



*St Anne's Catholic*  
*Primary School*

**Policy Document**  
**Anti-Bullying Policy**

Review Sept 2027

**Our Mission at St. Anne's is to live, love and learn together with Christ.**

It is a basic entitlement of all our pupils at St. Anne's to receive their education free from humiliation, oppression and abuse in an environment that is conducive to learning. The staff are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

Many pupils experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy. Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

Aims and objectives of the policy

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To reduce and , if possible, eradicate instances of all types of bullying
- To provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

What is bullying?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DCSF definition within Safe to Learn: Embedding Anti-bullying work in schools' guidance). Although there are a number of definitions of bullying, these definitions would include the following characteristics:

- It tends to be repetitive
- It involves an imbalance of power
- It may be verbal, physical or psychological

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

## Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- Cyberbullying: e.g. chat-room/ blogs/message board, email, gaming console, 'happy slapping', Instant messaging (snap chat, Instagram, Tik Tok), mobile phones including photos, social network site e.g. Facebook, Whats App, Tik Tok, Instagram or video hosting sites (YouTube), webcam
- Damage to property: e.g. graffiti, personal property
- Inciting others to bullying behaviour e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- Literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- Physical hurt/attack: e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- Psychological: e.g. damage to reputation, extortion of belongings, isolation /refusal to work/play with other pupil, revealing personal information, threats
- Verbal: e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping, relying on the phrase 'It's only Banter.'
- Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

## Types of Bullying

Bullying can happen for a large number of reasons and the most common are listed below:

- Homophobic
- Racist (Incidents related to religion and culture)
- Related to disability
- Related to home circumstances (e.g. young carers or children in care) • Sexist (incidents perceived to be demeaning to a gender in general.
- Sexual
- Transphobic

## Signs and Symptoms of Bullying

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, evidence of selfharming and disruptive/challenging/bullying behaviour
- General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids entering/ leaving school with others.

## Preventing Bullying

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting.

Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue:

OUR KEY MESSAGE IS A PUPIL STATES:

PLEASE STOP I DON'T LIKE IT. If the offender persists then the pupil states the phrase again PLEASE STOP I DON'T LIKE IT and reports to a member of staff. When reporting to the staff member, they must tell them that they used the phrase PLEASE STOP I DON'T LIKE IT. Then there is no doubt in the offender's mind that the pupil was upset by the behaviour. All our pupils are constantly reminded that once someone uses this phrase, they must desist from the behaviour, even our youngest pupils.

- Awareness raising through Anti-Bullying week, assemblies or lessons
- Clear Anti-Bullying policy which all members of the school are aware of
- Anti-Bullying message embedded throughout the curriculum and through Anti-bullying week.
- National Healthy Schools Status
- Reward system for positive behaviour • Circle Time.
- Worry box – placed in an agreed place within the classroom that all children can access in a discrete way.
- Buddy system – Reception and Year 6 Special Friends Scheme;
- Play leaders – older pupils supporting the younger pupils at play time.
- Pupil consultation – through questionnaires and pupil parliament.
- Positive role models reflected through staff behaviour.
- Ethos of the school.

## Responding to Bullying

Responding to allegations

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. All allegations will be recorded on online CPOMS portal.

## Responding to Bullying Incidents

When bullying has been reported or observed then the Deputy Head or Headteacher investigate the matter thoroughly which may include the following actions:

- Interviews with all parties concerned, ie, victim, bully, witness, colluder.
- Steps to be taken following outcome of investigation.
- Inform all parties concerned including parents.
- Record and monitor over a period.

The school believes in the principle of Restorative Justice to facilitate and repair relationships. This is a vital part of our strategy.

## Prejudice Related Incidences

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual. These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as any

other bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero-tolerance approach to all forms of bullying and prejudice related incidences.

#### Bullying Of Staff By Pupils, Parents/Carers Or Other Staff

Bullying can occur between adults. Staff are sometimes bullied by parents. Staff as well as children benefit if school establishes an ethos that repudiates bullying. The Senior Managers and Governors of the school strive to support the emotional health and well-being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff of being bullied by other staff members or a parent. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

#### Involving Parents

The school has an open-door policy and the headteacher will strive to speak with parents to discuss any concerns as soon as possible.

#### Parental Complaints

If parents are unhappy about the way that an alleged bullying incident has been handled they should speak with the Deputy Head or Headteacher. There is a School Complaints procedure if parents are still concerned. Parents will be advised of this procedure by the Headteacher and a copy will be made available from the school office.