

OUR LADY'S CATHOLIC PRIMARY SCHOOL



We ASPIRE that through the love of Jesus everyone should
“have life and have it to the full”.

John 10:10

ANTI-BULLYING POLICY

Reviewed by: <i>Headteacher</i>	Approved by: <i>Governing Body</i>
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1. Ethos and Statement of Intent

At Our Lady's Catholic Primary School, we are committed to ensuring that every member of our community is known, valued and loved. Inspired by our mission that all may *"have life and have it to the full"* (John 10:10), we strive to create a safe, inclusive and nurturing environment in which every child can flourish academically, socially, emotionally and spiritually.

Our approach is rooted in Gospel values. We believe that every child is created in the image and likeness of God and is therefore deserving of dignity, compassion and respect. These values underpin all relationships within our school community and shape our expectations for behaviour.

Bullying is fundamentally incompatible with our Catholic ethos. It harms individuals, damages relationships and undermines the sense of belonging that is essential for learning and wellbeing. We are therefore unequivocal in our stance:

- **Bullying will not be tolerated in any form**
- **All concerns will be taken seriously and acted upon promptly**
- **All pupils have the right to feel safe, secure and respected**

We recognise that behaviour is a form of communication and that children require explicit teaching, modelling and support to develop positive relationships. Our response to bullying reflects the same principles that underpin our Behaviour Policy:

- **Ready, Respectful, Safe** expectations apply at all times
- **Relationships repair - they do not reject**
- **Regulation precedes reasoning**
- **Consequences are proportionate and restorative, not punitive**

Our approach to bullying is:

Preventative

We proactively create a culture where bullying is less likely to occur through strong relationships, clear expectations, inclusive practice and explicit teaching of behaviour, empathy and respect.

Relational and Restorative

We prioritise repairing harm, rebuilding relationships and supporting all pupils to understand the impact of their actions. Accountability is balanced with compassion and opportunities for reflection and change.

Consistent and Proportionate

All incidents are responded to consistently, fairly and in line with the school's graduated behaviour systems. Responses take into account the context, severity, frequency and any additional needs of the pupils involved.

Rooted in Safeguarding

Bullying is recognised as a potential safeguarding issue. Where there is risk of harm, including peer-on-peer abuse or sexual harassment, the school will act in accordance with statutory safeguarding duties and guidance, including Keeping Children Safe in Education.

We also recognise that some pupils may be more vulnerable to bullying, including those with SEND, those with protected characteristics and those experiencing social or emotional difficulties. We are committed to ensuring that our systems are inclusive, equitable and responsive to individual need.



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This policy should be read alongside the Behaviour Policy, which sets out the school's systems for promoting positive behaviour, including expectations, graduated responses and sanctions. Together, these policies ensure a coherent and consistent approach to behaviour, relationships and safeguarding across the school.

2. Aims

This policy aims to ensure that all pupils learn and thrive in a safe, supportive and inclusive environment, free from fear of bullying. In line with our Catholic ethos and the principles set out in our Behaviour Policy, we seek to establish a culture where positive relationships are prioritised and all members of the community take shared responsibility for preventing and addressing bullying.

Specifically, this policy aims to:

2.1 Prevent Bullying Through a Strong School Culture

To foster a whole-school culture rooted in Gospel values, where kindness, respect and inclusion are actively promoted, and where bullying is less likely to occur. This includes explicitly teaching expected behaviours through our shared language of **Ready, Respectful, Safe** and creating an environment in which all pupils feel a strong sense of belonging.

2.2 Develop a Shared Understanding of Bullying

To ensure that pupils, staff, parents and the wider community have a clear and consistent understanding of what constitutes bullying, including different forms such as cyberbullying and prejudice-based bullying, and how it differs from relational conflict or "falling out".

2.3 Provide Clear and Effective Reporting Systems

To establish accessible, well-understood systems that enable pupils, staff and parents to report concerns confidently, knowing that all reports will be taken seriously, recorded appropriately and acted upon promptly.

2.4 Ensure Consistent and Proportionate Responses

To provide a structured and consistent approach to responding to bullying incidents, in line with the school's graduated behaviour systems. Responses will be fair, proportionate and take into account context, frequency, severity and any additional needs, including SEND.

2.5 Support All Pupils Involved

To ensure that pupils who experience bullying are supported to feel safe, heard and protected, and that pupils who display bullying behaviour are supported to understand the impact of their actions, take responsibility and make positive changes through restorative approaches.

2.6 Promote Emotional Wellbeing and Resilience

To develop pupils' emotional literacy, self-regulation and resilience through explicit teaching and supportive relationships, enabling them to manage conflict appropriately and contribute positively to the school community.

2.7 Fulfil Safeguarding and Legal Responsibilities

To ensure that all incidents of bullying are managed in line with statutory guidance, including *Keeping Children Safe in Education*, recognising that bullying may constitute a safeguarding concern. The school will take appropriate action where there is risk of harm, including involving the Designated Safeguarding Lead and external agencies where necessary.



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3. Definition of Bullying

It is essential that all members of the school community have a clear and shared understanding of what constitutes bullying. This ensures that incidents are identified accurately and responded to consistently and appropriately.

The Department for Education (DfE) defines bullying as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

The Anti-Bullying Alliance further highlights that bullying involves an imbalance of power, which can make it difficult for the victim to defend themselves.

3.1 Key Characteristics of Bullying

Bullying is characterised by:

- Intentional harm – the behaviour is deliberate and meant to hurt
- Repetition – the behaviour occurs more than once or is likely to be repeated
- Imbalance of power – the perpetrator holds more power (physically, socially, emotionally or psychologically)

Power imbalances may arise from:

- Physical strength
- Social status or group influence
- Knowledge of personal vulnerabilities
- Cognitive or developmental differences
- Access to online platforms or anonymity

Where there is an imbalance of power, the impact on the pupil who experience bullying can be significant and long-lasting, including emotional distress, anxiety and reduced self-esteem.

3.2 Forms of Bullying

Bullying can take many forms, including but not limited to:

Physical Bullying

- Hitting, kicking, pushing or tripping
- Damaging or stealing belongings

Verbal Bullying

- Name-calling
- Insults, threats or offensive remarks

Emotional or Social Bullying

- Deliberate exclusion
- Spreading rumours
- Humiliation or intimidation



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Cyberbullying

Bullying that takes place through digital technologies, including:

- Social media platforms
- Messaging apps
- Online gaming
- Sharing images, videos or comments

Cyberbullying can be particularly harmful as it may:

- Occur at any time, including outside school hours
- Reach a wide audience quickly
- Be difficult to escape

Prejudice-Based Bullying

Bullying motivated by prejudice or discrimination, including:

- Racist bullying
- Sexist bullying
- Homophobic or transphobic bullying
- Disability-related bullying

This type of bullying is taken particularly seriously and may also constitute a safeguarding concern.

3.3 Sexual Harassment and Peer-on-Peer Abuse

In line with *Keeping Children Safe in Education (KCSIE 2024)*, the school recognises that:

- Sexual harassment and sexual violence can occur between children of any age and gender
- These behaviours may constitute bullying and/or abuse
- They must **never be dismissed as “banter”, “part of growing up” or “just having a laugh”**

Examples include:

- Sexual comments or jokes
- Unwanted physical contact
- Online sexual harassment
- Sharing of nude or semi-nude images

Such behaviours will always be taken seriously and addressed in line with safeguarding procedures.

3.4 Bullying Outside of School

Bullying is not limited to the school site. The school will respond to bullying that occurs:

- On the way to and from school
- Online or via social media



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- In the local community
- During school-related activities

Where pupils are identifiable as members of the school, the school will investigate and take appropriate action in line with this policy and the Behaviour Policy.

3.5 Distinction Between Bullying and Conflict

The school recognises the importance of distinguishing between bullying and other forms of relational conflict.

Not all disagreements or incidents between pupils constitute bullying. For example:

- One-off arguments
- Friendship issues
- Accidental hurt

However, these behaviours will still be addressed appropriately as part of teaching pupils how to manage relationships and resolve conflict.

Where behaviour does not meet the definition of bullying, it will still be taken seriously and responded to in line with the Behaviour Policy.

3.6 Our School Approach

At Our Lady's Catholic Primary School, we are committed to ensuring that:

- All pupils understand what bullying is and how it differs from other behaviours
- Bullying is identified accurately and not minimised or dismissed
- All concerns are taken seriously, regardless of whether the behaviour meets the full definition

We believe that one incident is one too many, and all harmful behaviour will be addressed promptly to prevent escalation.

4. Safeguarding and Legal Framework

At Our Lady's Catholic Primary School, safeguarding is paramount. Bullying is not viewed solely as a behaviour issue; it may also indicate that a child is at risk of harm or experiencing vulnerability. As such, all bullying concerns are considered within the school's wider safeguarding responsibilities.

This policy is informed by, and operates in accordance with, the following statutory guidance and legislation:

- Keeping Children Safe in Education (KCSIE) 2024
- DfE Preventing and Tackling Bullying (2017, updated guidance)
- DfE Behaviour in Schools (2024)
- Equality Act 2010
- Children Act 1989
- SEND Code of Practice (2015)



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This policy should be read alongside the school's Behaviour Policy and Safeguarding Policy, which set out procedures for managing behaviour and protecting pupils from harm.

