

## OUR SCHOOL VISION

Our mission is to RECOGNISE the original gifts of our young people, preparing them for SERVICE in the common good for the transformation of society and we aim for academic EXCELLENCE for all, for the sake of the dignity of the individual.

## OUR MISSION STATEMENT

Together,  
Through our words and actions,  
Our work and play,  
We point towards Christ  
Each and every day

# St John the Baptist Catholic Primary School



# ANTI-BULLYING POLICY

**“Find one person who does what is right and tries to be faithful to God...  
the Lord will forgive”.**  
*(Jer 5:1)*

This Policy has been approved and adopted by the Governing Body in November 2025 and will be reviewed in November 2026.

Signed by Chair of Governors:  \_\_\_\_\_

Signed by Head teacher:  \_\_\_\_\_

| Date     | Reason & Changes Made | By                                  |
|----------|-----------------------|-------------------------------------|
| 18/10/23 | Policy Review Cycle   | Catherine<br>Whatley<br>Headteacher |
| 16/10/24 | Policy Review Cycle   | Catherine<br>Whatley<br>Headteacher |
| 21/10/25 | Policy Review Cycle   | Catherine<br>Whatley<br>Headteacher |

## Participation

We live in community with others,  
growing together.

We are called to be active  
participants in all that we do.

We have a responsibility to be  
inclusive so that we allow all  
people to participate.

## Human Dignity

Each of us is made in God's image.

Every person has an innate dignity  
no one can take away.

Our common humanity requires  
that we respect and uphold the  
dignity of each and every person.

## Promoting Peace

Peace is not just the absence of  
conflict. It is part of God's nature  
and a value we should all seek to  
live out in our daily lives.

Peace comes from both justice  
and love.

Peace is dependent on people  
understanding one another.

# Ten Key Principles

At St John the Baptist Catholic Primary school, we adhere to the Anti-bullying Alliance 10 key principles to preventing and responding to bullying in school.

## Listen

- Stop and listen to every child
- Be alert to potential bullying and relational conflict
- Challenge behaviour that causes concern

## Celebrate Difference

- Allow children to talk about differences as well as shared interests and commonalities
- Positive representation of differences throughout the curriculum
- Children have opportunities to communicate information about themselves

## Include All

- All children feel welcome and secure in their key relationships
- Participation of children in decisions and school-life
- Staff access inclusion support from outside agencies to remove barriers

## Report Bullying

- Learning about bullying and relational conflict in class
- Access to DSL, ELSA & Thrive Practitioners for all children
- Staff promote an ethos of reporting

## Believe

- All concerns acknowledged, believed and taken seriously

## Take Action

- Staff respond quickly to concerns raised by staff, children or parents
- Children participate fully in decisions made about them
- Children help to formulate actions and responses

## Understand

- All staff and governors understand what bullying is and what isn't
- Induction training for all staff and governors
- Refresher training for all children, staff and governors annually

## Challenge

- All forms of discriminatory language challenge and taken seriously
- Staff report discriminatory language promptly
- SLT monitor for patterns and trends, adapting activities in response to need

## Respect

- All adults in the school are role models for how we treat each other
- All adults demonstrate positive, inclusive behaviour

# What is bullying?

Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations.

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.**

It can be

- Verbal
- Physical
- Psychological
- Online
- Face to face
- In school
- Outside of school

Bullying may be direct or indirect:

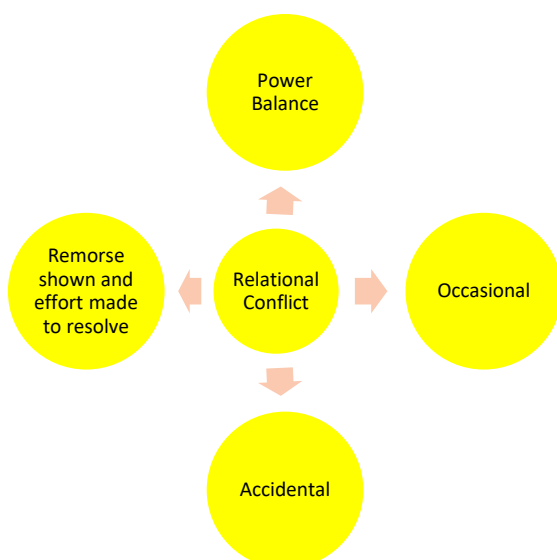
| Direct                         | Indirect  |
|--------------------------------|---|
| Verbal abuse<br>Physical abuse | Coercion<br>Spreading rumours<br>False friendships<br>Excluding |

The imbalance of power can manifest itself in several ways:

- are in a smaller group than those experiencing it
- are part of a minority group, e.g. a minority gender, race, or faith group
- are a smaller stature or physical strength
- are younger
- have communication difficulties or a disability

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## What is the difference between relational conflict and bullying?



Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental. In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



An incident which doesn't have all of the elements of bullying, must still be addressed. For example:

- A relational conflict that goes unresolved can easily turn into bullying so will be monitored.
- A one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support.

Just because something does not constitute bullying, it does not mean that school involvement is not needed.

What are the roles within bullying?

Research shows that the traditional view of bullying where there is a 'victim' and a 'bully' is much more complicated in reality. There are key roles identified in bullying incidents that help us to understand the group dynamics.

| Bullying as Group Behaviour |  |                 |  |
|-----------------------------|--|-----------------|--|
| <b>Ringleader</b>           | Initiates and leads the bullying   | <b>Outsider</b> | Ignores or doesn't see the bullying and doesn't want to get involved |
| <b>Target</b>               | Is the person at whom the bullying is aimed  |                 |  |
| <b>Reinforcer</b>           | Supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.   |                 |  |
| <b>Defender</b>             | Stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school. |                 |  |
| <b>Assistant</b>            | Is actively involved in 'doing' the bullying, but does not lead it   |                 |  |

By understanding that bullying involves a power imbalance and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals or groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour, remembering that the safety of the 'victim' is paramount at all times.

## **Preventing Bullying**

### **The Whole School Approach**

- Living out our Mission:
  - Ready, Respectful Safe
  - Catholic Social Teaching principles underpin the curriculum
  - ABA Ten Principles Charter adopted by every member of staff
  - Anti-bullying charter written in consultation with children annually
- Celebrating difference and diversity through the whole curriculum:
  - Planning opportunities to identify, discuss and celebrate differences.
  - Challenging stereotypes
  - Ensuring positive representations of all people
  - Annual Anti-bullying week in November using the Anti-bullying Alliance resources.
- Creating Positive Relationships
  - Playground Friends
  - Buddy System
  - ELSA friendship groups
  - Circle time
  - RHSE curriculum explores the features of positive and abusive relationships
- Developing staff skill:
  - ABA CPD for all members of staff
  - ABA CPD for governors
  - ABA refresher training annually

### **The Classroom Approach**

Classroom strategies are delivered through the curriculum and use time in class to support children to explore issues related to bullying.

Alongside curriculum delivery, they include specific activities which operate on the social fabric of the classroom, including interventions such as circle time.

Staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully

- Discuss with all classes the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Provide a worry box in each classroom to allow pupils to anonymously report concerns.

Staff will monitor for:

- **Social Isolation:** Socially isolated children and young people may have fewer supportive peer relationships in the wider groups, and therefore may be more easily isolated if rejected by peers.
- **Social Rejection:** Both language and communication and behavioural 'norms' adopted in the classroom may exclude children and young people, acting as a further barrier to their safety. For example, if discriminatory language goes unchallenged in school, it could lead to 'othering' of groups of pupils where they are seen as less accepted as other pupils.

