



## Anti-Bullying Policy

2025-26

Ratification Table:

<b>Approved by:</b>	R James	<b>Date:</b> January 2025
<b>Last reviewed on:</b>	January 2025	
<b>Next review due by:</b>	January 2026	

# St Nicholas of Tolentine RC Primary School

## Anti-Bullying Policy

### **Introduction**

Bullying behaviour is not acceptable at St. Nicholas Catholic Primary School. We acknowledge the right of the child and all community members to feel safe, secure and happy within the school environment. Therefore, all have a responsibility to be aware of the instances of bullying, to listen to the victim who may have experienced such unpleasantness, and to take action to prevent re-occurrence.

### **Aims**

1. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse.
2. To clarify for all members of the school community that bullying is not acceptable and will be challenged, reported and recorded.
3. To implement a consistent response to any forms of bullying, humiliation, oppression or abuse that occur.
4. To ensure that all pupils, parents/ guardians, staff, governors and others are aware of this policy and know that appropriate action will be taken and what that action will be.

### **Definition of Bullying**

At St Nicholas Catholic Primary School, we define bullying as:

*'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'*

Definition taken from the National Anti-Bullying Alliance, UK

We do not consider bullying to be:

- An isolated incident/ one off disagreement
- Teasing between friends without intention to cause hurt
- A falling out after a quarrel or a disagreement (though in some cases this can lead to bullying)

### **Forms of bullying covered by this Policy**

Bullying can take many forms, e.g.,

- Physical: Pushing, kicking, hitting, punching or any use of violence
- Verbal: Name-calling, spreading rumours, persistent teasing.
- Emotional: Humiliating, excluding, tormenting or threatening, 'Ganging up' or even 'blackmailing'
- Cyber: Email & internet chat room misuse, threats or comments through social media, by text messaging, calls & apps
- Disablist: Focussing on a disability or impairment, gestures, taunts, mocking
- Racial: Racial taunts, graffiti, gestures, mocking
- Homophobic: Name calling, offensive remarks focussing on sexuality, taunts, negative comments

- Transgender: Any taunts or negative comments related to this
- Sexual: Unwanted physical contact, comments of an unwanted sexual nature, upskirting
- Religious: Belief or lack of religion/belief

### **Subtle Bullying**

Much bullying is performed in subtle ways, which are not clearly evident to others. A bully can use a certain look, word or gesture to a victim to signal an intended threat or insult. The practice of 'cussing' (informal cursing) is one such example which causes considerable distress to many but is not always readily spotted. Some people are adept at changing a bullying situation into an apparently innocuous one when another person usually an adult approaches. A person who is being bullied may be fearful of saying that anything is awry, even when questioned. All staff must be vigilant for signs of 'subtle' bullying and the impact this can cause another person.

We see bullying as a shared problem and encourage all members of our school family to recognise bullying, acknowledge its unacceptability and report it. Bullying can happen to anyone.

### **Encouragement to Tell** (Disclosure by pupils being bullied)

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs.

Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue. Rights of individuals will be reinforced through the curriculum for pupils and staff meetings and conversations for adults. An annual anti-bullying week also ensures that the topic remains a focus.

### **Guidelines and Procedures**

All bullying incidents will be recorded on the school's internal system 'CPOMS.'

The exact course of action will vary according to each situation but the main objectives should be that bullying is brought into the open, discussed and strategies agreed to help resolve the problem.

It is always important to make clear that:

1. The bully's behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.
3. The application of sanctions will depend on the individual circumstances of each incident.
4. Revenge is not appropriate for the victim.
5. The school will work with the parents of both the victim and the bully.
6. Support will be available for the victim.
7. Support will be available for the bully to help change his/her behaviour.

### **Sanctions**

Where persons do not respond to prevention strategies it will be necessary to use the sanctions described in the school's Positive Behaviour Policy and Exclusion and staff's whistle blowing policy.

### **The School Curriculum**

The School curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

There are many opportunities within the curriculum to raise awareness, to teach relationship management, to enunciate policy and to discourage bullying via: -

- Assemblies

- PSHE/Drama/English lessons for example
- Group work/circle time/befriending/mediation/assertiveness development
- Preventative strategies- including supervision of all areas of school and maintaining a
- stimulating environment

## **Roles and Responsibilities**

### *The role of the Principal*

- to implement the school anti-bullying strategy, and to ensure that all pupils and staff bullying (both teaching and non-teaching) are aware of the school policy, and know how to identify it and where appropriate deal with incidents of bullying.
- to report any incidents of bullying (as part of the Behaviour Incident Reports) and to report to the governing body about the effectiveness of the anti-bullying policy on request
- to ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

### *The role of all staff*

- to take all forms of bullying seriously, and seek to prevent it from taking place.
- to keep their own records of all incidents that they witness
- to use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Teachers will use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time will be used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### *The role of parents*

- to contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- to contact the headteacher if they are not satisfied with the response. If they remain dissatisfied, they should follow the school's Complaints procedure, which is available on the School website or from the School Office.
- to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school and act as good role models.

### *The role of pupils and staff*

- To (be encouraged to) tell anybody they trust if they are being bullied and if the bullying continues, they must keep on letting people know.
- Where acts of bullying are witnessed by another, they are encouraged to report it to to adults they feel safe talking to.
- To support each other in creating an environment where everyone feels safe and valued.

### *The role of governors*

- to support the Principal in all attempts to eliminate bullying from the school. The governing body will not condone any bullying by any member of the community and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- to monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request but at least 3 times a year about the effectiveness of school anti-bullying strategies.

## **Monitoring evaluation and review**

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- Number of pupils and adults being bullied
- A person's willingness to report incidents
- Staff vigilance and response to bullying behaviour
- Numbers of pupil's parents and staff feeling secure about the school's response to bullying.

## **Maintaining the Policy**

- The issue of bullying will be given a high priority and National Anti-Bullying Week will be used to raise awareness, across the school, on an annual basis (in November, Term
- Lessons designated to bullying related issues will be available to teachers to use throughout the year.
- Teachers will include aspects of the Anti-Bullying policy within their class curriculum (i.e., through Circle Time discussions, RE and PSHE etc.)
- Children and parents/carers will be supported and educated about online issues and bullying that can take place through this medium.
- Pupils and staff will be reminded of the schools focus on mutual respect for all through PSHE, and newsletters with pupils and staff meetings for staff
- Persons who feel they have been bullied will be able to seek help from their peers
- The Anti-Bullying policy will be reviewed regularly, and where appropriate, altered in line with current thinking and changes in practice.
- A survey of bullying incidents will be carried out annually and will be followed up by the staff member in charge of monitoring bullying.

## **HELP ORGANISATIONS:**

Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0808 8002222 [www.kidscape.org.uk](http://www.kidscape.org.uk)

Parentline Plus 0808 800 2222 <http://www.familylives.org.uk>

Young Minds (support for parents) 0808 802 5544 [www.youngminds.org.uk](http://www.youngminds.org.uk)

Advisory Centre for Education (ACE) [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Children's Legal Centre 08088 020 008 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Youth Access [www.youthaccess.org.uk](http://www.youthaccess.org.uk)

Bullying Online 0800 800 2222 [www.bullying.co.uk](http://www.bullying.co.uk)

NSPCC 0808 800 5000 <https://www.nspcc.org.uk/>

Anti-Bullying Alliance They recommend the Childline number (see above).  
[www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

EACH (Educational Action Challenging Homophobia) 0808 1000 143 [www.each.education](http://www.each.education)

[Policies to be read alongside this policy](#)  
[Safeguarding](#)  
[Whistle blowing](#)  
[Codes of conduct](#)