4.1 Bullying as a Safeguarding Concern

Bullying may constitute a safeguarding concern where there is:

- Risk of significant harm to a child's physical or emotional wellbeing
- Peer-on-peer abuse, including patterns of harmful behaviour between pupils
- Sexual harassment or sexual violence, including online abuse
- Exploitation, coercion or control, including through digital platforms

In line with KCSIE, the school recognises that harmful behaviours can exist on a continuum and may escalate if not addressed promptly and effectively.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the matter will be treated as a child protection concern.

4.2 Safeguarding Procedures

In such cases:

- The Designated Safeguarding Lead (DSL) will be informed immediately
- The incident will be recorded on the school's safeguarding system
- A risk assessment may be undertaken
- The school will consider referral to:
 - Children's Social Care
 - Early Help services
 - The Police (where appropriate)

School staff will work collaboratively with external agencies to ensure appropriate action is taken.

Safeguarding considerations will always take precedence over disciplinary measures.

4.3 Peer-on-Peer Abuse

The school recognises that bullying may form part of peer-on-peer abuse, which can include:

- Physical abuse
- Emotional abuse
- Sexual harassment or violence
- Online abuse
- Initiation or hazing-type behaviours

All incidents will be:

- Taken seriously
- Investigated thoroughly



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- Managed proportionately
- Recorded in line with safeguarding procedures

The school adopts a zero-tolerance approach to abuse of any kind.

4.4 Equality and Protected Characteristics

Under the Equality Act 2010, the school has a duty to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between individuals and groups

Particular attention is given to bullying related to:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment

Prejudice-based bullying is treated with heightened seriousness and may require additional safeguarding responses.

4.5 SEND and Additional Vulnerability

In line with the SEND Code of Practice, the school recognises that pupils with SEND:

- May be more vulnerable to bullying
- May experience barriers to communication
- May not report concerns as readily

Staff will ensure that:

- Reasonable adjustments are made
- Additional support is provided
- Assumptions are not made about behaviour

Where behaviour may be linked to unmet needs, appropriate support and assessment will be considered.

4.6 Staff Responsibilities

All staff have a statutory responsibility to:

- Safeguard and promote the welfare of pupils
- Recognise signs of harm or vulnerability
- Respond promptly to concerns



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- Record and report incidents in line with school procedures

Staff must never dismiss bullying as:

- "Banter"
- "Part of growing up"
- "Just having a laugh"

All concerns must be taken seriously and acted upon.

4.7 Off-Site and Online Behaviour

The school's safeguarding responsibilities extend to behaviour:

- Outside of school
- Online or via digital platforms
- During travel to and from school
- During school-related activities

Where behaviour poses a risk to a pupil's safety or wellbeing, the school will take appropriate action in line with this policy and the Behaviour Policy.

4.8 Key Principle

At all times: The safety and wellbeing of the child is the school's primary concern.

Where there is any doubt, staff will act in the best interests of the child and follow safeguarding procedures without delay.

5. Sexual Harassment and Peer-on-Peer Abuse

In line with Keeping Children Safe in Education (KCSIE) 2024, Our Lady's Catholic Primary School recognises that children can abuse other children and that this may take a number of forms, including bullying, sexual harassment and sexual violence.

We are clear that:

- Sexual harassment and sexual violence can occur between children of any age and gender
- Such behaviour is never acceptable and will not be tolerated
- It must never be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- A zero-tolerance approach is essential to maintaining a safe environment

All incidents will be addressed promptly, proportionately and in line with safeguarding procedures.

5.1 Definition and Scope

Sexual harassment refers to unwanted conduct of a sexual nature that violates a child's dignity and/or makes them feel intimidated, degraded or humiliated.

Peer-on-peer abuse may include, but is not limited to:

- Sexual harassment



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- Sexual violence
- Emotional or physical abuse
- Online abuse
- Coercive or controlling behaviour

These behaviours may occur:

- In person
- Online
- Within or beyond the school environment

5.2 Examples of Sexual Harassment

Sexual harassment can include:

- Sexual comments, jokes or taunting
- Inappropriate or suggestive remarks about appearance or body
- Deliberate physical contact or interference with clothing
- Displaying or sharing sexual images
- Online sexual harassment, including:
 - Unwanted messages or comments
 - Sharing sexual content
 - Pressuring others to send images

The sharing of nude or semi-nude images or videos (sometimes referred to as “sexting”) is a serious concern and will always be treated as a safeguarding issue.

