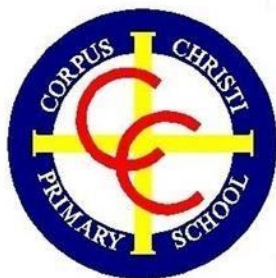


Corpus Christi Catholic Primary School



Anti-Bullying Policy September 2026

Chair of Governors	Ben McMullen
Headteacher	Greg Hale
Date adopted: September 2026	Review Date: September 2027

'Guided by the light of Christ. We grow, learn & shine together'

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Statement of intent

Corpus Christi believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce bullying. Bullying is never acceptable and will always be challenged and addressed. Responses will be proportionate, reasonable and responsive to individual circumstances, including any special educational needs and/or disabilities (SEND).

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Online Safety Act 2023
- Public Order Act 1986
- Children Act 1989 and Children Act 2004
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE 'Preventing and tackling bullying' (current guidance)
- DfE 'Keeping Children Safe in Education 2026'
- **DfE 'Behaviour in Schools' (current guidance)**
- **DfE 'Searching, Screening and Confiscation' (current guidance)**
- **DfE 'Teaching Online Safety in Schools' (current guidance)**

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- SEND Policy and Relationships, Sex and Health Education (RSHE) Policy

Definition

For the purpose of this policy, bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically, verbally, emotionally or online. Bullying commonly involves a real or perceived imbalance of power.

Bullying is generally characterised by:

- **Repetition: Bullying is usually repeated over time. A single incident may not meet the school's definition of bullying, but it will not be**

ignored and may still constitute serious misconduct, discrimination, harassment or a safeguarding concern.

- **Intent:** The behaviour is intended to cause physical, verbal, emotional or online harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Racist bullying: Bullying another person based on race, ethnicity, nationality, religion or skin colour. Racist bullying may constitute a hate incident or criminal offence depending on the nature and circumstances of the behaviour and will be recorded and addressed appropriately.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying another person because they are transgender, are perceived to be transgender, or because they do not conform to perceived gender stereotypes.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Roles and responsibilities

The governing body is responsible for the following:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for the following:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring all reported bullying incidents are recorded appropriately on CPOMS, including the type of bullying, actions taken, decisions and rationale, and outcomes, so that patterns and safeguarding concerns can be identified. [Bullying Report Form](#)
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Class Teachers are responsible for:

- Corresponding and meeting with parents where necessary.
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Senior Leadership Team of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have concerns that their child is experiencing bullying or is involved in bullying behaviour in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping relevant evidence of online bullying, where it is safe to do so, and informing a trusted member of staff.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Some bullying behaviour may constitute a criminal offence, including threatening communications, harassment, violence, assault, theft or hate crime. Relevant offences may arise under legislation including the Protection from Harassment Act 1997, Public Order Act 1986, Crime and Disorder Act 1998 and Online Safety Act 2023.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Where staff believe conduct may be criminal, or a child or member of the public may be at risk of significant harm, the DSL and Headteacher will consider referral to children's social care and/or the police in accordance with the school's safeguarding procedures.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

2. Prevention

The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.

All reported incidents of bullying will be taken seriously, recorded and investigated appropriately. Any incident that may constitute a safeguarding concern will be referred immediately to the DSL or a Deputy DSL.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

All types of bullying will be discussed as part of the curriculum.

Diversity, difference and respect for others is promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying.

Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

All members of the school are made aware of this policy and their responsibilities in relation to it.

All staff members receive training on identifying and dealing with the different types of bullying.

Class teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a vulnerable pupil joins the school, the pupil's class teacher and the Headteacher will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

The school will be alerted to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

3. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

4. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

Staff will respect pupils' privacy while recognising that confidentiality cannot be promised where there is a safeguarding concern. Information will be shared on a need-to-know basis in accordance with safeguarding and information-sharing requirements.

If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the headteacher immediately.

Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

5. Child-on-child abuse, sexual violence and sexual harassment

The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that child-on-child abuse can take many forms, including bullying (including online bullying), abuse in intimate personal relationships, physical abuse, sexual violence, sexual harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, and initiation/hazing-type violence and rituals.

All staff will be alert to the additional barriers that can exist when recognising abuse and bullying involving children with SEND, and will ensure concerns are explored rather than assumed to be related to a child's SEND.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the Designated Safeguarding Lead (DSL).

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO and Senior Leadership Team, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing child-on-child sexual abuse is available in our Child Protection and Safeguarding Policy.

The school's Pupil Confidentiality Policy will be adhered to at all times.

