Anti-Bullying Policy

A curriculum rooted in faith
‘Let Your Light Shine’

Date	Review	Subject Leader
Seotember2026	September2029	Mr Berry

Our Mission Statement
“Let your light shine”
Jesus said “I am the light of world whoever follows me will have the light of life.”

Our Values
We are passionate about learning
We are kind
We are respectful
We make a difference

UNICEF's **Rights** are based **Nations the Rights of the**

Key UNICEF Rights relevant Bullying Policy:

Children’s on the **United Convention on Child (UNCRC)**

Children’s this Anti-

1. Right to Non‑discrimination (Article 2) - Every child has the right to be treated equally and without discrimination. This supports anti‑bullying work because bullying often targets differences (race, ability, gender, religion, etc.).

2. Right to Best interests of the child (Article 3) - Adults must act in the best interests of the child. This includes keeping them safe from bullying and ensuring policies protect their wellbeing.

3. Right to be heard (Article 12) - Children have the right to express their views and be taken seriously. In anti‑bullying practice, this means listening to children’s experiences, concerns, and ideas for making school safer.

4. Right to Freedom of expression (Article 13) - Children can share their thoughts and feelings freely. This supports safe reporting of bullying and encourages pupils to speak out.

5. Right to Freedom of association (Article 15) - Children have the right to meet with others and join groups safely. UNICEF links Article 15 directly to Anti‑Bullying Week because bullying often threatens pupils’ sense of belonging.

6. Right to Protection from all forms of violence, abuse and neglect (Article 19) - This is the primary anti‑bullying article. Children have the right to be protected from physical or emotional harm, including bullying. UNICEF specifically lists Article 19 as central to Anti‑Bullying Week.

7. Right to Protection of identity (Article 8) - Children have the right to their own identity. Bullying that targets personal characteristics undermines this right.

8. Right to education (Article 28) - Schools must create a safe environment where bullying does not disrupt learning.

9. Right to rest, play and leisure (Article 31) - Children must be able to play safely without fear of bullying during breaks or clubs.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011 - https://www.legislation.gov.uk/ukpga/2006/40/contents ; https://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf
- The Equality Act 2010 - https://www.legislation.gov.uk/ukpga/2010/15/contents
- The Children Act 1989 - https://www.legislation.gov.uk/ukpga/1989/41
- The Education (Independent School Standards) Regulations 2014 - https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf
- Protection from Harassment Act 1997 - https://www.legislation.gov.uk/ukpga/1997/40/contents
- The Malicious Communications Act 1988 - https://www.legislation.gov.uk/ukpga/1988/27/contents
- Public Order Act 1986 - https://www.legislation.gov.uk/ukpga/1986/64/contents

St. Vincent's Catholic Primary Anti-Bullying Policy

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Child net's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools' and the DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

This policy outlines what St. Vincent's Catholic Primary School will do to prevent and tackle all forms of bullying. It has been adopted with the involvement of the school community. The school is committed to developing an anti-bullying culture where the bullying of children or adults is not tolerated in any form. The school is an associate member of the 'Anti-Bulling Alliance' and school staff have received training on anti-bullying.

Relational Approach to Anti-Bullying

We believe that strong, respectful relationships are the foundation of a safe and inclusive learning environment. Our anti-bullying policy is rooted in a relational approach, which prioritises empathy, open communication, and restorative practices. We aim to foster a culture where every pupil feels seen, heard, and valued.

Bullying of any kind, whether physical, verbal, emotional, or online is not tolerated. When incidents occur, our response focuses not only on addressing the behaviour but also on understanding the underlying causes and repairing relationships. We encourage pupils to speak up, support one another, and engage in dialogue that promotes mutual respect and accountability.

Staff are trained to recognise signs of bullying and to intervene early using restorative conversations and conflict resolution strategies. We work closely with pupils, families, and the wider school community to build trust and ensure that everyone plays a role in creating a positive, connected school culture.

Links with other school policies and practices
This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Safeguarding/ Child protection policy
- Confidentiality policy
- RE policy and School Mission Statement

- Online safety and acceptable PSE Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Complaints policy

School ethos
St. Vincent's Catholic Primary School community does not tolerate any form of bullying. By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

Responsibilities
It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to monitor and review this policy.
- All staff, including senior leadership, teaching, non-teaching staff and governors to support, uphold and implement this policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying
- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, mocking, making offensive comments; hitting; taking belongings; offensive graffiti; excluding people from groups and spreading hurtful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive.

Forms and types of bullying covered by this policy
Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying, child on child sexual harassment
- Bullying via technology, known as online or cyberbullying
- Prejudiced based bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic LGBTQ+ bullying)
    - Gender based bullying, including transphobic bullying

St Vincent's recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. St Vincent's will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policy.

Preventing bullying

The School will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise that bullying could happen to and from school. Talk to the children about kind actions when both inside and outside of school. Strategies given to children about what to do if they are worried about anything.
- Recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create 'safe spaces' for vulnerable children.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff, including teaching staff, support staff (e.g. administration staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through scheme of work, displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Responding to bullying

The following steps will be taken when dealing with all incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern using staff procedures below.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The relevant deputy headteacher will become involved and interview all parties.
- The headteacher will be informed of all bullying matters.
- The deputy headteachers will speak with and inform other staff members, where appropriate.
- The relevant deputy headteacher will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented.
- Other agencies may be consulted or involved as necessary.

- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the deputy headteachers will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school. This will include recording appropriate details regarding the event, decisions and action taken.
- Support will be provided for pupils who have been bullied by:
    - Reassuring the pupil and providing pastoral support.
    - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
    - Working towards restoring self-esteem and confidence.
    - Providing ongoing communication and support, engaging with parents and carers.
    - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

- Support for pupils who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include; warnings, removal of privileges (including online access when encountering cyberbullying concerns), and if necessary fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate the policy within the specified timescale.
- Any matters identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named safeguarding governor will report to the governing body incidents of bullying, including outcomes.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
- www.healthyyoungmindspennine.nhs.uk/find-us/trafford/ Child and adolescent mental health resources.

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying