



*In the Light of Jesus  
we Learn to Shine*

## St. Joseph's Catholic Primary School

### Anti-bullying Policy

**Ratified by Governors**

Date: 07.10.25

Document Status	
Reviewed	September 2025
Date of next Review	September 2029
Approval Body	Governing Body
Publication	School Website/Staff Policy folder

This policy must be reviewed every 4 years

### **NON - STATUTORY**

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At St Joseph's Catholic Primary School, we are committed to a caring, friendly and safe environment for all our pupils. The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying of any kind is unacceptable at our school; if bullying does occur, all pupils should be able to report an incident and know that their concern will be dealt with promptly and effectively. We expect that anyone who knows that bullying is happening will tell appropriate staff and action will be taken.

It is important to note that it is not the purpose of this policy to prescribe sanctions; these are detailed in the Behaviour Policy.

## **The Law**

This policy is in line with:

- Section 89 of the Education and Inspections Act 2006 with regard to behaviour and bullying, including the specific statutory power of Head teachers to regulate pupils' conduct when they are not on the school premises and not under the charge of a member of school staff.
- The Equality Act 2010 in which a key provision is a public sector Equality Duty with which schools are required to 'eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act'.
- The Children Act 1989 in which a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should discuss their concerns with the school's designated safeguarding lead and relevant authorities in line with Keeping Children Safe in Education.
- The Protection from Harassment Act 1997, the Communications Act 2003, the Public Order Act 1986 and the Malicious Communications Act 1988, in which some types of bullying may be identified as a criminal offence, e.g. '.....the sending of an electronic communication to another person with the intent to cause distress or anxiety'. In the event of this the police will be informed.

This policy has been written with regard to Department for Education advice 'Preventing and Tackling Bullying' July 2017.

## **Aims and Objectives of this Policy**

At St. Joseph's Catholic Primary School we aim to minimise bullying by creating an ethos of positive behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. The aims and objectives of this policy are supported by the roles and responsibilities of the pupil **Anti-bullying Council**.

We will also ensure that:

- the whole school community recognises methods and types of bullying
- we have effective processes and training for staff on responding to, managing and recording bullying incidents reported or witnessed
- there are on-going evaluation of systems and processes in place
- high profile preventative work and awareness raising throughout the whole school year will take place
- staff will be aware of potentially vulnerable pupils
- there will be support for children involved in a bullying incident so the behaviour is not repeated
- parents are informed and involved when appropriate

## **A definition of bullying:**

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying involves an imbalance of power between the perpetrator and the victim, where it is difficult for those being bullied to defend themselves. Definitions from Preventing & tackling bullying July 2017, DfE and Luton Anti-bullying strategy 2011-13):

- deliberate or intentional behaviour that causes physical or emotional harm to a target or group
- repeated over time
- an in-balance of power between those involved
- difficult for victim(s) to defend themselves.

## **Types of bullying:**

**Prejudice:** based on name calling, exclusions, gestures, negative stereotyping. This includes racist, homophobic and transgender inference

**Appearance:** based on weight, size, hair colour or any other physical features

**Income:** based on a perception of low family income

**Disability or Special Needs:** based on name calling, exclusion or laughing at any difficulties experienced

**Health:** based on physical or mental health conditions

## **Methods of bullying:**

**Physical aggression:** hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

**Verbal:** name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events, e.g. bereavement, divorce, being in care.

**Non- verbal:** staring, body language, gestures, posturing

**Indirect:** excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces.

**Cyber-bullying:** text messaging, internet chat rooms, the misuse of camera or video facilities including ‘happy slapping’.

If pupils have an occasional fight or quarrel this is not bullying. **In short, it is the intention to hurt, frighten or intimidate another person.**

## **Strategies for preventing and tackling bullying**

- to raise awareness of the anti-bullying policy
- consistent and effective reporting and information gathering to inform practice
- effective systems and processes to manage incidents of bullying
- to plan opportunities to develop the skills of staff and parents to confidently deal with bullying incidents when reported and support those affected by bullying.

## **Special Educational Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as others. Where appropriate a named adult or buddy is appointed to support individual pupils.

## **Key elements of successful anti-bullying policy and practice:**

- recognising bullying
- preventing bullying
- responding to bullying
- evaluating school practice

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and feel safe. In the event that bullying is identified the school response will involve all the children involved; the victim, bystanders and the child demonstrating the bullying behaviour.

St. Joseph’s Catholic Primary School will respond promptly and effectively to issues of bullying in line with our behaviour policy.

## **Possible 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 investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public transport
- begs to be driven to school
- changes their usual route
- 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 is 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 behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Process for responding to bullying**

If bullying is witnessed or reported the following procedure will be followed:

- Details of the bullying will be identified and recorded
- Recorded detail will be stored in a central place CPOMs (please refer to privacy notice which is available on the school website).
- Parents will be informed
- Sanctions will be applied as appropriate in line with the School Behaviour Policy
- The pupils involved will be supported to rebuild positive relationships
- Pupils will be monitored so that any repeat behaviour can be quickly identified

### **All Staff**

- Staff at St. Joseph’s Catholic Primary School take all forms of bullying seriously and intervene to prevent incidents from taking place.
- Each teacher has their own system for giving children the opportunity to relate any incidents that concern them when they come in from play.
- If staff witness or become aware of an act of bullying, they do all they can to support the child who is being bullied. They will record the incident on CPOMs and also ensure there is an appropriate response to the bullying behaviour.
- Staff on duty will primarily deal with a given situation and inform relevant staff of any incidents.
- If the knowledge of the incident arises through a third party, (fellow pupil, parent or other adult) similar procedures will be undertaken.
- If the matter is serious or repeated then it will be referred to the appropriate School Leadership Team (SLT) member who may contact parents and in extreme cases, outside agencies.

### **Head teacher/SLT Role**

- It is the responsibility of the Headteacher/SLT to implement the school anti-bullying policy and ensure that all staff (both teaching and non-teaching) are aware of school policy and know how to deal with incidents of bullying.
- The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy through governing body meetings.
- The Headteacher/SLT ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Headteacher/SLT raise the profile of the anti-bullying policy and practice through assemblies at key points in the year.

- The Headteacher/SLT ensures that all staff attend sufficient training as appropriate, to be equipped to deal with all incidents of bullying behaviour.
- The Headteacher/SLT creates a school climate of mutual support and praise for success, in order to reduce incidents of bullying.
- The Headteacher/SLT regularly evaluate and update the school's approach to anti-bullying, taking into account developments in technology and implementing appropriate sanctions.

## Lunchtime Supervision

- Incidents that occur at lunchtime are generally dealt with by the mid-day supervisor but persistent or more serious behaviour will be referred to the relevant class teacher. Incidents are recorded **in the lunchtime behaviour diary**.
- If any lunchtime staff, witness a pattern of what they believe to be bullying then they will refer this to the relevant class teacher or teacher in charge e.g. the Year Leader or a member of the School Leadership Team. On further investigation, they may then report the incident to the Headteacher.

## The Role of the 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.

## Pupils

In 2014 the school set up Anti-bullying Ambassadors; this group now consists of an elected member from Year 1 to Year 6. Regular meetings take place and are facilitated by a member of school staff to plan events and promote anti-bullying throughout the school year. Each representative is available on the playground at break times and lunchtimes to support pupils to develop friendships.

Pupils who have been bullied will be supported by:

- offering an opportunity to discuss their experience with a member of staff
- reassuring the pupil, restoring self-esteem and confidence
- after the incident has been investigated and dealt with, behaviour will be monitored to ensure repeated bullying does not take place.

Pupils who have used bullying behaviour will be helped by:

- discussing what happened with a member of staff
- discovering why the pupil became involved
- being given the opportunity to reflect on their behaviour, so that they establish the wrong doing and the need to change their behaviour
- informing parents/carers to help change the attitude and behaviour of the pupil

## Planning, Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the number of recorded incidents and to ensure they are dealt with fairly and consistently. The Headteacher will report to Governors on matters relating to this policy as appropriate. The Governing Body will review this policy annually or earlier than this, depending on government advice.

