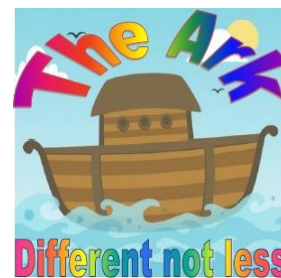


CHRIST the KING

CATHOLIC PRIMARY SCHOOL and NURSERY
with THE ARK, a SPECIALIST RESOURCE



"Loving learning, growing together as Christ's family"

Anti-Bullying Policy

Management of policy

Policy owner	Headteacher
Approval level:	Full Governing Board
Date of next review	September 2026
Review cycle	Annually
Type of Policy:	Statutory/Recommended
Statutory Guidance	See policy

Anti-Bullying Policy

September 2025

General Statement:

Christ The King Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth. With a large number of pupils in school who have significant special educational needs, we are always alert to the danger of bullying of these pupils. All pupils are specifically taught to celebrate difference and to support each other.

Bullying is unacceptable in our school and will not be tolerated. All schools have a legal responsibility for preventing and tackling bullying, as outlined in legislation:

Statutory Basis

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, updated in July 2017. The guidance can be found at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Aims:

To demonstrate that the school takes bullying seriously and that it will not be tolerated, we have the following in place

- Promote the ethos and values of the school
- Promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school communities
- Raise the standards of behaviour
- Ensure that all members of the school communities understand what is meant by the term ‘bullying’ and have a set procedure for dealing with incidents of bullying
- Ensure there is a culture of “It could happen here”
- Take measures to prevent all forms of bullying in school;
- Support everyone in the actions to identify and protect those who might be bullied;
- Demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- Promote an environment where it is **not** an offence to tell someone about bullying

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Our procedures for managing peer on peer abuse are outlined in our Safeguarding and Child Protection Policy.

Definition of Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can happen to anyone, but 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 who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Bullying can include:

Emotional

Physical

Prejudice-based and discriminatory, including:

- Racial
- Faith-based/Gendered (sexist)
- Homophobic/Biphobic/Acephobic
- Transphobic
- Disability-based

Sexual

Direct or indirect verbal

Cyber-bullying

Please see Appendix 1 for further details

People react differently to bullying. It is not always possible to tell if someone is hurt or upset. We recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- **The ring-leader**, who through their position of power can direct bullying activity
- **Assistants/associates**, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- **Outsiders/bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- **Defenders**, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some pupils can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Signs and Symptoms of Pupils who are Bullied:

Pupils who are being bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even truant from school. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem.
- Being frightened to say what's wrong.
- Developing unexplained cuts, bruises and other injuries.
- Unwilling to go to school, development of school phobia and unusual patterns of attendance
- Non-attendance.
- Failing to achieve potential in school work.
- Becoming withdrawn, nervous and losing concentration.
- Becoming isolated and disengaged from other children.
- Developing changes in physical behaviour such as stammering and nervous ticks.
- Regularly having books or clothes destroyed.
- Having possessions go 'missing' or 'lost' including packed lunch and money.
- Starting to steal money (to pay the perpetrator).
- Becoming easily distressed, disruptive or aggressive.
- Developing problems with eating and food.
- Running away.
- Developing sleep problems and having nightmares.
- Developing suicidal thoughts or attempting suicide.

Pupils who Bully:

The school recognises the fact that pupils may bully for a variety of reasons. Recognising why individuals bully supports the school in identifying pupils who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of pupils who bully is key to selecting the right responsive

strategies and to engaging the right external support. Possible reasons why some pupils may engage in bullying include:

- Struggling to cope with a difficult personal situation *e.g. bereavement, changes in family circumstances.*
- Liking the feeling of power and using bullying behaviour to get their own way.
- Having a temperament that may be aggressive, quick tempered or jealous.
- Having been abused or bullied in some way.
- Feeling frustrated, insecure, inadequate, humiliated.
- Finding it difficult to socialise and make friends.
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others.
- Being unable to resist negative peer pressure.
- Being under pressure to succeed at all costs.

Encouragement to tell:

- We listen
- We have a culture that “It could happen here”
- We take bullying seriously
- We take appropriate action
- We help
- We log behaviour and track incidents carefully to monitor patterns of bullying.

We create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed and that action taken will be swift but sensitive to their concerns.

Prevention

We aim to prevent bullying at our schools by:

- Sharing as a team any changes in the circumstances of individual children
- Enabling and encouraging children to feel able to talk and be listened to
- Encouraging children to report all incidents of bullying, whether they are the victims or bystanders
- All staff will respond to concerns raised by children, parents or staff and support the agreed procedures
- Giving children opportunities to express and explore feelings
- Promoting and modelling positive behaviour at all times
- Including children in all aspects of school life
- Developing children’s empathy skills through direct teaching – Values, Personal, Social, Health and Economic education (PSHE) and with class discussion
- Implementing the procedures set out in this policy and with reference to our behaviour policy
- The whole school community are encouraged to support our policies

- Challenge practice that does not uphold the values of tolerance, non-discrimination and respect towards others
- Regularly update and evaluate our approaches 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 (including administration staff, lunchtime support staff, Breakfast staff and site support staff) and pastoral staff to identify all forms of bullying, follow this policy and procedures (including recording and reporting incidents)
- Participate in Anti Bullying week

Dealing with incidents of bullying:

1. All reported incidents of bullying will be taken seriously. The class teacher of the reported victim will take initial responsibility for investigating any incident and will refer to a member of SLT who will continue the investigation and record it on CPOMS The Bullying checklist can be used to investigate the incident (*see Appendix 2*).
2. Incidents and discussions with all children involved will be recorded and dated on CPOMS
3. If after investigation, further action is required, parents will be involved and support will be provided as to what they can do to reinforce and support.

The victim:

If a child has been a victim of bullying:

- Involve members of SLT following initial complaint
- Support the child to;
 - Deal more adequately with the situation
 - Know how to seek help
 - Have whole family involvement when necessary

The victim will always be told to report any incidents immediately as all staff will be informed.

The perpetrator:

If a child is bullying:

- The school behaviour policy will be applied and parents will be informed.
- Discussions with SLT
- Full apology and recompense for the victim where appropriate
- Careful monitoring by the senior member of staff involved.
- A bullying incident will be kept on their record and further action will be taken if there is a recurrence.

Bullying outside of school

- Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.
- 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, e.g. 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 will be investigated and acted upon. 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 of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

How parents and children can report incidents of bullying

- Children can talk to any adult in school
- Parents can contact the class teacher or the office in person, by telephone or email.
- Parents can use the document in **Appendix 2, "Bullying Checklist - *"I think I am being bullied..."*"** to support their child and inform the school. This can be downloaded on our website as a separate document or a paper copy obtained from the main office on request.
- In serious cases of bullying, or where a crime may have been committed, parents are encouraged to report to the police in the first instance and to a school DSL

Involvement of pupils

We will:

- Regularly canvas the pupils views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum
- Publicise the details of help lines and websites

Other school policies which support our Anti-Bullying Policy include: Behaviour, Suspensions and Exclusions, PSHE, Equality, SEND, Child Protection and Safeguarding, Intimate Care, online-Safety policies.

Policy to be reviewed in September 2026

APPENDIX 1:

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 (sexist) • Homophobic/Biphobic/Acephobic • 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	Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories. Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

APPENDIX 2:

Bullying Checklist

"I think I am being bullied..."

A tool for discussing allegations of bullying with children

Type of Bullying	Please Tick:
Physical (hitting, punching, kicking, pinching, pulling etc.)	
Verbal Abuse (name calling)	
Online / Social Media (Instagram, Facebook, Xbox Live etc.)	
Spreading rumours.	
Being forced to do something.	
Not respecting personal belongings (taking / hiding belongings etc.)	
Leave me out on purpose.	
Gender.	
Racial /religious (comments about skin colour / religious beliefs etc.)	
Cultural / Homophobic	
Sexual Harassment	
This has happened / is happening ...	
Once ☐	Occasionally ☐ Every Week ☐ Every Day ☐

How long has this been going on for?

Details of the incident(s) – Who? What? Where? When?
- Who: - What: - Where - When:
Have you reported this before? Who did you talk to?