5.3 School Response

All incidents of sexual harassment or peer-on-peer abuse will be:

- Taken seriously and responded to immediately
- Recorded accurately on the school’s safeguarding system
- Risk assessed to determine next steps
- Managed in line with safeguarding procedures

The school will consider:

- The nature and severity of the incident
- The ages and developmental stages of the pupils involved
- Whether there is a pattern of behaviour
- Any safeguarding concerns or vulnerabilities



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5.4 Safeguarding Actions

Where appropriate, the school will:

- Inform the Designated Safeguarding Lead (DSL) immediately
- Put measures in place to protect all pupils involved
- Consider referral to:
 - Children's Social Care
 - Early Help services
 - The Police

Support will be provided to:

- The child who has experienced harm
- The child who has displayed the behaviour

5.5 Supporting Pupils

The school will ensure that:

- Victims are listened to, believed and supported
- Appropriate steps are taken to ensure ongoing safety
- Pupils who have displayed harmful behaviour are supported to:
 - Understand the impact of their actions
 - Take responsibility
 - Make positive changes

This reflects our restorative and relational approach, as outlined in the Behaviour Policy, while maintaining clear boundaries and accountability.

5.6 Preventative Education

The school proactively teaches pupils about:

- Respectful relationships
- Boundaries and consent (age-appropriate)
- Online safety and responsible use of technology
- Recognising inappropriate behaviour
- How to report concerns

This is delivered through:

- PSHE
- Collective Worship
- Safeguarding curriculum



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5.7 Key Principle

At all times: Sexual harassment and abuse are never acceptable and will always be treated as serious safeguarding matters.

6. Vulnerable Groups

We recognise that some pupils may be more vulnerable to bullying and may experience its impact more significantly. This may be due to individual characteristics, additional needs or wider contextual factors.

Evidence, including that referenced in *Keeping Children Safe in Education (KCSIE 2024)*, indicates that particular groups may be at increased risk, including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- LGBTQ+ pupils
- Pupils with protected characteristics under the Equality Act 2010
- Pupils experiencing social, emotional or mental health (SEMH) difficulties
- Pupils who are looked after, previously looked after, or otherwise vulnerable

6.1 Understanding Increased Vulnerability

Vulnerability may arise due to:

- Communication barriers or difficulties expressing concerns
- Increased likelihood of social isolation
- Differences that may be targeted by others
- Reduced confidence or self-esteem
- Additional needs that may affect understanding of social situations

The school recognises that some pupils may not report bullying or may not recognise that what they are experiencing is bullying. This requires heightened awareness and proactive support from staff.

6.2 Equality and Inclusion

In line with the Equality Act 2010, the school is committed to:

- Eliminating discrimination, harassment and victimisation
- Promoting equality of opportunity
- Fostering respect and inclusion

Any form of prejudice-based bullying is taken extremely seriously and will be addressed promptly and robustly.

The school promotes an inclusive culture where diversity is:

- Recognised
- Respected
- Celebrated



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6.3 SEND Considerations

Pupils with SEND may:

- Be disproportionately impacted by bullying
- Find it more difficult to communicate concerns
- Misinterpret social cues or intentions

In line with the SEND Code of Practice and the school's Behaviour Policy, staff will:

- Avoid assumptions that behaviour is solely linked to SEND without further exploration
- Consider whether bullying behaviour is related to unmet needs
- Ensure appropriate support and intervention is in place
- Make reasonable adjustments to support pupils effectively

6.4 School Response

The school will ensure that vulnerable pupils are supported through:

- Additional vigilance from staff in identifying concerns
- Early intervention where issues are identified
- Reasonable adjustments to support individual needs
- Inclusive classroom and playground practices
- Strong pastoral support systems
- Clear, accessible reporting mechanisms

Where appropriate, the school will:

- Work closely with parents/carers
- Involve the SENDCo or pastoral leads
- Seek advice from external agencies

6.5 Creating a Protective Environment

The school is committed to creating an environment in which:

- All pupils feel a sense of belonging and safety
- Differences are understood and respected
- Pupils are encouraged to support one another
- Bullying is challenged consistently

This is achieved through:

- Curriculum teaching (PSHE, Relationships Education)
- Collective Worship and values-based education
- Positive role modelling by staff



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- Pupil voice and inclusion initiatives

6.6 Key Principle

At all times: All pupils have an equal right to feel safe, valued and included, and additional support will be provided where needed to ensure this.

7. Roles and Responsibilities

Effective prevention and response to bullying requires a whole-school approach, with clear roles and shared accountability across the community.

7.1 Governing Body

The Governing Body is responsible for:

- Reviewing and approving this Anti-Bullying Policy
- Monitoring its implementation and impact
- Ensuring the policy complies with statutory requirements
- Ensuring the school meets its duties under safeguarding legislation and the Equality Act 2010
- Holding the Headteacher and senior leaders to account for the effectiveness of anti-bullying strategies

The Governing Body will receive information on bullying trends and actions taken, enabling appropriate challenge and support.

