing and responding to bullying.
- [Childline](#) – confidential advice and support for children and young people, including bullying and cyberbullying.
- [NSPCC](#) – safeguarding advice and support for children, families and professionals.
- [YoungMinds](#) – information and support relating to children and young people's mental health and wellbeing.
- [Childnet](#) – advice and resources to support children and young people to use technology safely and responsibly.
- [UK Safer Internet Centre](#) – online safety advice and resources for schools, families and young people.
- [Kidscape](#) – practical advice and support relating to bullying and safeguarding.
- [Allergy UK](#) – information and guidance for schools, pupils and families on allergy safety, inclusion and allergy-related bullying.
- [Kick It Out](#) – support and education relating to discrimination in sport.
- [Educate Against Hate](#) – government advice and resources to help schools safeguard pupils from extremism and radicalisation.

Relevant government guidance can also be accessed through the Department for Education, including guidance on preventing and tackling bullying, behaviour in schools, safeguarding and the bullying and harassment of school staff.

Senior Leadership Team: September 2026

To be reviewed: June 2027