Staff will revisit anti-bullying learning throughout the year through:

- RHSE curriculum: TenTen, Educate Against Hate, Anti-bullying Alliance, NSPCC, Safe4Me, cyber bullying, Anna Freud Centre, Red Card for Racism
- Computing Curriculum: Google internet safety units, Internet Safety Week
- Using ABA assembly and lesson resources during Anti-bullying Week
- Literacy Spine supports positive representation and celebration of difference
- Discussing bullying and discrimination through History learning

### Peer Support

**Peer Buddy Scheme:** targeted social and emotional support to vulnerable children: bullied and bullying children, newcomers to the school.

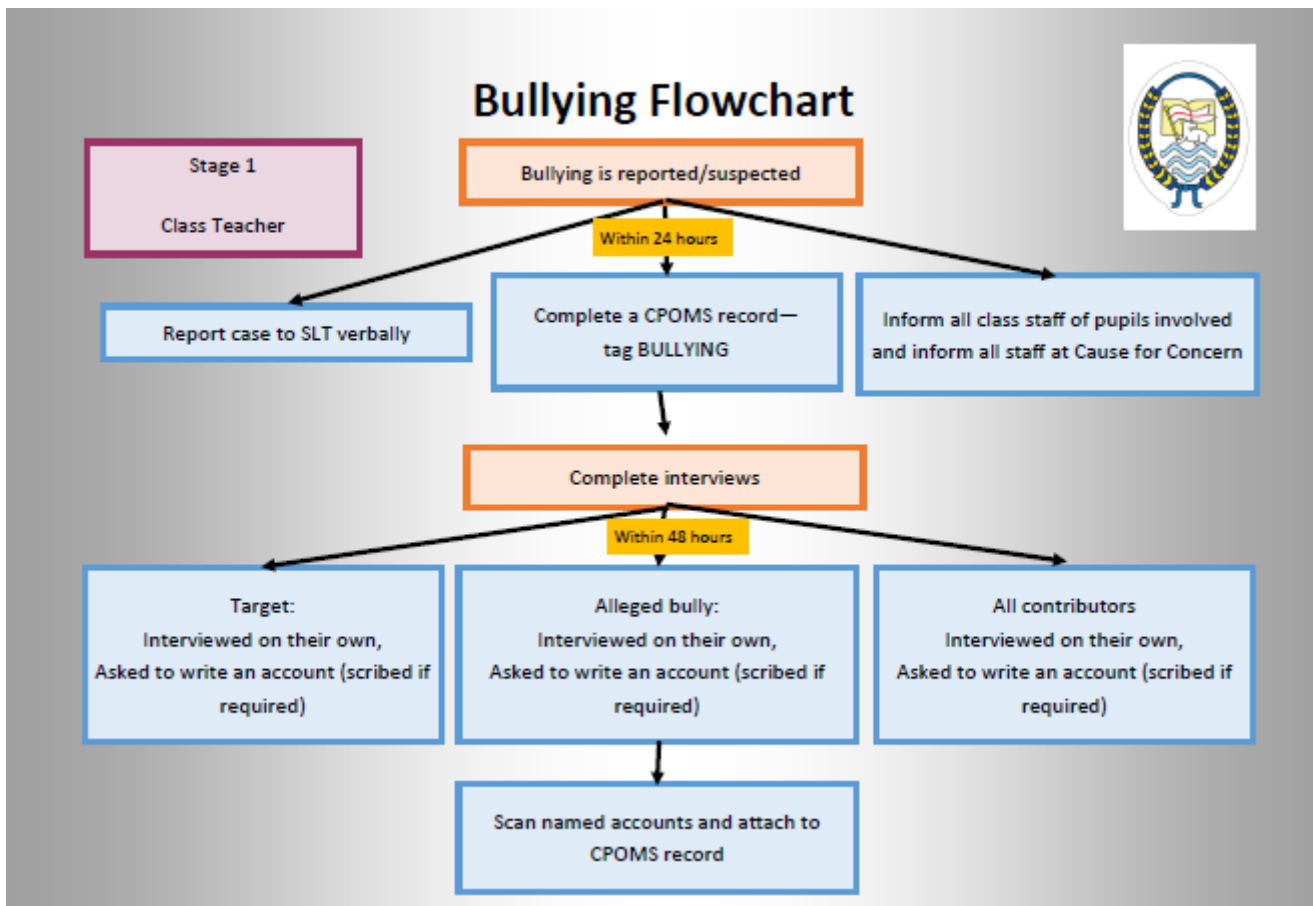
- Children are assigned a buddy from their class to provide friendship and support during playtimes and lesson times
- The buddy is supported by the class teacher