## Data Protection

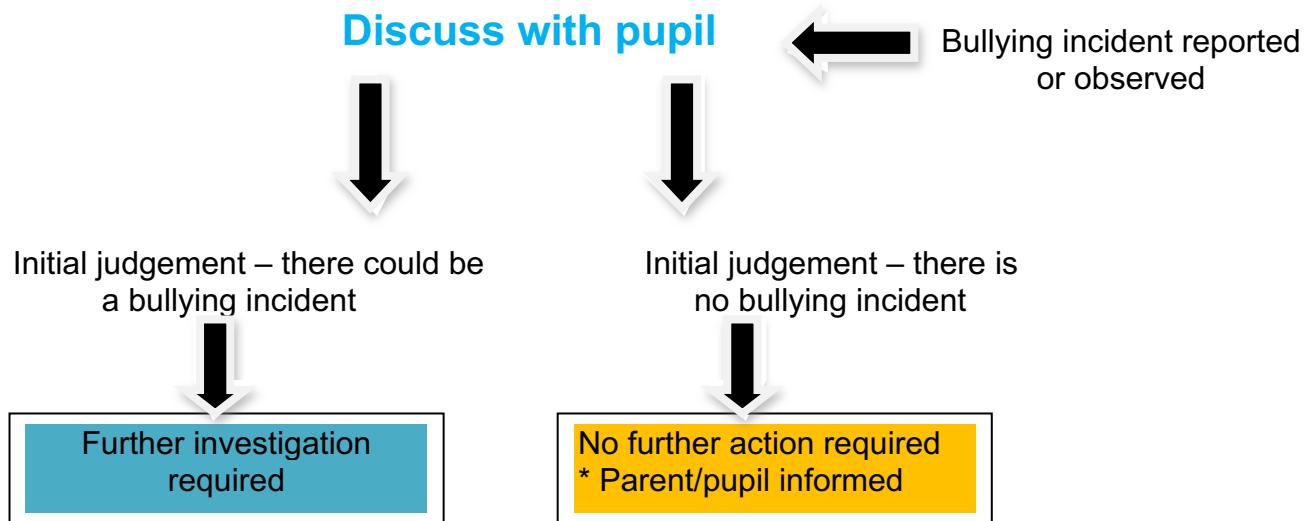
In line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we hold pupil information while they attend St Joseph's Catholic Primary School. We may also keep it beyond their attendance if this is necessary in order to comply with our legal obligations. Please refer to the Privacy Notice, which is available on the school website.

In order to support pupils who have reported incidents of bullying or have displayed bullying behaviour, we record reported incidents and routinely share this information with Governors, support staff, Ofsted and external professionals. We do not share information about our children with anyone without consent unless the law and our policies allow us to do so.

## Further Action

- To continue appropriate training so that all staff are aware of their role and responsibility in supporting the school's anti-bullying policy and practice.

# Bullying Incident Process Flowchart



Discuss with perpetrators and bystanders

- Obtain names of all relevant parties
- Capture all evidence e.g. retain text messages, emails, etc

Discuss with relevant staff

.....

Consider involvement of parents, police, online safety co-ordinator

.....

Check central records for any previous incidents (CPOMs)

.....

**Complete incident Record on CPOMs**

.....

Make the finding – judgement of seriousness, severity, frequency, duration, intent, remorse

.....

Make recommendation in line with anti-bullying policy, including any sanctions

.....

Inform all concerned parties

.....

Monitor situation

## Reference material

- [Preventing and tackling bullying advice from DfE July 2017](#)
- [Luton's Children and Young People's Trust Anti-bullying strategy 2011-2013](#)

## Further sources of information

### Departmental advice and guidance

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools' advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

### Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and Education (Independent School Standards) (England) Regulations 2014

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**NSPCC:** Leading children's charity fighting to end child abuse in the UK, Channel Islands and Isle of Man. They help children who have been abused to rebuild their lives, protect those at risk, and find the best ways of preventing abuse from ever happening. The ***Speak out. Stay Safe*** campaign informs children about how they can keep themselves safe from harm and how to get help if they have any worries.

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**The Diana Award:** [Anti-Bullying Ambassadors](#) programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school [anti-bullying ambassadors](#).

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council:** Includes best practice guidance for practitioners.

### Cyber-bullying and online safety

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyber-bullying guidance](#) and a practical PSHE toolkit for schools.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Intenet Matters:** provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of ‘sexting.’

## LGBT/GLBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association – guidance and lesson plans](#) on improving the teaching of mental health issues

## Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

## Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\)](#): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

## Useful Website Links

- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.anti-bullyingalliance.co.uk](http://www.anti-bullyingalliance.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.ceop.police.uk](http://www.ceop.police.uk)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.ace-ed.org.uk](http://www.ace-ed.org.uk)
- [www.stonewall.org.uk](http://www.stonewall.org.uk)
- [nspcc.org.uk/preventing-abuse/keeping-children-safe/](http://nspcc.org.uk/preventing-abuse/keeping-children-safe/)