6. Online bullying (cyberbullying)

Online bullying is never acceptable and will always be challenged and addressed. It may occur on its own or alongside face-to-face bullying and may take place inside or outside school.

The school treats online bullying as seriously as other forms of bullying and will respond in accordance with this policy, the Behaviour Policy, Online Safety Policy and Child Protection and Safeguarding Policy.

The school will support children who experience online bullying and will review whether the behaviour has stopped, whether further safeguarding action is required and what ongoing support is appropriate.

Searching, confiscating electronic devices, examining data or files and deleting data will only be undertaken where lawful and in accordance with the DfE's current 'Searching, Screening and Confiscation' guidance and the school's Behaviour Policy. Staff will not routinely search the contents of a pupil's personal device. Where a device may contain evidence of a safeguarding concern or criminal offence, staff will preserve evidence and seek advice from the DSL and, where appropriate, the police.

Where there are reasonable grounds to suspect that a device contains evidence relating to an offence or a serious safeguarding concern, staff will follow statutory guidance, preserve evidence and involve the DSL and police as appropriate.

7. Procedures

Incidents are reported to the child's class teacher or another trusted adult, who will ensure the concern is recorded and investigated. Serious, repeated, discriminatory or safeguarding-related incidents must be referred to the Headteacher and/or DSL without delay.

When investigating a bullying incident, the following procedures are adopted:

- The child who has reported bullying, the child alleged to have displayed bullying behaviour and any witnesses are spoken to separately, where appropriate
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately for first aid
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

Staff must consider whether any bullying incident raises a safeguarding concern. This is particularly important where behaviour is discriminatory, sexual, violent, coercive, threatening, persistent or involves online abuse. Where safeguarding concerns arise, the Child Protection and Safeguarding Policy and KCSIE 2026 procedures take precedence.

8. Sanctions

If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The headteacher informs the pupil of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

Where appropriate, restorative approaches and an apology may be considered. A child who has experienced bullying will never be pressured into a face-to-face meeting, apology or restorative process. Any such approach will take account of safeguarding, the child's wishes and the circumstances of the incident.

The child who has displayed bullying behaviour will receive appropriate follow-up support to understand the impact of their actions, reflect on their behaviour and make sustained positive changes.

Parents are informed of bullying incidents and what action is being taken.

The class teacher informally monitors the pupils involved over the next half-term.

9. Support

For a month after the initial complaint of bullying, the class teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

The class teacher holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the class teacher, Headteacher and victim are confident the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in class.

The child who has experienced bullying is encouraged to tell a trusted adult immediately if the behaviour continues or if they feel unsafe.

The child who has experienced bullying will be offered appropriate opportunities for pastoral support, positive relationships and participation in school life, according to their needs and wishes.

The school will work with the child to restore their sense of safety and wellbeing and provide appropriate pastoral or safeguarding support.

The school recognises that bullying behaviour may indicate underlying pastoral, SEND, mental health or emotional wellbeing needs. Appropriate support will be considered on an individual basis; counselling will not be used as an automatic or punitive requirement.

The school will work with the child who has displayed bullying behaviour and their family to address any identified underlying needs and reduce the risk of recurrence.

10. Follow-up support

The progress and wellbeing of all children involved will be monitored by appropriate staff.

Individual follow-up sessions may be used to review wellbeing, behaviour and whether the bullying has stopped.

If appropriate, follow-up correspondence is arranged with parents one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have displayed bullying behaviour are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Support for a child who has experienced bullying will be considered on a case-by-case basis. Where appropriate, and in partnership with parents/carers and relevant professionals, the school may seek support from appropriate health, mental health or other specialist services.

Where bullying has had a significant impact, the school's first priority will be to make the child's current placement safe and provide appropriate support. Any consideration of a managed move or alternative placement would be exceptional, child-centred and undertaken with parents/carers and relevant professionals, in the child's best interests.

Where a child has complex needs that may require alternative provision, this will be considered through the appropriate statutory and local processes and will not be used simply as a response to the child having experienced bullying.

11. Bullying outside of school

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

Where behaviour may be criminal or poses a serious risk to a child or member of the public, the Headteacher and DSL will consider referral to the police and/or other relevant agencies in accordance with safeguarding procedures.

12. Monitoring and review

This policy will be reviewed annually by the Senior Leadership Team and governing body, and earlier where there are changes to legislation, statutory guidance or school procedures.

The scheduled review date for this policy is September 2027

Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	
Gender:	
Year group:	
Form group:	

How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?

Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?