



St Cuthbert's Catholic Primary School Walbottle



Anti-Bullying Policy

At St Cuthbert's we live and learn in faith and love,
through Jesus' teachings.

Our school is a place where we can grow as a family,
helping each other to lead full and happy lives.

Policy Title:		Anti-Bullying Policy		
Date of Approval:		23 rd June 2025		
Approved by:		Local Governing Committee		
Date of next review:		June 2027		
School name:		St Cuthbert’s Catholic Primary School.		
Date adopted by Local Governing Committee:		23 rd June 2025		
Change log:				
Version	Author	Date	Approved locally by	Change
1	BBCET		LGC	Original



Introduction

At St Cuthbert's Catholic Primary School, our ethos ensures that we promote a caring, loving and safe environment for all. We want our pupils to feel secure, valued and respected. Incidents of bullying are not tolerated, and any known incidents of bullying will be responded to quickly and efficiently. We aim to work together with pupils, parents and carers to resolve and prevent incidents of bullying.

Within school, we provide all children with the knowledge and understanding to enable them to recognise bullying and respond in a positive and appropriate manner. In addition, we ensure that all parents and carers are kept up to date with anti-bullying information.

We recognise and respond to the following legislation in this policy: Equal Opportunities Rights, Education Act 2002, Human Rights 1998, Health and Safety at Work Act 1974, The Local Government Act 2000, Disability and Discrimination Act 2003, Anti-Social Behaviour Act 2003, Equality Act 2010. We also refer to guidance from Working together to Safeguard Children 2015.

What is Bullying?

We feel that it is important to teach children the definitions of bullying. In this way, they can identify when bullying is occurring and respond appropriately. It is also important for children to recognise that although an accident or isolated incident may be hurtful it is not a form of bullying.

Bullying is:

- **a sustained or repeated action taken by one or more children, with deliberate intent to harm.**

This behaviour results in having a negative effect on the emotional or physical well-being of the child. Types of bullying include but are not limited to: verbal, emotional, physical, cyberbullying or discrimination.

At SCHOOL NAME, children and parents can be assured that we do not tolerate bullying of any form. As our Catholic ethos underpins all decisions in our school, we believe that each individual deserves respect as we are all unique, created in God's image and called to work for the common good. Therefore, we do not tolerate discrimination of any of the nine protected characteristics: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation as stated by the Equality Act 2010.

Bullying is not:

- **one off, rude or mean behaviour.**

Whilst this is sometimes hurtful to an individual, it is not bullying if it is not repeated over time and deliberately intended to harm.



Raising Awareness

At St Cuthbert's Catholic Primary School, we have ongoing strategies to raise the profile of anti-bullying within our school community:

- Our school assemblies highlight the importance of love, respect and care for one another.
- Staff meetings focus on anti-bullying and mental health.
- As a school, we support 'Anti-Bullying Week'.
- We promote diversity and respect within daily school life, in lessons and clearly on our displays.
- We promote a strong pupil voice through our School Council, in our class assemblies and in our weekly newsletters.

A Positive Approach

Pupils are educated and informed to support understanding of the definition of bullying and how we implement our Anti-bullying policy.

They are aware of how to keep themselves safe and also know strategies to help friends or peers in need of support through positive promotion of 'bystander awareness.'

Children are taught the value of friendship and how to treat others with mutual respect. They will recognise their own fears, insecurities and worries, and value themselves and others as individuals. Self-esteem and behaviour lessons will be taught in conjunction with behaviour and safety issues and not be viewed as separate topics.

Children work on the school rules at the start of each academic year which place the importance of eliminating bullying through affirming positive behaviour.

Consistency by all staff on agreed strategies must be implemented without exception to ensure the policy aims are met.

Responding to Incidents of Bullying

Responsibilities of Staff:

Our staff will:

- Foster in our pupils' 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 and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- All staff on duty will respond to reported incidents by speaking to all parties concerned.
- Report suspected cases of bullying to the class teacher in the first instance and in the weekly incident log which is shared with all staff.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.



- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Record all incidents of suspected bullying.

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.
- 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.
- 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.
- Use the class 'worry boxes' if they feel they cannot speak directly to a member of staff.
- Speak to a member of staff prior to home time on the day that the incident has occurred in order for it to be logged and reviewed.

Responsibilities of Parents/Carers:

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 their class teacher in the first instance or another trusted adult in school.
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, try to ascertain the truth and resolve the situation.
- Respect confidentiality of all parties involved, including pupils, parents and staff in line with St Cuthbert's Catholic Primary School.

Recording Incidents of Bullying

All staff must respond to bullying incidents using the agreed protocol below and inform the Headteacher.

Recorded incidents must be added to CPOMS. It must then be shared with the wider staff in weekly briefings.

Incidents requiring action should be clearly stated and referred to, showing when appropriate responses have been met.

Incidents concerning racism, HBT or sustained bullying must be reported to Headteacher, logged and shared with the wider staff in briefings.



All staff should respond to wider class incidents, as they see fit, during PSHE lessons, in quality circle time, in class collective worship, in Key Stage or whole school assemblies or during whole class discussion.

Strategies to Respond to Bullying

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. In the first instance, information is gathered from the pupil and staff concerned in the form of a 'keep an eye on form'. Any observations are recorded by the teacher on this form and the Headteacher is kept informed. All staff are made aware of the form and the need to report any incident involving the child to the class teacher. The class teacher will make an appointment with the parent/carer of the child four weeks later to report his/her findings.

Some or all of the following may apply depending on the severity of the circumstances and age of the pupils involved. This is to be decided in conjunction with the child's class teacher, senior members of staff and parents where appropriate

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. the Head Teacher is informed
2. the child who has been bullied is interviewed and their comments recorded
3. the child or children who have displayed bullying behaviours is/are interviewed and comments recorded
4. the parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Head Teacher, child and parents is held; the incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.
6. In persistent circumstances sanctions may include:
 - a. permanent exclusion
 - b. temporary exclusion
 - c. exclusion from the school premise at lunchtime
 - d. exclusion from the playground at lunchtime
 - e. move out of current class
 - f. arrangements for parent to supervise pupil to and from school daily
7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process.

Child on Child Abuse



A clear boundary between incidents regarded as abusive and incidents regarded as bullying is a matter of professional judgement. Designated Safeguarding Leads and Clennell Education Services can offer information or guidance to help staff if they feel that they are unable to make a judgement.

Child on child abuse can appear in many forms and include, but are not limited to: physical abuse, sexual abuse, emotional abuse, sexual exploitation, bullying or radicalisation.

Incidents of suspected peer on peer abuse must be immediately reported to the Headteacher or deputy safeguarding lead following the procedures outlined in Safeguarding policy.

Monitoring and Review

The Headteacher, LGC and staff will regularly review and monitor the implementation of this policy. Any changes will be shared with staff, parents

This policy was approved by the Governing Body on 24th May 2025

Name of Chair of Governors: Bev Bookless

Signature: *BABookless.*

Date: 25th June 2025

Name of Deputy Headteacher: Sarah Walsh

Signature: *SarahWalsh.*

Date: 25th June 2025