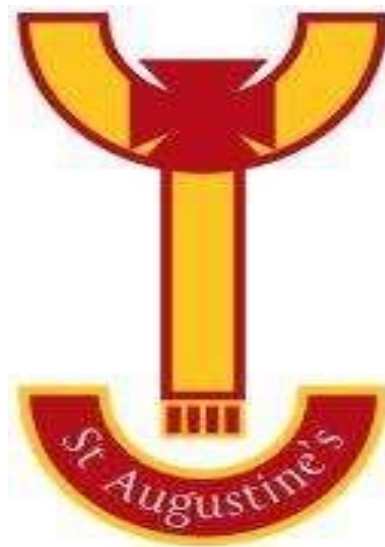


St. Augustine's Catholic Primary School



Anti-Bullying Policy

Content: Anti- Bullying

Last reviewed on: January 2026

Next review due by: January 2028

Anti-Bullying Policy

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Introduction

We, as a community, aim to provide a warm, safe, secure and caring environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential in which bullying will not be tolerated.

This Anti-Bullying Policy has been produced by the school community working together and it reflects the Catholic values promoted in the school's mission statement. The policy sets out clearly, what is defined as bullying. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should incidents arise and the aim to always resolve any bullying issues. This policy should be read in conjunction with the following policies:

- Positive Behaviour Policy
- SEND Policy
- Equality Policy
- Safeguarding and Child protection policy

At our school we encourage anyone who knows that bullying is happening to tell a member of staff. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action. We will deal with any bullying incidents firmly and promptly. We also want our children to feel confident to seek support from school should they feel unsafe.

St Augustine's Catholic Primary School, we are committed to enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. To achieve this, we follow our 'School Mission Statement'.

Mission Statement

“Joyfully, we at St Augustine’s Catholic School celebrate our love for God, our love for ourselves and our love for each other as we pray, learn and play together”.

Definition of Bullying

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim. An individual or a group can bully others.

Prejudice-Based Incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity (incl. Trans*) or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group is damaging and will be reported as a prejudice related incident to the Head Teacher.

Types of Bullying

Bullying can be both discriminatory and non-discriminatory and it is important to be equally aware of all forms of bullying. Bullying can be, but not limited to:

Type of Bullying	Behaviours Exhibited
Emotional	Derogatory name calling of an insulting and /or personal nature. Demanding money, material goods or favours by means of threat or force. Not being spoken to or being excluded, left out of activities, gossiping, spreading rumours, intimidating looks, gestures
Physical	Pushing, kicking, hitting, punching, spitting or any other form of violence or physical force.
Racist	This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless, because of their colour, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture, or because of their association with someone of a particular ethnicity, culture, It can include racial taunts, graffiti and gestures.
Sexual	Suggestive sexual comments or innuendo including offensive comments about sexual reputation: or using sexual language that is designed to subordinate, humiliate or intimidate, groping/inappropriate touching

Homophobic	Homophobic bullying occurs when bullying is focussed on the issue of sexuality. It may be homophobic, biphobic or transphobic.
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or persistent teasing and taunting.
Cyber	All areas of internet, such as email and internet chat room misuse. Mobile threats by text messages and calls. Misuse of technology (e.g. camera / video). This can support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Types of Bullying/Incidents

	Focus of bullying:
Appearance	Hair colour, body shape, clothing etc
Disability/SEN/Medical Conditions	Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories
Race/Ethnicity	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture (racism)
Gender Identity	Transgender, perceived to be Transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a Transgender family member.
Religion/Belief	Beliefs, faith, mistaken identity, lack of faith. It may also be because of a perception or assumption about religion or belief, or because of their association with someone of a particular religion or belief.
Home Circumstances	Class background, low income, free school meals, young carer, looked after
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender
Sexual Orientation	Related to sexual orientation or perceived orientation or target's family and or/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should investigate if a student:

- Is showing signs of fear
- Doesn't want to go into vulnerable areas of the school
- Is unwilling to go to school
- Becomes withdrawn, anxious or emotional
- Has changes in their behaviour

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 victim 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, transphobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

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

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Roles and Responsibilities

The Head Teacher Responsibilities

- Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.
- Responsibility for monitoring the effectiveness of the policy
- 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

Staff Responsibilities

- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and involve S.L.T. where appropriate
- To share key information with the parents of the victim and the bully
- To use a range of learning styles and strategies which challenge bullying behaviour
- To promote the use of effective interventions

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at St Augustine's School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Council
- Peer mentoring schemes
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes (e.g. Circle of Friends scheme)
- Pupil Questionnaires (Appendix 3)

Reporting and Responding to Bullying (Procedures)

All reported incidents will be taken seriously and investigated involving all parties. Steps to be taken include:

- Interviewing all parties
- Reporting to the Head teacher (recording events using the CPOMs system) and informing parents
- Daily monitoring may be put into place
- An Anti-bullying Action Plan may be put into place
- A range of responses may be used which are appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Referral to Xavier Exclusions Policy if appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- Possible liaison with external agencies

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident on the CPOMs system. A sample recording form and Stop and Think Form (Restorative approach) is attached (Appendix 1 & 2). The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the annual report.

Appendix 1

Date	Time	Setting	Severity	Trigger	Behaviour	Others Involved	Further Notes? (Yes/No)	Actions Taken

Severity:

Mi – Minor, not disturbing others

Mo – Moderate, some disruption or minor risk to others and self

S – Serious, high level of disruption, risk to others or self

Further Notes: If required to be logged and placed in SEN File

Appendix 2

Stop and Think



1). What rule did I break?

2). What are the consequences of my actions?

3. Why did I break the rules?

4. What could I have done differently?

Student Signature

Parent Signature

Teacher Signature

Appendix 3

Anti-Bullying Questionnaire

The answers that you give are private and you do not have to include your name on the form. Please circle the answers for each question that you would like to share.

Boy

Girl

Age_____

1). Have you ever been bullied?

Yes

No

If you have never been bullied please go to Question 10.

2). If Yes, how recently?

This week

This month

This year

Last year

3). Were you bullied by a group of people or someone on their own?

A group

Someone on their own (child or adult)

4). Did anyone else see this happen?

Yes

No

5). How were you bullied?

Called names

Left out

Threatened

Hit or kicked

Name Calling

Rumours made up

Other (Please describe).....
.....
.....

6). Where did it happen?

Classroom

Corridor

Dinner Hall

Playground

On the way home or to school

ANTI- BULLYING ACTION PLAN – To be reviewed weekly

Name –

Action	Who
Mrs. Walsh to speak to both children concerned	Mrs. Walsh
Mrs. Walsh to speak to parents of both children	Mrs. Walsh
X to be given an incident book in which all incidents will be recorded	Class teacher
X to report all incidents to class teacher	X
Each day teacher to go through book with X	Class teacher
Each Friday X to show book to Head teacher	X and Mrs. Walsh
Any incidents to be dealt with by class teacher or head teacher as appropriate	Class teacher Head teacher
Mrs. Walsh to speak to X on a weekly basis until we feel that problem has been resolved	Mrs. Walsh/ X
Bullying to be addressed in class circle times	Class teacher
Additional support to be given to X if needed	Mrs. Walsh

**Signed
Signed
teacher)**

**(X)
(Head**

**Signed
teacher)**

(Class