



# **Anti-bullying policy. St Catherine's C of E Primary School**

**February 2025**

**Reviewed & agreed by Chair of Gofs**

**Reviewed/agreed by Gofs every two years**

**This policy should be considered in line with the behaviour policy**

St. Catherine's is a nurturing community where differences are celebrated, and caring, happy children flourish. Children embrace their learning and develop skills of wisdom and resilience, enabling them to live life in all its fullness.

"I have come that they may have life, and have it to the full." (John 10:10)

## Proactive approach and whole school ethos

The school regularly teaches pupils about understanding, patience, reparation, empathy and respect for others through collective worship, PSHE lessons and circle time in class. There is an emphasis on caring for one another and being mindful of the feelings of others. There is a whole school ethos of nurture and care at St Catherine's: staff mindfully support all pupils/parties involved in altercations

## Definition of bullying

Staff are clear that there is a difference between behavioural incidents, poor behaviour choices and bullying, and endeavour to teach the children and parents this.

Bullying is deliberate, hurtful behaviour that is repeated over a period of time.

Bullying can take place between pupils, between pupils, parents and staff or between staff, and can include:

- **Emotional** - being unfriendly, excluding, tormenting, threatening behaviour
- **Verbal** - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Extortion** - demanding money/goods with threats
- **Online** – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact, sexually abusive comments
- **Homophobic or biphobic** - bullying because of sexuality or perceived sexuality
- **Transphobic** – because of gender identity or perceived gender identity

We recognise that pupils may be bullied for a variety of reasons including:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able, gifted and talented
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as pupils in public care, or young carers, those with same sex parents/carers or whose parents/carers have mental health difficulties

We recognise that bullying can have a long-lasting effect upon the well-being of individuals.

We recognise that children who demonstrate bullying behaviour need guidance and teaching around the behaviour choices they make.

School staff spend considerable time investigating any behavioural issues or incidents, to ascertain whether there are ongoing issues, leading to bullying, or whether there are 'one-off' incidents to be addressed. The school will not tolerate bullying. We encourage our pupils to tell an adult if they are worried about someone else's behaviour. Unkind and/or inappropriate behaviour will always be used as a teaching point in the first instances. All occurrences and interactions are logged in order to create a fuller picture and alert the leadership team to any ongoing issues. St Catherine's aims to create an environment where everyone feels they are able to talk to someone if they are worried or concerned, about themselves or anyone else.

## **Procedures for Dealing with Incidents**

Usually, the first point of contact is with the class teacher, usually referred by either;

- Parents - MSA - Other teachers - Other adults - Child victim - Class teacher

Teachers/adults in school try to establish facts and talk to both parties.

If necessary, a member of staff may record (on cpoms):

- Who was involved (allegedly)
- Where and when the incident took place
- What was alleged to have happened (record both versions if there is a difference)
- What action was taken immediately
- How this has been followed up

The head, deputy and/or phase leaders should be informed and further communications and investigations are logged further.

It is vital that appropriate records are kept:

- to enable the school to monitor the situation;
- to help resolve the problem;
- to keep track of events that may appear unrelated but which in fact are part of a pattern;
- to check if the number of altercations increases or decreases and are in fact bullying.

Serious incidents of racism and/or bullying are logged on CPOMS, and are reported to Governors and County annually.

### **Procedure:**

Incidents recorded onto CPOMS, staff and leadership team monitor number/type of incidents, staff alert parents of all parties as and when appropriate, response/support put in place (pastoral, educational consequence, fixed term exclusion etc), future behaviour to be monitored.