7.2 Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT are responsible for:

- Leading the school's anti-bullying strategy and culture
- Ensuring consistent implementation of this policy
- Promoting a safe, inclusive and respectful environment
- Monitoring patterns, trends and data relating to bullying
- Ensuring all incidents are appropriately recorded and reviewed
- Supporting staff in managing incidents effectively
- Liaising with external agencies where necessary
- Ensuring staff receive regular training in anti-bullying strategies and safeguarding.

The Headteacher has overall responsibility for ensuring that responses to bullying are fair, proportionate and in line with safeguarding duties.

7.3 Staff

All staff play a crucial role in preventing and addressing bullying. Staff will:

- Be vigilant, observant and proactive in identifying concerns
- Act immediately and appropriately on all reports or suspicions



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- Take all concerns seriously and never dismiss them
- Record incidents accurately using school systems
- Model respectful, calm and professional behaviour at all times
- Promote a positive classroom and playground environment
- Use restorative and relational approaches in line with the Behaviour Policy
- Support pupils to understand the impact of their behaviour
- Work collaboratively with colleagues, parents and external agencies

All staff are responsible for safeguarding and must act in the best interests of the child at all times.

7.4 Pupils

Pupils are expected to:

- Follow the school expectations of **Ready, Respectful, Safe**
- Treat others with kindness, dignity and respect
- Report bullying or concerns promptly to a trusted adult
- Support peers who may be vulnerable or experiencing difficulty
- Take responsibility for their behaviour and actions
- Engage in restorative processes where appropriate

Pupils are encouraged to be active participants in maintaining a safe and inclusive school community.

7.5 Parents and Carers

Parents and carers are key partners in preventing and addressing bullying. They are expected to:

- Report concerns to the school promptly
- Work in partnership with staff to resolve issues
- Support the school's behaviour and anti-bullying strategies
- Reinforce positive behaviour and respectful relationships at home
- Encourage their child to speak to a trusted adult if concerns arise

The school will work collaboratively with families to achieve positive outcomes.

8. Preventing Bullying

Prevention is central to the school's approach to bullying. At Our Lady's Catholic Primary School, we recognise that the most effective way to address bullying is to create a culture in which it is less likely to occur. This is achieved through strong relationships, clear expectations, inclusive practice and the explicit teaching of behaviour.

Our preventative approach is proactive, consistent and embedded across all aspects of school life. It reflects the principles outlined in the Behaviour Policy, ensuring a coherent and unified approach to behaviour, relationships and safeguarding.



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8.1 Whole School Culture

The school promotes a culture in which bullying is less likely to occur by establishing a safe, inclusive and respectful environment where all pupils feel a strong sense of belonging.

This is achieved through:

- **Clear and consistent expectations:**
The shared language of **Ready, Respectful, Safe** is explicitly taught, modelled and reinforced across all areas of school life.
- **Strong adult role modelling:**
Staff consistently demonstrate calm, respectful and compassionate behaviour, setting the tone for positive interactions and relationships.
- **Positive, trusting relationships:**
Staff prioritise building strong relationships with pupils, recognising that connection and trust are key to preventing negative behaviours.
- **Consistent routines and boundaries:**
Predictable routines and clear boundaries provide structure and security, helping pupils understand expectations and feel safe.
- **A strong sense of belonging:**
The school actively promotes inclusion so that every pupil feels valued, respected and part of the community, reducing the likelihood of social isolation.
- **A relational approach to behaviour:**
In line with the school's ethos, behaviour is understood as communication. Adults seek to understand underlying needs and support pupils to make positive choices.

8.2 Curriculum

Bullying prevention is embedded within the taught curriculum and wider school experience. Through a carefully planned curriculum, pupils are equipped with the knowledge, skills and understanding needed to build positive relationships and respond appropriately to challenging situations.

This is delivered through:

- **PSHE and Relationships Education:**
Pupils learn about respectful relationships, empathy, boundaries, diversity and inclusion.
- **Collective Worship:**
Gospel values such as kindness, forgiveness and compassion are explored and reinforced.
- **Online safety education:**
Pupils are taught how to use technology safely, recognise online risks and respond to cyberbullying.
- **Explicit teaching of behaviour:**
Behaviour, social skills and expectations are taught directly, not assumed.

Pupils are taught to:

- Recognise what bullying is and how it differs from conflict
- Understand the impact of their actions on others
- Respond safely and appropriately to bullying



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- Seek help and report concerns confidently
- Support others who may be experiencing difficulties

This teaching is revisited regularly and adapted to be age-appropriate and relevant.

8.3 Awareness and Engagement

The school actively promotes awareness of bullying to ensure it remains a visible and openly discussed issue within the community.

This includes:

- Anti-Bullying Week – a focused programme of activities to raise awareness, reinforce key messages and empower pupils.
- Assemblies and themed events - regular opportunities to explore issues such as kindness, respect, diversity and inclusion.
- Pupil voice activities - including School Council, pupil surveys and discussions, enabling pupils to contribute to school development and share their experiences.
- Workshops and external speakers - engagement with organisations such as the NSPCC, police and other agencies to provide expert input.
- Ongoing communication with parents - ensuring parents are informed and involved in promoting positive behaviour and addressing concerns.

These approaches ensure that bullying is not a one-off topic but part of an ongoing dialogue.

8.4 EEF-Informed Practice

The school's approach is informed by evidence from the Education Endowment Foundation (EEF), which highlights the importance of teaching behaviour explicitly and building strong relationships.

In line with this, the school:

- Explicitly teaches behaviour and social skills:
Pupils are taught how to behave, interact and resolve conflict, rather than assuming these skills are already in place.
- Builds strong, positive relationships:
Staff invest in relationships, recognising that pupils are more likely to behave positively when they feel respected and understood.
- Establishes clear and consistent routines:
Consistency across the school ensures that expectations are predictable and understood by all pupils.
- Promotes emotional regulation and self-awareness:
Pupils are supported to understand and manage their emotions through approaches such as Emotion Coaching.
- Uses consistent adult responses:
Staff respond to behaviour in a calm, predictable and proportionate manner, reducing escalation and promoting positive outcomes.



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- Prioritises early intervention:
Concerns are addressed promptly to prevent escalation into more serious issues.

These approaches reduce the likelihood of bullying, support positive behaviour and contribute to a calm, safe and purposeful learning environment.

8.5 Key Principle

Bullying prevention is not a single action but a continuous, whole-school commitment to building a culture of respect, safety and belonging.

9. Reporting Bullying

We are committed to creating a culture in which all members of the school community feel confident to report concerns about bullying. Early reporting is essential in ensuring that issues are addressed promptly and do not escalate. Where appropriate, concerns will be shared with the Designated Safeguarding Lead (DSL).

Bullying can be reported by:

- Pupils
- Parents or carers
- Staff
- Other members of the school community

The school recognises that pupils may find it difficult to report concerns. Therefore, staff actively promote an environment where pupils feel safe, listened to and taken seriously.

9.1 Encouraging Pupils to Report

Pupils are encouraged and supported to:

- Speak to a trusted adult within school
- Report concerns as soon as possible, whether for themselves or on behalf of others
- Seek help and support without fear of blame or judgement

Pupils are regularly reminded that:

- Reporting bullying is the right thing to do
- They will be listened to
- Action will be taken

9.2 Accessible Reporting Systems

The school ensures that reporting systems are:

- Accessible to all pupils, including those with SEND or communication needs
- Clearly understood through regular teaching and reinforcement
- Consistently promoted across the school

This may include:



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- Direct reporting to any member of staff
- Opportunities to share concerns through pupil voice systems
- Structured opportunities for discussion (e.g. PSHE, reflection time)

Staff remain vigilant to signs that a pupil may be experiencing bullying, even where it has not been formally reported.

9.3 Staff Responsibilities

All staff will:

- Take all reports seriously
- Respond promptly and appropriately
- Record concerns in line with school procedures
- Reassure pupils that they have been heard
- Follow up concerns to ensure appropriate action has been taken

Staff must never dismiss concerns as trivial or assume that someone else will deal with the issue.

9.4 Key Principle

All reports of bullying will be taken seriously, recorded appropriately and acted upon without delay.

10. Responding to Bullying

All reports of bullying are taken seriously and responded to promptly, consistently and proportionately. Responses are informed by the school's relational and restorative approach, alongside clear boundaries and expectations as set out in the Behaviour Policy.

The purpose of all responses is to:

- Ensure the immediate safety and wellbeing of pupils
- Stop the bullying behaviour
- Address the impact on those involved
- Promote accountability and positive change
- Prevent recurrence

10.1 Initial Response

When bullying is reported or suspected, staff will act without delay. Staff will:

- Listen carefully and take the concern seriously, ensuring pupils feel heard and respected
- Reassure all parties that the matter will be addressed appropriately
- Record the incident promptly and accurately in line with school procedures
- Take immediate steps to ensure safety, which may include increased supervision or separating pupils where appropriate
- Avoid making assumptions or apportioning blame prematurely



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- Begin an investigation without delay
- All incidents will be recorded on the school's safeguarding and behaviour system (CPOMS).

The initial response will be calm, supportive and professional, maintaining the dignity of all involved.

10.2 Investigation

All incidents will be investigated thoroughly, fairly and sensitively. The investigation process may include:

- Gathering accounts from all pupils involved
- Speaking to witnesses where appropriate
- Reviewing relevant evidence, including online content or communication
- Identifying patterns or repeated behaviour, including previous incidents
- Assessing severity, context and intent
- Considering any safeguarding concerns, including peer-on-peer abuse

Investigations will be:

- Proportionate to the nature of the incident
- Conducted in an age-appropriate manner
- Free from bias and based on evidence

10.3 Action and Outcomes

Following investigation, appropriate action will be taken. Responses will be:

- Proportionate to the seriousness and frequency of the behaviour
- Consistent across the school
- In line with the Behaviour Policy

Actions may include:

- Restorative conversations to repair relationships and develop understanding
- Reflection and education to promote empathy and behavioural change
- Behaviour sanctions, applied through the graduated response system
- Parental involvement, ensuring partnership and transparency
- Pastoral or emotional support for pupils involved

Where appropriate, additional measures may include:

- Increased monitoring
- Behaviour support plans
- Adjustments to routines or supervision

The focus of all actions is to:

- Stop the behaviour immediately



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- Repair harm and rebuild relationships
- Prevent recurrence through support, education and consistent expectations

10.4 Safeguarding Response

Where there is any indication of risk of harm, the incident will be treated as a safeguarding concern.

In such cases:

- The Designated Safeguarding Lead (DSL) will be informed immediately
- The incident will be recorded in line with safeguarding procedures
- A risk assessment may be undertaken
- Appropriate protective measures will be implemented

The school will consider referral to:

- Children's Social Care
- Early Help services
- The Police (where a criminal offence may have occurred)

This includes incidents involving:

- Sexual harassment or sexual violence
- Sharing of nude or semi-nude images
- Serious physical or emotional harm
- Coercion, exploitation or controlling behaviour

Safeguarding considerations will always take priority over disciplinary measures.

11. Recording and Monitoring

Accurate recording and effective monitoring of bullying incidents are essential to safeguarding pupils and ensuring a consistent and informed response.

All bullying incidents will be:

- Recorded on the school's systems (CPOMS) in line with safeguarding and behaviour procedures
- Logged accurately, factually and in a timely manner
- Reviewed by senior leaders to ensure appropriate action has been taken
- Categorised appropriately, including type of bullying and any protected characteristics where relevant

Recording ensures that:

- Concerns are not overlooked
- Patterns can be identified
- Appropriate support and intervention can be implemented



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11.1 Monitoring and Analysis

The school will systematically monitor bullying incidents to ensure a proactive and strategic response. This will include:

- Analysing patterns and trends over time
- Identifying vulnerable groups, including pupils with SEND or protected characteristics
- Monitoring repeat incidents involving individuals or groups
- Reviewing locations and times where incidents are more likely to occur
- Evaluating the effectiveness of responses and interventions

Senior leaders will use this information to:

- Inform preventative strategies
- Adjust supervision and support
- Provide targeted interventions
- Identify training needs for staff

11.2 Accountability and Oversight

Bullying data will contribute to whole-school monitoring and may be:

- Reviewed by the Senior Leadership Team regularly
- Reported to the Governing Body as part of behaviour and safeguarding oversight
- Used to ensure compliance with the Equality Act 2010

Where patterns or concerns are identified, the school will take appropriate action to address them promptly.

11.3 Key Principle

Accurate recording and effective monitoring enable the school to respond proactively, safeguard pupils and continuously improve practice.

12. Support for Pupils

We are committed to supporting all pupils involved in bullying incidents. Support is provided to ensure safety, promote understanding and enable positive change.

12.1 Support for Pupils Who Experience Bullying

Pupils who experience bullying will be supported appropriately and sensitively. Support will include:

- Being listened to and believed
- Emotional reassurance and validation
- Restoring a sense of safety, including practical measures where necessary
- Rebuilding confidence and self-esteem
- Ongoing monitoring and regular check-ins to ensure the bullying has ceased



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Where necessary, additional support may be provided through:

- Pastoral systems within school
- Involvement of parents/carers
- Targeted support or interventions
- External services where appropriate

The school will ensure that pupils feel safe, supported and able to continue their learning without fear.

12.2 Support for Pupils Displaying Bullying Behaviour

The school will support pupils to understand and change their behaviour. Pupils will be supported to:

- Understand the impact of their actions on others
- Take responsibility for their behaviour
- Repair harm through restorative approaches
- Develop more positive and appropriate behaviours

Support may include:

- Behaviour support plans or individual targets
- Targeted interventions (e.g. social skills or emotional regulation)
- Pastoral support and guidance
- Work in partnership with parents/carers

Where appropriate, the school will consider whether underlying needs (including SEND or safeguarding concerns) require further support.

