



St. Mary & St. Andrew's Catholic Primary School

Anti-Bullying Policy

We are guided by God who is at the centre of everything we do.

We support each other to be the best we can be to secure bright futures for everyone.

With our parishes, families and the community, we work together to create a school that is safe, happy, respectful and inspirational.

This policy supports the school's mission statement in recognising that each and every person is valued and respected and has a right to learn and work in a safe and purposeful environment. As a Catholic community we follow Christ's example of encouraging relationships based on the gospel values of peace, justice and reconciliation and believe that all that we do should be founded on these principles.

Aims and Objectives of the Policy

The purpose of this policy is to promote a consistency of approach and to create and reinforce a climate in which all types of bullying are regarded as unacceptable.

Promote a shared understanding of bullying behaviour and raise awareness amongst, pupils, staff, parents and carers.

Make sure pupils have someone to talk to, whether another pupil or adult, if they are being bullied.

Provide a secure and robust framework for managing incidents and set out a procedure for dealing with incidents involving bullying.

Provide a clear procedure for how the school prevents bullying behaviour.

At our school, children must feel **SAFE, SEEN, SOOTHED** and **SECURE** (the 4 S's of attachment).

We uphold these 4 S's through a consistent and persistent approach to the development of all our relationships which includes:

- **Being fair is not about everyone getting the same (equality)** but about everyone getting what they need (equity).

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- All behaviour is a form of communication.
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.**
We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
- **Maintaining clear boundaries and expectations** around behaviour. In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours. Sanctions may be necessary and are outlined further in this document.
- **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs.
- It is everyone's responsibility to respond to and provide for the emotional well-being of a child.

Our children feel **SAFE** – physically and emotionally

Our children feel **SEEN** - Rewards at discretion of class teacher

Our children feel **SECURE**- We pursue equity and remove barriers to achievement

Our children feel **SOOTHED** – Staff use Emotion Coaching, we name our emotions, we talk about them and staff model this explicit method of teaching

Definition of Bullying Behaviour

(Including Racist, Sexist and Homophobic, Special Educational Needs and Disability)

Any behaviour constitutes bullying if:

- It is repetitive, wilful or persistent.
- It is intentionally harmful, carried out by an individual or group.

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- There is an imbalance of power leaving the person who is bullied feeling defenceless.

It is also important to acknowledge that bullying behaviour can and does occur anywhere and everywhere; in schools, within the home and the community.

Bullying falls into two categories:

- i) Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups or cyber bullying and
- ii) Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

This is in line with the DfE definition which states:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Specific types of bullying include:

- *bullying related to race, religion or culture*
- *bullying related to special educational needs or disabilities*
- *bullying related to appearance or health conditions*
- *bullying related to home circumstances*
- *bullying related to sexual orientation*
- *sexist or sexual bullying*

Definition of bullying online

Bullying online is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and X to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, online bullying can often be difficult to track as the on-line bully (the person responsible for the acts of online bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

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Actions NOT considered to be bullying

- Not liking or not agreeing with someone
- Being excluded from a game as a one off situation
- Accidentally bumping into someone
- A single act of telling a joke about someone
- Arguments or disagreements
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

At St Mary & St Andrew's Catholic Primary School it is recognised that bullying is a reality in society but strives, by example and support, to eradicate it in all its forms within the school. It is intended that pupils will see in the relationships between adults and pupils, and between adults and other adults, examples of mutual respect, and that all members of the community will be able to work together in an environment free from any form of aggression.

The Head Teacher and staff will take every step to prevent all forms of bullying among pupils by:

- Reminding children of our mission statement and duty to treat everyone as we would like to be treated.
- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for themselves and others.
- Ensuring that pupils' standard of behaviour is acceptable.
- Supervising pupils' conduct.

The school will not tolerate any forms of bullying and will:

- Take all bullying problems seriously.

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- Investigate all incidents thoroughly.
- Ensure that those involved are interviewed separately.
- Obtain witness information.
- Keep a written record of the incident, investigation and outcomes.
- Inform staff of the incident where a pupil is involved.
- Ensure action is taken to prevent further incidents.
- Seek other professional advice/support as appropriate.
- Keep parents informed throughout.

This policy should be read in conjunction with the school's values and the following policies:

- Health and Safety Policy
- Accessibility & Equalities Policy
- Special Educational Needs and Disability Policy
- Whistleblowing Policy
- Online Access and Safety Policy
- Relationships and regulation policy

Application of the Policy

This policy applies to the whole school community i.e. all adults, children and young people. It addresses child to child, adult to child, child to adult and adult to adult bullying behaviour. However, for bullying involving adults we follow the agreed County procedures for bullying in the workplace. This policy applies both inside and outside of school, for example, school trips, sports fixtures and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school. The school will also support pupils involved in any bullying incidents (including cyberbullying) outside the school day (when they are not on school premises and not under the control or supervision of a member of staff) where they impact on the child's

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wellbeing in school. The school will also signpost advice and support for children and adults as required by any situation. Under the duty of care, all adults in our school community have a responsibility to act on bullying behaviour.

