



Anti-Bullying & Harassment Policy



St. Peter's
Catholic Primary School

Approved by: SPL Local Governing Board

Date: September 2026

Next review due by: September 2027

Our Mission

We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
glorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



St. Peter's
Catholic Primary School



St Raphael
the Archangel
Catholic Multi-Academy Trust

*Forming Christ-centred pilgrims of hope with kind hearts, questioning minds,
a thirst for knowledge, and a hunger for justice.*

For the purposes of this policy, references to “parents/carers” shall be taken to include all who hold parental responsibility for a child, as well as those who have been formally delegated authority to make day-to-day decisions in respect of the child (including, but not limited to, kinship carers and foster carers).

References to the Headteacher within this policy shall be read as references to the Principal, where this is the title used within the school.

Relevant Legislation & Guidance

This policy should be read alongside the school's Behaviour (Relationships) Policy, Safeguarding and Child Protection Policy, Staff Code of Conduct, Online Safety Policy and Complaints Policy. It has regard to relevant legislation and statutory and non-statutory guidance, including:

- *Keeping Children Safe in Education 2026;*
- *Working Together to Safeguard Children 2026;*
- Department for Education, *Preventing and Tackling Bullying;*
- Department for Education, *Preventing and Tackling Bullying and Harassment of School Staff (2026);*
- the Equality Act 2010; and
- relevant statutory safeguarding and education requirements.

Rationale

The mission of St Peter’s Catholic Primary School is rooted in the mission of Jesus Christ: to build a loving, respectful and inclusive community where every person is known, valued and treated with dignity. Inspired by the Gospel Values and the example of Jesus, we seek to ensure that every member of our school family feels safe, welcomed and able to flourish.

We recognise the unique dignity and worth of every person, created in the image and likeness of God. We therefore have a shared responsibility to treat one another with kindness, compassion, respect and courage, and to stand up for what is right when others are not being treated with dignity. Bullying has no place within our school community.

Everyone in our school has the right to feel welcome, safe and happy. If this is the case, all members of the school community will be able to achieve their full potential. Bullying and harassment of any sort prevents this from happening and prevents equality of opportunity. It is everyone's responsibility to stop and prevent this from happening, and this policy contains guidelines to support this ethos.

Where bullying exists, the pupil experiencing bullying must feel confident to activate the anti-bullying and harassment systems within the school to stop the bullying. It is our aim to: challenge attitudes about bullying and harassing behaviour, increase understanding for pupils and staff and help build an anti-bullying ethos in the school.

This policy outlines how we make this possible in our school.

Policy Development

This policy was formulated in consultation with the whole school community, with input from members of staff, governors, parents/carers and children.

Definition of Bullying

Bullying is behaviour that is intended to cause harm, intimidation or offence and may be repeated or, in some circumstances, may be a single serious incident. Bullying can be physical, verbal, emotional, psychological, sexual or online and may involve an imbalance of power, although this is not always the case.

Bullying is therefore behaviour that:

- is deliberately hurtful or harmful;
- may be repeated over a period of time, although a single serious incident may also constitute bullying; and
- may involve an imbalance of power that makes it difficult for the person experiencing the behaviour to defend themselves.

The school will consider the individual circumstances and impact of each incident when determining whether behaviour constitutes bullying. Particular care will be taken where behaviour is sexual, discriminatory or prejudice-based, or where a pupil may be particularly vulnerable because of disability or other individual circumstances.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate;
- There is a power imbalance that makes it hard for the pupil experiencing bullying to defend themselves. It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the pupil experiencing bullying might be in danger, intervention is urgently required.

What does bullying look like?

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered • Homophobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse, focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people;
- Young people and staff;
- Between staff;
- Individuals or groups.

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'.

Bullying as a Safeguarding Concern

Bullying can be a safeguarding concern and may constitute child-on-child abuse. Where bullying involves violence, threats, sexual harassment or violence, discriminatory or prejudice-based behaviour, or other behaviour that may place a child at risk of harm, the school will respond in accordance with its Safeguarding and Child Protection Policy. All staff have a responsibility to recognise concerns, respond promptly and report safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay. The welfare and best interests of the child will remain central to the school's response.

Definition of Harassment

Harassment is unwanted conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment may be related to a person's protected characteristic or may take another form.

The school will take all reports of harassment seriously and will respond proportionately, taking account of the age, developmental stage and individual circumstances of the pupils involved. Where harassment may constitute a safeguarding concern, the school's Safeguarding and Child Protection Policy will be followed.

Online and out-of-school behaviour

Bullying and harassment may take place inside or outside the school premises, including through online platforms, messaging services, gaming platforms and social media. Where behaviour occurring outside school has an impact on the safety, wellbeing, relationships or education of pupils, the school will consider appropriate action in accordance with its Behaviour, Safeguarding and Online Safety policies.

Actions to Tackle Bullying

Roles and Responsibilities

The Principal – has overall responsibility for the policy and its implementation and liaising with the Local Governing Body, parents/carers and outside agencies.

The Principal's responsibilities are:

- Policy development / review involving pupils, staff, governors, parents/carers and relevant agencies.
- Implementing the policy; monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

Prevention is better than cure. In our school, we will be vigilant for signs of bullying and harassment and always take reports of incidents seriously. We will use the curriculum, whenever possible, to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Reporting Incidents of Bullying

Pupils are told that they must report any incidents of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. The school support pupils in developing their annual 'Network Hand' helping them to know who they can speak to for help as well as through 'Who to Talk To' posters around school and regular reminders in assemblies, RHSE lessons and day-to-day school life.

All reported incidents of bullying will be taken seriously by staff members. A detailed record will be made via CPOMS of all incidents, which will then be triaged by the Principal/DSL. Records will include, where appropriate, the nature of the concern,

actions taken, decisions made, rationale, communication with parents/carers and other agencies, and outcomes or follow-up actions.

Records will be reviewed to identify patterns, repeat incidents or emerging safeguarding concerns. All incidents will be reviewed regularly by the Senior Leadership Team within Reflective Supervision. This is to ensure that behaviour is tracked over time which can highlight any occurring patterns.

Action

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to the child(ren)'s age and level of understanding. Where appropriate, a problem-solving approach may be chosen. The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil will be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies (see Appendix A) that can be applied if more than one pupil is involved in bullying another. The 'no blame' or 'support group' approach, counselling/mediation between the bully and pupil experiencing bullying, role-play and other drama techniques can be used as well as Circle Time. Circle Time, if held regularly, can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Parental Involvement

The parents/carers of pupils experiencing bullying and pupils displaying bullying behaviour will be informed of an incident and the action that has taken place. They will be asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. These stages are clearly laid out in the school Behaviour (Relationships) Policy.

Actions for Staff

Bullying and harassment of staff

St Peter's Catholic Primary School is committed to ensuring that all staff are treated with dignity, respect and courtesy and are protected from bullying, harassment, intimidation and unacceptable behaviour. This includes behaviour from pupils, parents/carers, colleagues, visitors or other members of the school community, whether in person or online.

Staff who experience or witness bullying or harassment should report this to the Principal or an appropriate member of the leadership team. Concerns will be taken seriously and addressed in accordance with the relevant school policies and procedures, including the Staff Grievance Policy, Staff Code of Conduct and safeguarding procedures where appropriate. Staff should be treated with dignity at work. Where they feel that they are recipients of behaviour that compromises this, they are encouraged to follow steps within the Staff Grievance Policy.

Governors' Involvement

Together with the staff, Governors believe it is essential to systematically monitor and review this policy to ensure they are in a position to strengthen and challenge the school's approach to this issue and safeguard the children's well-being in our care. This policy is seen as an integral part of our Behaviour (Relationships) Policy.

