

St Theresa's Catholic Primary School
Anti- Bullying Policy

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1. Introduction

- **Purpose:** This policy outlines St Theresa's Catholic Primary School's commitment to creating a safe, respectful, and inclusive environment where all pupils can learn and thrive without fear of bullying. It aligns with our duty to safeguard and promote the welfare of all pupils and reflects our school's vision and values of:
  Faith: Living according to the teachings of Jesus Christ.
  Respect: Valuing each person's unique qualities, talents and characteristics.
  Responsibility: Taking ownership of one's actions.
  Community: Building a supportive and caring school community.
  Excellence: Striving to do our best in all aspects of school life.
  Inclusion: Ensuring all pupils are accepted, included and given equal opportunity to be their best.
  This policy is in line with OFSTED expectations, ensuring a positive impact on the well-being and academic progress of our pupils.
- **Scope:** This policy applies to all members of the school community, including pupils, staff (teaching and non-teaching), parents/carers, governors, volunteers, and visitors. It covers bullying behaviour that occurs on school premises, during school-related activities (including online activities), and outside of school where it impacts on the well-being of pupils within the school.
- **Legislative Framework:** This policy is informed by and compliant with the following legislation and guidance:

  - The Education Act 2002
  - The Equality Act 2010
  - Keeping Children Safe in Education 2026
  - Prevent Duty Guidance
  - Relevant local authority guidance
  - Behaviour in Schools Guidance (September 2022)

2. Definition of Bullying

- Bullying is defined as repeated, intentional behaviour by an individual or group that is meant to hurt, intimidate, or exclude another individual. It can be:

  - **Physical:** Hitting, kicking, pushing, shoving, damaging property.
  - **Verbal:** Name-calling, insults, threats, taunting, spreading rumours.
  - **Emotional:** Excluding, isolating, manipulating, intimidating, humiliating.
  - **Cyberbullying:** Using electronic communication (e.g., social media, text messages, emails) to bully, harass, or threaten someone.
  - **Prejudice-based:** Bullying motivated by prejudice or discrimination based on protected characteristics (e.g., race, religion, disability, sexual orientation, gender identity).

- Bullying can be direct (e.g., directly targeting a pupil) or indirect (e.g., spreading rumours behind their back).
- A single incident may be considered bullying if it is severe or has a significant impact on the pupil involved.
- It is important to distinguish between bullying and other forms of conflict or disagreement. Bullying involves an imbalance of power and a pattern of behaviour.

3. Roles and Responsibilities

- **Headteacher:**
    - Overall responsibility for the implementation and effectiveness of this policy.
    - Ensuring that all staff are trained in anti-bullying strategies.
    - Monitoring and evaluating the effectiveness of the policy.
- **Designated Safeguarding Lead (DSL):**
    - Providing support and guidance to staff on safeguarding issues related to bullying.
    - Liaising with external agencies as necessary.
- **All Staff:**
    - Being vigilant in identifying and addressing bullying behaviour.
    - Intervening to stop bullying when they witness it.
    - Reporting all incidents of bullying to the appropriate staff member.
    - Providing support to pupils who have been bullied and those who have engaged in bullying behaviour.
    - Promoting a positive and inclusive school environment.
- **Pupils:**
    - Treating others with respect and kindness.
    - Reporting any incidents of bullying they witness or experience.
    - Supporting pupils who have been bullied.
    - Participating in anti-bullying initiatives.
- **Parents/Carers:**
    - Supporting the school's anti-bullying policy.
    - Working with the school to address any incidents of bullying involving their child.
    - Teaching their child about respectful behaviour and the impact of bullying.
    - Reporting any concerns about bullying to the school.
- **Governing Body:**
    - Ensuring that the school has an effective anti-bullying policy in place.

- Monitoring the implementation and effectiveness of the policy.
- Providing support and challenge to the school on anti-bullying issues.