Procedures for Reporting Bullying Behaviour

Through our Anti-Bullying Policy, children should feel confident in expressing personal concerns for themselves or others in relation to bullying matters. Below is a series of procedures that are followed to deal with issues of bullying that may arise.

Children may report an incident that relates to themselves or anyone else they know to:

- their class teacher, teaching assistant, familiar adult in school
- the teacher on duty at playtime / lunchtime welfare staff
- senior members of staff (Head Teacher / Deputy Head Teacher)
- a fellow child.

Next steps:

- Following a disclosure all staff will report the concern to the Head Teacher or Deputy DSL (in her absence). The Head Teacher will then follow up the referral as outlined below.
- Staff should report any concerns they have about an individual to the Head Teacher both verbally and in written form and recorded on our safeguarding software, CPOMS.

Regular visitors are made aware of the school's policy.

If parents suspect bullying, they are expected to contact their child's class teacher in the first instance who will then follow the procedure of referral above or if they felt the situation was serious enough, report it straight to the Head Teacher.

Procedures for Dealing with Incidents Including Follow-Up

The designated member of staff for bullying incidents is Mrs Sarah Roach (Head Teacher), Mrs Bisby as DSL assumes the role in the Head Teacher's absence. Any issue involving bullying should be reported to the Head Teacher, who will then begin the following procedures:

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- The pupil who has been identified as being the target of the bullying behaviour will be spoken to in a safe place and the details ascertained. Parents will be involved according to the level / nature of the disclosure. This is at the discretion of the Head Teacher.
- Where appropriate, restorative practices will be employed so that the victim and perpetrator are allowed to restore their relationship in a context of openness, honesty, support and fairness.
- Once a clear picture of the events has been ascertained, the others involved in the incident will be spoken to and, once events have been agreed, appropriate action will be taken (different consequences will be applied according to the severity of the incident).
- Parents of both parties will be informed where the Head Teacher feels that it is appropriate.
- The Head Teacher will follow up the events the following day and then again after 3/4 days to check that there has been no repeat of any incidents.
- The child will be reassured to come straight to the Head Teacher with any further concerns so they can be dealt with promptly.
- The class teacher will be informed of the full procedure and its outcomes.

Procedures for Recording Bullying Behaviour

For any incident of reported bullying an entry will be made in CPOMS.

Procedures for Dealing with Complaints

The school will always aim to solve any parental concerns quickly. Any complaints about how this policy has been applied should, in the first instance, be made to the Head Teacher, who will do everything possible to resolve the issues.

If there is no resolution, the matter should be taken to the Chair of Governors, contact details of whom are available from the school office.

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Support for Children and Young People, Parents, Staff during and immediately after incidents

The school recognises that any bullying causes anxiety and worry. The pupil and their parents involved will be offered opportunity to talk through their concerns in a safe place and will be given additional support or reassurance from members of school staff. If appropriate, other support measures will be used (e.g. circle time or 1:1 support/myHappyMind sessions)

The perpetrator will also be supported in ways of changing their behaviour.

Range of Actions That May Be Applied

The school recognises that every incident is different and will, therefore, need to be dealt with on an individual basis. Actions will be appropriate for:

- Severity of the incident(s)
- Age of the children involved
- Response of all parties
- The Relationships and regulations policy (graduated response document) will set out sanctions that may be appropriate for each incident.

Intervention Strategies

The school will use a range of interventions after any bullying situation or disclosure. The interventions may include for example:

- behaviour modification programmes
- peer support
- support group approaches
- restorative approaches
- External agents to include CFW, CAMHS, NHS mental health team

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Preventative Measures

The school uses a range of measures to actively prevent bullying behaviour (including cyberbullying). These include:

- Providing a safe and secure environment where all pupils are known by staff
- Operating an open door and "OK to Tell" policy
- Offering mentoring and peer support if required
- Fully embracing PSHE and ensuring that Catholic Values permeate all aspects of school life. This includes input during 'Anti-bullying Week' in November each year.
- NSPCC programme of study each year 'Speak out; Stay Safe'
- Appropriate continuing professional development (CPD) for adults including attachment training
- A clearly defined Online Safety and Access policy that complies with the County model procedures.
- Staff are also updated on online matters regularly through staff meetings.

Implementation of the Policy

The Head Teacher will have responsibility for ensuring the policy is carried out and is brought to the attention of adults, children and young people on a regular basis. Staff will be given chance to review the policy at INSET / staff meetings.

Monitoring the Anti-Bullying Policy Process

The Head Teacher will have responsibility for:

- Establishing baseline data on which to build the monitoring process.
- Monitoring the number and types of bullying incidents.
- Checking that recording and reporting procedures are being applied consistently.

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- Canvassing opinions amongst children and young people as to the effectiveness of the policy. This will be done through school council participation, class surveys and individual pupil interviews.

Evaluating the Policy

The policy will be reviewed every two years. The review will be carried out by the Head Teacher and will involve input from staff, governors and pupils.

The policy will be reviewed biennially with the next review date of Summer term 2026

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