Appendix A: Glossary of Strategies

Use of strategies

The strategies outlined below are examples of approaches that may be used to address bullying and restore positive relationships. The school will consider the individual circumstances of each incident, the needs and wishes of the pupils involved, the seriousness of the behaviour and any safeguarding concerns when determining the most appropriate response. No single approach will be appropriate in every situation. Where a safeguarding concern is identified, safeguarding procedures will take precedence.

'No Blame' Approach:

Background

- Developed by Barbara Maines & George Robinson, the philosophy is based on long-standing work with pupils with emotional and behavioural needs.
- Since bullying is an interaction which establishes group identity, dominance and status at the expense of another, it is only by the development of higher values such as empathy, consideration, unselfishness, that the bully is likely to change their behaviour and function differently in social settings.
- Investigation and interrogation rarely get to the bottom of the problem or situation.
- Rather, it seems as though this leads to the bullies being hostile, and punishments are futile as they may lead to the pupil experiencing bullying being hurt. All this attention on the bully leads to a shift of attention from the pupil experiencing bullying.
- The No Blame Approach has been used effectively in primary and secondary schools as well as college environment.

Why it Works

- It draws the bystanders and non-involved pupils into finding a solution to the problem.
- It is a whole school approach; it relies on group dynamics and the empathy of the group members.
- No one has to hide behind an untrue picture of what happened.

Why it's Popular

- It deals with potentially complex situations in a straightforward way.
- It brings about change quickly, it's easy to use and it works.

In Addition

- Nothing about this approach is manipulative or requires specific training beyond an understanding of the seven steps of the approach.
- The approach is based upon those skills that a teacher already possesses: the ability to work effectively with individuals and groups.

Seven Steps to the No Blame approach:

When bullying has been observed or reported, the following steps can be taken:

- Step One: interview with the pupil experiencing bullying. When the teacher finds out that bullying has happened, they start by talking to the pupil experiencing bullying about their feelings. They do not question them about the incidents but they do need to know who was involved.
- Step Two: convene a meeting with the people involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.
- Step Three: explain the problem. They tell them about the way the pupil experiencing bullying is feeling and might use a poem, a piece of writing or a drawing to emphasise their distress. At no one time do they discuss the details of the incidents or allocate blame to the group.

Step Four: share responsibility. The teacher does not attribute the blame but states that they know that the group is responsible and can do something about it. Each member of the group is encouraged to suggest a way in which the pupil experiencing bullying could be helped to feel happier.

- Step Five: ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the pupil

experiencing bullying could be helped to feel happier. The teacher gives some positive responses but they do not go on to extract a promise of improved behaviour.

- Step Six: leave it up to them. The teacher ends the meeting by passing over the responsibility to the group to solve the problem. They arrange to meet them again to see how things are going.
- Step Seven: meet them again. About a week later, the teacher discusses with each student, including the pupil experiencing bullying, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Counselling/Mediation:

Mediation can occur when two pupils (for example 'pupil displaying bullying behaviour' and 'pupil experiencing bullying') agree to seek help from a mediator, a teacher or trained peer mediator, to resolve the issue that is causing the conflict.

Procedure:

- The mediator asks each of the pupils, in turn, to explain the situation as he/she sees it
- The other pupil is required to listen without interrupting and, at the end, to summarise what has been said – to the satisfaction of the speaker.
- Each is then asked to make suggestions as to how the issue might be resolved. The mediator records each suggestion without unnecessary comment.
- Each suggestion is listed, then examined and discussed, to discover one to which they agree will resolve the conflict.

Circle Time:

Quality Circle Time is a democratic and creative approach used to support teachers and other professionals work with pupils in managing issues that affect the whole learning community.

Teaching staff, children, support staff, parents and governors can all be actively involved. Circle Time has proved successful in promoting better relationships and helps with positive behaviour management, two of the most effective improvements to both learning and the smooth and harmonious running of a school.

End of policy