12.3 Key Principle

The aim of all support is to ensure safety, promote accountability and enable all pupils to make positive changes.

13. Sanctions

Sanctions form part of the school's graduated response to behaviour and are applied in line with the Behaviour Policy.

Sanctions will:

- Be proportionate, appropriate and fair
- Reflect the seriousness, frequency and context of the behaviour
- Take account of age, developmental stage, SEND and individual vulnerability
- Be applied consistently across the school

Sanctions may include:

- Loss of privileges
- In-class or internal consequences



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- Removal from class (short-term and supervised)
- Internal suspension (where appropriate)
- Suspension (in serious or repeated cases)

Sanctions are used to:

- Reinforce the school's expectations (Ready, Respectful, Safe)
- Ensure the safety and wellbeing of all pupils
- Support pupils to reflect, take responsibility and make better choices

Sanctions are not intended to shame or punish, but to support learning, restore expectations and prevent further incidents. Where appropriate, they will be accompanied by restorative approaches and supportive interventions.

14. SEND Considerations

When responding to bullying, the school recognises that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable both to experiencing bullying and, in some cases, to displaying behaviours that may be perceived as bullying.

Staff will:

- Recognise that pupils with SEND may be more vulnerable to bullying and its impact
- Consider whether behaviour is linked to unmet needs, communication difficulties or emotional regulation challenges
- Make reasonable adjustments where appropriate, in line with the Equality Act 2010
- Avoid assumptions about behaviour, ensuring that incidents are explored fully and fairly
- Provide personalised and appropriate support to meet individual needs

In responding to incidents, staff will consider:

- Whether the pupil understood the expectations
- Whether the pupil was able to regulate their behaviour at the time
- Whether appropriate support and adjustments were in place

Where appropriate, the school will:

- Involve the SENDCo and pastoral staff
- Work in partnership with parents/carers
- Implement or review support plans
- Seek advice from external agencies

This approach ensures that responses are fair, proportionate and inclusive, while maintaining high expectations for all pupils.

This section should be read in conjunction with the school's Behaviour Policy and reflects duties under the SEND Code of Practice and Equality Act 2010.



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15. Working with External Agencies

Where appropriate, the school will work in partnership with external agencies to ensure that pupils receive appropriate, timely and effective support.

This may include:

- Behaviour support services
- The Local Authority
- Children's Social Care
- The Police
- NSPCC and other specialist organisations

External agencies may be involved where:

- Additional expertise or intervention is required
- There are ongoing or complex concerns
- There is a potential safeguarding risk
- Behaviour may constitute a criminal offence

The school will:

- Work collaboratively with external professionals
- Share relevant information in line with safeguarding and data protection requirements
- Ensure that support is coordinated and centred on the needs of the child

Multi-agency working ensures that:

- Pupils receive the right support at the right time
- Risks are identified and addressed effectively
- Outcomes for pupils are improved

16. Complaints Procedure

The school aims to work in partnership with parents and carers to resolve concerns promptly and effectively. However, if parents/carers are not satisfied with the school's response to a bullying concern, the following steps should be followed:

1. Contact the class teacher in the first instance
2. Escalate the concern to the Headteacher if the issue is not resolved
3. Follow the school's formal complaints procedure if concerns remain

Details of the school's complaints procedure are available in the school prospectus and on the school website. Paper copies are available on request from the school office.

The school is committed to addressing all concerns seriously, fairly and in a timely manner.



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17. Monitoring and Review

The effectiveness of this policy will be monitored regularly to ensure it is consistently applied and has a positive impact on pupil wellbeing and behaviour.

The school will:

- Review this policy annually, or sooner if required
- Analyse bullying and behaviour data, including patterns, trends and repeat incidents
- Identify any disproportionate impact on particular groups of pupils
- Seek feedback from pupils, parents and staff through surveys and pupil voice
- Monitor the effectiveness of responses and interventions
- Adapt practice and procedures where necessary

Senior leaders will review findings regularly, and relevant information will be shared with the Governing Body as part of behaviour and safeguarding oversight.

Continuous monitoring and review ensure that the policy remains effective, inclusive and responsive to the needs of the school community.

18. Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- Online Safety Policy
- SEND Policy
- Complaints Policy

At Our Lady's Catholic Primary School:

Every child has the right to feel safe, valued and respected.

Bullying is never acceptable.

We work together to prevent, address and resolve bullying with compassion, clarity and consistency.

This policy is available on the school website:

[Our Lady's Catholic Primary School and Nursery](#)

Paper copies are available on request from the School Office