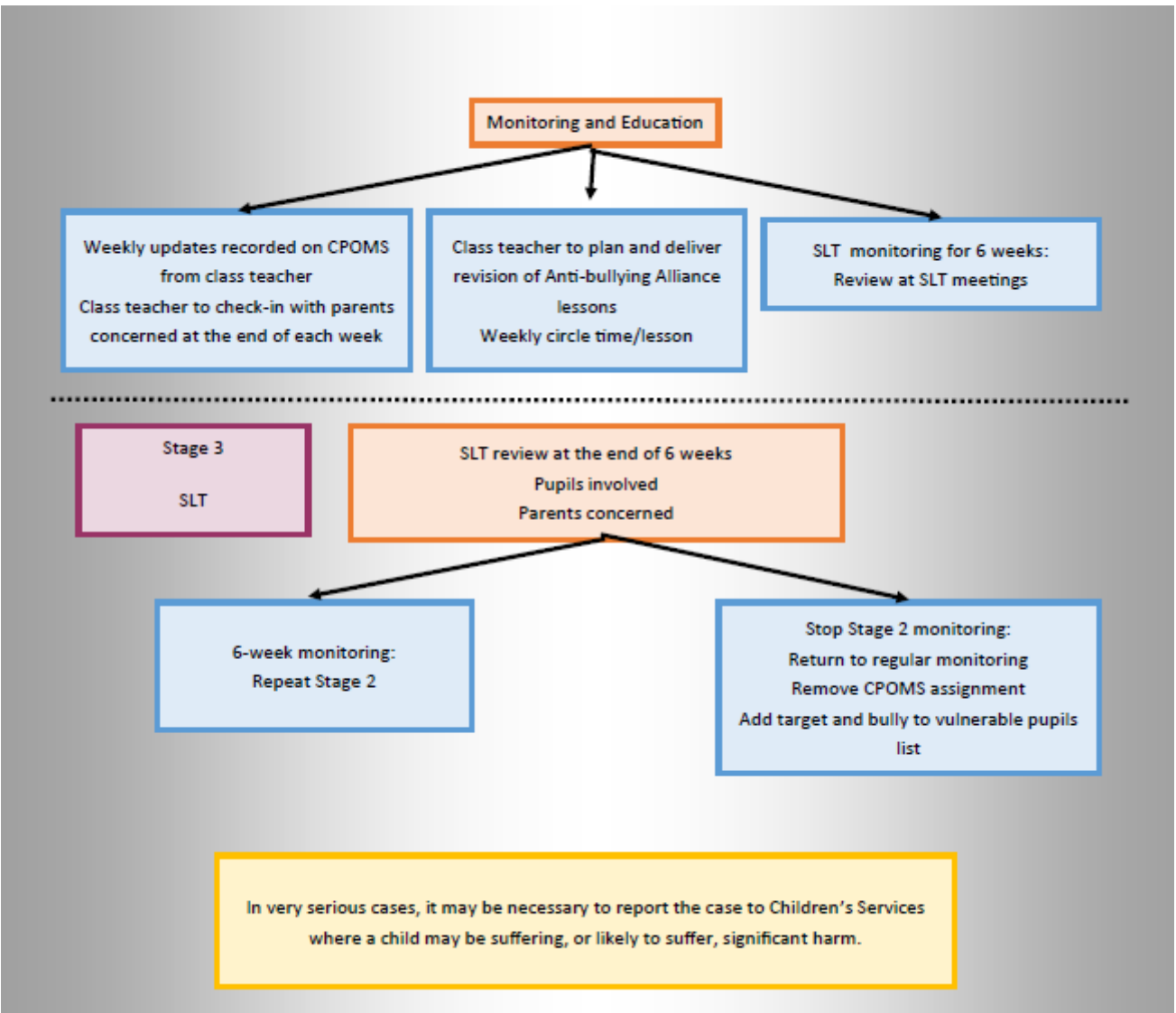
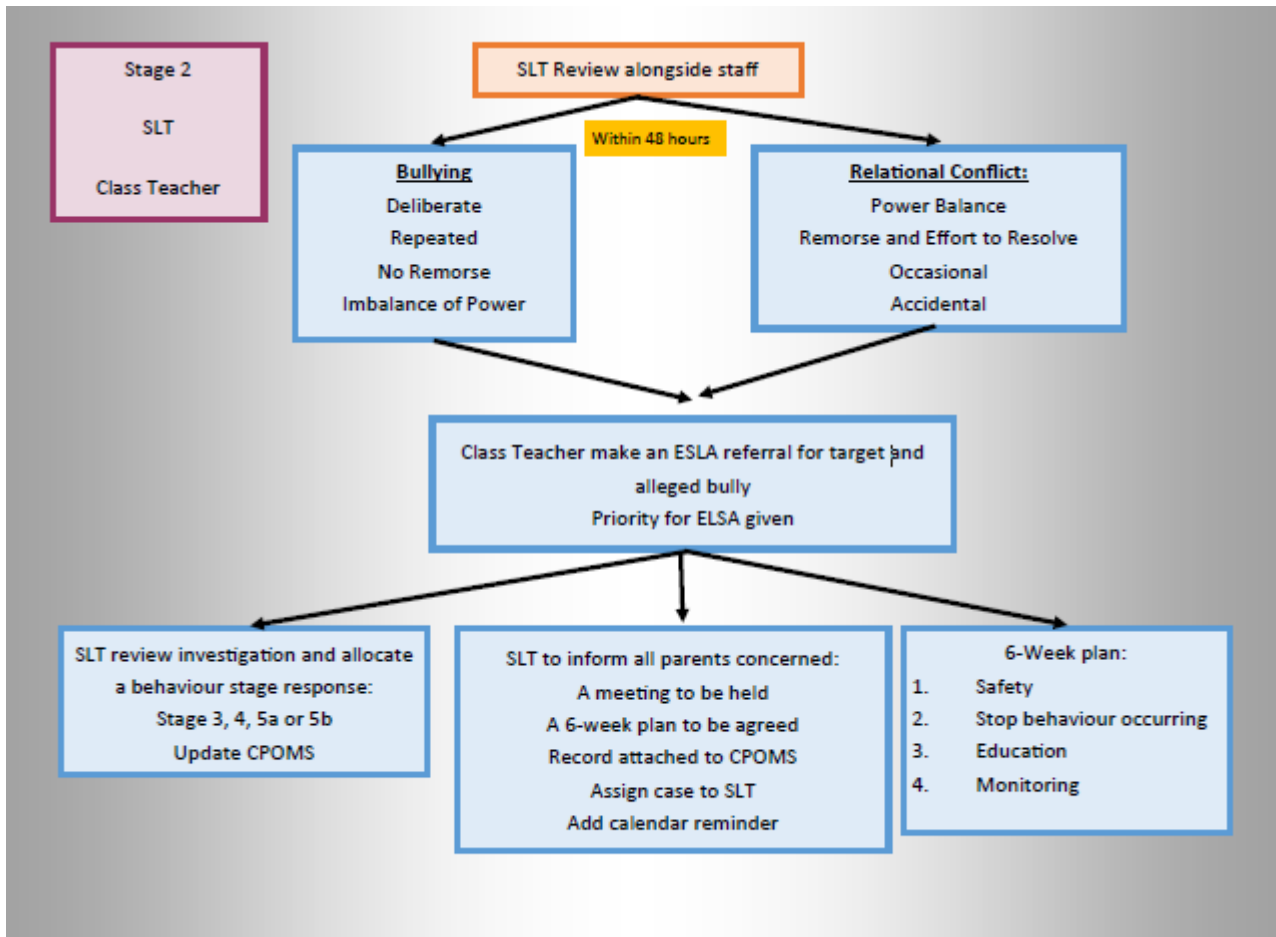
## **Responding to Bullying**

If an incident of suspected bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. They will inform the key stage leader and SLT as soon as possible – verbally, and then followed by a CPOMS record within 24 hours if possible.
- The staff member who is leading the investigation should inform all staff of any other pupils involved in the incident as soon as possible so that they may be involved in the interview process.
- The victim will be interviewed on their own and invited to write an account of events or dictate to an adult who will scribe their account. The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. These accounts will be scanned and attached to the CPOMS record.

- The victim will be supported by an ELSA, separately from the alleged perpetrator. It will be made clear to them why revenge is inappropriate. They will be offered support to develop a strategy to help them.
- The alleged bully will be supported by an ELSA, separately from the victim, and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. If appropriate a disciplinary sanction will be given as set out in the school's Behaviour Policy; for example, withdrawal of privileges or internal inclusion. In particularly serious and/or persistent cases, the bully should expect suspension or exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought. A record of this meeting will be recorded on CPOMS. Parents/guardians will be informed within 24 hours unless there are exceptional circumstances meaning this is not achievable.
- A way forward, including disciplinary sanctions and pastoral support, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others and monitored anonymously by the anti-bullying governor.
- A monitoring and review strategy will be put in place and recorded on CPOMS.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. In line with Keeping Children Safe in Education a bullying incident will be addressed as a Safeguarding concern where a child is suffering, or is likely to suffer, significant harm.
- In line with KCSIE all child-on-child abuse will be treated as a Safeguarding matter





Our staff will:

- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (key stage leader, Deputy Head teacher and Head teacher) both verbally and by making a written record using CPOMS.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken. The complaint, a record of the meeting and the action taken is then recorded on CPOMS and monitored by the named member of staff.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Governor Responsibilities:

- Regularly monitor the bullying trends to identify any areas to target or situations requiring intervention, including a review of the entries into the worry box.
- To survey parents annually
- To survey children and staff annually

The Responsibilities of Pupils:

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- To use the worry box to speak out

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents:

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (key stage leader, Deputy Head teacher and Head teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

- To complete the parent questionnaire to enable us to identify areas where focus may be required.

### Bullying of adults:

All members of our school community, including staff, have a right to feel safe in our school. If a parent or child is verbally or physically abusive to any member of staff inform them that you will have to fill in a violent incident monitoring form for the DCSF. This form can be obtained from the School Office.

Any adult who feels threatened in the workplace is deemed to be suffering from bullying. Incidents should be taken to the Head teacher who will resolve the situation as speedily as possible.

### Resources:

- Cyber bullying Advice for Head teachers and School staff (see below)
- [Advice for parents and carers on cyber bullying](#)
- [Preventing and Tackling Bullying \(Gov July 2017\)](#)
- [Cyber Bullying: Advice for school staff](#)
- [Anti Bullying Alliance \(ABA\)](#)
- [Kidscape](#)
- [Changing Faces](#)
- [Show racism the red card](#)
- [Kick it out](#)

### Outside agencies who can offer support are:

- ChildLine: 0800 1111
- NSPCC: 0800 800 5000
- Samaritans: 08457 90 90 90
- Connexions: 080 8001 3219