4. Prevention Strategies

- **Curriculum:**
    - Incorporating anti-bullying themes into the curriculum (e.g., PSHE, Citizenship, English).
    - Promoting empathy, respect, and understanding of diversity.
    - Teaching pupils about online safety and responsible use of technology.
- **School Environment:**
    - Creating a positive and inclusive school culture.
    - Promoting positive relationships between pupils and staff.
    - Providing opportunities for pupils to develop social and emotional skills.
    - Ensuring that the school environment is safe and welcoming.
- **Awareness Raising:**
    - Organising anti-bullying events and activities (e.g., Anti-Bullying Week).
    - Displaying anti-bullying posters and information around the school.
    - Using assemblies and school newsletters to raise awareness of bullying.
- **Training:**
    - Providing regular training for staff on anti-bullying strategies.
    - Offering workshops for pupils on bullying prevention and intervention.
    - Providing information and support for parents/carers on how to address bullying.
- **Peer Support:**
    - Creating opportunities for pupils to support each other.

5. Responding to Bullying Incidents

- **Reporting:**
    - Encourage pupils to report bullying incidents to a trusted adult (e.g., teacher, teaching assistant, parent/carer).
    - Ensure that all staff know how to report bullying incidents.
    - Provide clear and accessible reporting mechanisms
- **Investigation:**
    - Investigate all reported incidents of bullying promptly and thoroughly.
    - Gather information from all parties involved (e.g., the pupil who was bullied, the pupil who engaged in bullying behaviour, witnesses).

    - Document all findings and actions taken on CPOMs.
- **Intervention:**
    - Take appropriate action to stop the bullying behaviour.
    - Provide support to the pupil who was bullied (e.g., counselling, mentoring).
    - Address the behaviour of the pupil who engaged in bullying (e.g., sanctions, restorative justice).
    - Involve parents/carers in the intervention process.
- **Sanctions:**
    - Apply sanctions fairly and consistently, in accordance with the school's Behaviour Policy.
    - Ensure that sanctions are proportionate to the severity of the bullying behaviour.
    - Use sanctions as an opportunity to educate pupils about the impact of their actions.
- **Restorative Justice:**
    - Where appropriate, use restorative justice approaches to help pupils understand the impact of their actions and to repair the harm caused.
    - Restorative justice may involve bringing together the pupil who was bullied and the pupil who engaged in bullying behaviour in a safe and facilitated environment.
    - The focus of restorative justice is on repairing relationships and promoting understanding.
- **Support:**
    - Provide ongoing support to both the pupil who was bullied and the pupil who engaged in bullying behaviour.
    - Monitor the situation to ensure that the bullying behaviour does not reoccur.
    - Liaise with external agencies as necessary (e.g., social services, police).
- **Record Keeping:**
    - Maintain accurate and confidential records, on CPOMs, of all reported incidents of bullying and the actions taken.
    - Use this data to monitor trends and inform future prevention strategies.
- How will we ensure that our responses to bullying are fair, consistent, and effective?
- How will we implement restorative justice approaches effectively and appropriately?

6. Cyberbullying

- Recognise that cyberbullying can take many forms, including:
    - Sending abusive or threatening messages.
    - Spreading rumours or gossip online.
    - Creating fake profiles or websites to harass someone.
    - Sharing embarrassing or private information without consent.
- Educate pupils about the risks of cyberbullying and how to stay safe online.
- Provide clear guidelines for responsible use of technology.
- Monitor pupils' online activity where appropriate.
- Work with parents/carers to address cyberbullying incidents that occur outside of school.
- Report serious incidents of cyberbullying to the police.

7. Prejudice-Based Bullying

- Recognise that bullying can be motivated by prejudice or discrimination based on protected characteristics (e.g., race, religion, disability, sexual orientation, gender identity).
- Take all incidents of prejudice-based bullying seriously.
- Provide training for staff on how to identify and address prejudice-based bullying.
- Promote understanding and respect for diversity throughout the school.
- Challenge prejudice and discrimination whenever it occurs.
- Work with external agencies to address prejudice-based bullying.

8. Monitoring and Evaluation

- Regularly monitor the effectiveness of this policy through:
    - Analysis of bullying incident data.
    - Pupil surveys.
    - Staff feedback.
    - Parent/carer feedback.
- Use this information to identify areas for improvement and to inform future prevention strategies.
- Review this policy annually, or more frequently if necessary, to ensure that it remains effective and compliant with relevant legislation and guidance.

9. Related Policies

- Behaviour Policy
- Safeguarding Policy
- Online Safety Policy
- Equality and Diversity Policy

- SEND Policy

10. Communication

- This policy will be communicated to all members of the school community through:
    - The school website.
    - Staff training.
    - Pupil assemblies.
    - Parent/carer meetings.