

St Katherine's C of E Primary School



**Anti-Bullying Policy
September 2025**

Anti-Bullying Policy

September 2025

'Love your neighbour as yourself' (Gospel of Mark Chapter 12 verse 31)

This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our behaviour and exclusions policy, child protection policy, e-safety policy.

At St Katherine's C of E Primary School we expect everyone to work together to achieve high standards of learning and behaviour, in a safe, secure, happy and stimulating environment in which both children and adults are valued and respected.

We believe that, in order to prepare pupils for the responsibilities and experience of adult life, we must encourage the children to take an active part in the care of their environment and to learn to take responsibility for their actions.

POLICY GUIDELINES FOR PREVENTING AND RESOLVING BULLYING

In this school we aim:

- To create an atmosphere where children, parents and staff feel happy and confident;
- For children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others;
- To ensure that all children at St Katherine's C of E Primary School are safe and happy;
- To take all concerns about bullying very seriously and investigate the reported incident(s);
- For children to take responsibility for their own actions;
- To give children confidence to be assertive and be able to say 'Don't do that. I don't like it'.

1. What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at St Katherine's is considered to be, 'unacceptable behaviour which occurs **lots of times, on purpose**'.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Physical
- Verbal
- Emotional
- Written

Incidents of bullying can include:

Name calling	Teasing
Malicious gossip	Intimidation
Damaging or stealing property	Extortion
Coercion into acts they do not wish to do	Ostracising
Violence and assault	Damaging school work
Pinching / kicking	Damaging school / home equipment
Using technology for any of the above – in which case it is referred to as ‘cyber-bullying’	

It is not bullying when children have an occasional disagreement which is quickly resolved with (or without) adult intervention. However, if a child feels they are being bullied, this must be dealt with, as the perception of bullying can be as distressing as actual bullying.

Possible warning signs:

Pupils may show the following behaviours:

Scared to walk to and from school	Becoming withdrawn and distressed
Refusal to go to school	Refusing to say what the problem is
Concentrating less in class	Having possessions go missing regularly
A reluctance to go out to play	Having nightmares
Clinging to adults in the playground	Giving unlikely excuses to explain any of the above
Begin hurting others for no apparent reason	Bed wetting
Having unexplained injuries	

2. Prevention of Bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, assembly themes, circle time, personal, social and health education and religious education.

We provide opportunities for children to:

- Talk about their feelings – ‘good’ and ‘bad’ – through stories, class discussions
- Collective worship – led both by staff and children, e.g. The School Council, Collective worship group, role play/drama
- Experience ‘empathy’, demonstrating an understanding of other people’s feelings

- Use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.

We promote understanding of friendship through:

- Co-operative work/play situations in and out of the classroom
- Links between year groups encouraging a caring attitude, e.g. helping younger children in the dining hall, playground, finding their way around school, paired reading, etc.
- Use of story books and poems that talk about and illustrate friendships
- Understanding of friendship through religious education syllabus
- Learning about yourself and others through the science syllabus
- Use of playground equipment to give constructive activity during break times and use of play leaders to support positive play
- Maintaining a consistent approach to unacceptable behaviour by all members of staff
- Treating all children fairly and equally (this extends our school equal opportunities policy)
- Praising positive behaviour through school's reward system
- Teaching children to know and understand what is acceptable / unacceptable behaviour in school and out of school when using technology and the internet
- Providing mentoring and the use of a worry box
- Actively promoting and regularly teaching and revisiting e-safety awareness and rules

Incidents of bullying may be reported by:

- A parent / carer of a child who is being bullied
- A child who is being bullied
- Other children not directly involved in the bullying
- A member of staff

3. Dealing with accusations of bullying

All claims of bullying or cyber-bullying are taken seriously and investigated promptly using the form in Appendix 1 which can be found outside the Headteacher's office. If a suspected incident of bullying or cyber-bullying is reported to a member of staff other than the class teacher, the class teacher should be informed. All suspected incidents of bullying or cyber-bullying should be reported to the Headteacher who will then work with the SENDCo to resolve the issues.

Procedures to follow if an incident of suspected bullying or cyber-bullying is reported:

- a) The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's / member of staff's interpretation of the incident.
- b) The member of staff involved should try to ascertain the true details by:

- Taking the incident seriously
- Keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's / children's behaviour
- Listening to both / all sides of the reported incident
- Reassuring the victim
- Make sure that all parties involved understand what behaviour / action is being disapproved of and why
- Being seen to treat all parties fairly and with a consistent approach

Procedures to follow if the reported incident is judged to be bullying:

A copy of key details relating to the victim(s) and bully(ies) must go in the pupil's personal file.

This report should include:

- Who was involved / was a witness
- Where and when the event happened and what happened
- What action was taken
- How the action was followed up

Procedures to follow if the reported incident is judged to be cyber-bullying:

E-safety is an important element of our computing and PSHE curriculum. However, occasionally issues surrounding cyber-bullying may come to our attention and as the majority of these take place out of school, the school takes a supportive approach to manage such concerns.

At St Katherine's C of E Primary School, when incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

- Evidence is presented to the Headteacher / Deputy Headteacher
- The parents of all children involved are informed
- Headteacher / Deputy Headteacher speaks to the victim(s) and perpetrator(s) individually or grouped as appropriate
- Key messages reinforced
- The incident is logged in the behaviour file and safeguarding file
- Class teacher further reinforces key messages with class that week
- Agreement with victim(s) that this has been an unintentional* one-off situation effectively dealt with OR victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, newsletters will be used to promote parental advice regarding supervision of internet use.

*unintentional: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

See also: DfE: Preventing and tackling bullying. Advice for headteacher, staff and governing bodies July 2013.

‘Support Group Method’:

- The victim will be asked to write down or draw a picture to explain how they feel when they are bullied
- This will be shared with a carefully selected group of their peers
- The group will include the children who have perpetrated the bullying along with some very good role models
- The group will be encouraged by the member of staff to discuss and agree actions which will solve the problem
- The outcome will be carefully monitored by the member of staff over the following weeks.

This method has been found to be very successful. It encourages empathy and understanding and allows the children to take responsibility in a safe and secure setting.

It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the action re-occurring. On most occasions this will be from within the school and home. Where thought useful, mentoring can be offered.

Parents will be contacted if the incident cannot be quickly and satisfactorily dealt with and a constructive dialogue will be undertaken.

On rare occasions, outside agencies may need to be involved. This would initially be done through the Educational Psychologist and must involve the child’s/children’s parents at this stage. In exceptional circumstances, the Chair of Governors, Educational Welfare Officer, Police or Social Services may become involved.

Where cyberbullying takes place out of school hours, e.g. holidays, it is the parents responsibility to deal with the situation. The school will provide support for the child and family and direct to appropriate supportive links/information once contactable during term time.

Next Review due: September 2026

Responsible Person: Headteacher

In conjunction with: Deputy Headteacher, SENDCo and Chair of Governors

Appendix 1

Bullying Referral Sheet

Name: <small>(Person completing the form)</small>	Date form completed:
Pupil names	Classes
Date of incident:	
Incident:	
Action taken:	
Parents / Carers informed: Parent names: Parents/Carers invited to meeting: Signed..... Date.....	
Follow up:	
Review date:	

*print copies onto pink paper