Sacred Heart Catholic Primary School

Anti-bullying Policy

Mission Statement:

Learning and loving with Christ as our teacher.

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	Annually
Last Review Date	11/09/24
GB Adopted	09/09/25
Next Review Date	Oct 2026

Signature: *Linda Payne* Date: 9th September 2025
Executive Head Teacher

Signature: Vivienne Morgan Date: 9th September 2025
Chair of Governors

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Introduction

Statement of intent

Sacred Heart Catholic Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act
- Equality Act
- Protection from Harassment Act
- Malicious Communications Act
- Public Order Act
- Communications Act
- Human Rights Act
- Crime and Disorder Act
- Education Act
- DfE 'Preventing and tackling bullying'
- **[Updated]** DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and wellbeing provision in schools'
- **[Updated]** DfE 'Keeping children safe in education'
- DfE 'Online Safety: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

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- Behavioural Policy
- Child Protection and Safeguarding Policy (includes peer on peer abuse)
- Personal, Social, Emotional and Mental Health (PSEMH) Policy
- Relationships and Sex Education Policy
- Exclusion Policy

Exclusion Policy

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

1. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** the perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** bullying is generally targeted at a specific individual or group.
- **Power imbalance:** whether real or perceived, bullying is generally based on unequal power relations.

2. Types of bullying

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Bullying can happen to anyone. This policy covers all types and forms of bullying. Many kinds of behaviour can be considered bullying and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

- **Racist bullying:** ullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level or the perceived "quality" of their clothing or belongings.
- **Cyberbullying:** cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff and others and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories. Cyberbullying can include the following:
    - threatening, intimidating or upsetting text messages;
    - threatening or embarrassing pictures and video clips;

- disclosure of private sexual photographs or videos with the intent to cause distress;
- silent or abusive phone calls;
- using the victim's phone to harass others, to make them think the victim is responsible;
- threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- menacing or upsetting responses to someone in a chatroom;
- unpleasant messages sent via instant messaging;
- unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook.

NB. The above list is not exhaustive, and cyberbullying may take other forms.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet ,such as email and internet chat room misuse, mobile threats by text messaging and calls and misuse of associated technology i.e. camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or go missing
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually lost
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

3. Responding to Bullying Concerns

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The following steps will be taken when dealing with any incidents of bullying reported to the school:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Designated Safeguarding Lead (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Head of School, DSL or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with Child Protection and Confidentially policies.
- Appropriate sanctions and support, for example, as identified within the school Behaviour policy and Child Protection policies, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, Children, Schools and Families or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school Behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems
  - identifying and interviewing possible witnesses
  - contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

▪ support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
▪ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the Law and the school Searching and Confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully.)
▪ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the Police if a criminal offence has been committed. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  ▪ advising those targeted not to retaliate or reply;
  ▪ providing advice on blocking or removing people from contact lists;
  ▪ helping those involved to consider and manage any private information they may have in the public domain.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incident will be recorded by staff (See Appendix 1).
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behavior.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. The behaviour policy will be instigated.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Support

In the event of bullying, victims will be offered the following support:

- emotional support and reassurance from the class teacher;

- reassurance that it was right to report the incident and that appropriate action will be taken;
- liaison with their parents to ensure a continuous dialogue of support;
- advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how to keep safe online;
- discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the Police may be contacted without discussion with parents).

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

The role of Governors

The governing body supports the Head of School in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head of School 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 body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head of School

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It is the responsibility of the Head of School 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 Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head of School ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying e.g. buddy patrol.

The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head of School, the teacher informs the child's parents.

We keep an anti-bullying folder in the Head of School room where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should report incident to the Head of School. There is a worry box enables children to record any bullying incidences.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately in accordance with the behavioural policy.. This may involve counselling and support for the victim of the bullying, and punishment 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 of School and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

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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.

The role of parents

Parents 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 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.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Online Safety

Monitoring and review

This policy is monitored on a day-to-day basis by the Head of School, 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 anti-bullying logbook, and by discussion with the Head of School. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Disability Equality Scheme

This policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.

Initial investigation into hurtful incident or allegation of bullying

FORM 1 part 1

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Completed by name and role:

Date and Time:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Brief summary of details gathered to date (attached detailed details if appropriate):

Action taken to date (tick or write as appropriate):

Incident resolved	
Time out during class time	
Time out during break or lunchtime	
Reflection sheet completed or to be completed	
Factors to determine if incident constitutes bullying sheet completed form 2	
Class teacher informed	
SLT informed	
Head of School informed	
Parents informed	
Other	

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Date: Signed:

Follow up investigation into hurtful incident or allegation of bullying by SLT

FORM 1 part 2

Completed by name and role:

Date and Time:

Actions taken (tick or write as appropriate):

Spoke to child/ren	
Time out of class	
Time out at lunchtime	
Reflection sheet completed	
Parents met	
Child/ren on report card	
Behaviour support for child put in place	
Risk Assessment Management Plan completed	
Bullying Report & Monitoring Form completed – form 3	
Support for Bullied Child Form completed – form 4a	
Support for the Child who has Bullied form	

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completed – form 4b	
Other	

Date: Signed:

Factors to help determine if incident constitutes bullying

FORM 2

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

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Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

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Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
   - adults as targets or perpetrators (A)
   - perpetrators from outside the school community (O)

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- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

4. Description of incident(s)
   Please give a precise account including places, date, times and any witnesses. Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
   N.B. Indicate if it is a repeat incident.
   N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
   Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Form tutor/class teacher		
Head of Year		
'Target' parents/carers notified by *letter/telephone/in person*		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by *letter/telephone/in person*		
'Offending person/s' parents/carers invited to the school		
CAF initiated for *target/offending person*		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

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7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

   Date:

   Member of staff:

   Name: Date:

Outcomes/actions from follow up.

Investigation:
Date:

Name of pupils involved:

What happened:

Outcome:

Parents informed

Support provided for bullied child

FORM 4a

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision	Support provided

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Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

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Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Actions and Guidance provided for child who has bullied

FORM 4b

Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and

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whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision	Action taken & Support provided
Regular contact with chosen member of staff	
Restorative justice process	
Sanction	
Corrective education	
Removal to different form/teaching group	
Pastoral team support	
Formal counselling	
Parental meetings	
CAF	
CAMHS	
Other	

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

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Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: