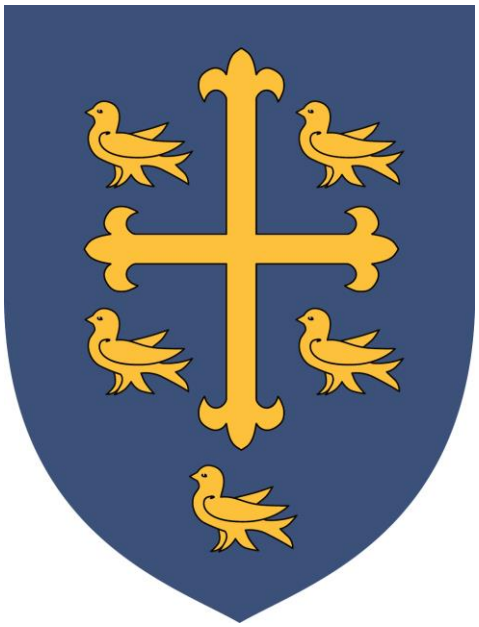
St. Edward's Catholic Primary School



Anti-Bullying Policy 2026/27

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____ Date:_____

(Mr K Connolly – Chair of Governors)

Agreed on: September 2026

Review date: October 2027

St. Edward's Catholic Primary School

St. Edward's Catholic Primary School Mission Statement

'Jesus is at the heart of all that we do'

ANTI-BULLYING POLICY

Please also refer to the school's current Child Protection and Safeguarding Policy and the Relational Behaviour Policy and Online Safety Policy.

Catholic Social Teaching

Our anti-bullying policy reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the power of treating others with kindness, compassion and empathy, the importance of conflict resolution and reflection on our own behaviour and attitude in shaping a harmonious and compassionate society.

Anti-Bullying Policy

In a Catholic school, each child is seen as a Child of God with his/her own dignity and self-worth. Bullying, which takes these away, has therefore no place here, and we accept nothing less than a complete absence of it. At St Edward's Catholic Primary School we are committed to a policy of inclusion and equality where all children are able to accept diversity and through our Christian values, respect one another. We believe that bullying behaviour is totally unacceptable, and actively seek to ensure that all children feel happy and safe in school.

We believe it is important that:

- All children feel safe whilst learning to play with and relate to others
- All children are treated fairly, with respect and no loss of dignity
- All children are treated fairly and without unlawful discrimination, harassment or victimisation. The school has due regard to its duties under the Equality Act 2010 and actively promotes equality and respect for difference.
- We listen carefully to what all children have to say
- We treat reports from all children seriously and take prompt, appropriate action

The Nature of Bullying

It is generally accepted that bullying behaviour takes the form of being deliberately hurtful to Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice or an actual or perceived difference. It can involve an

imbalance of power between the person or group displaying bullying behaviour and the person experiencing it. Victims of this behaviour find it difficult to defend themselves or to share with others what is happening to them. Bullying behaviour tends to be secretive or "covered up" and can therefore be difficult to detect. It is clear that this form of behaviour is harmful to both "victim" and "perpetrator" and prompt action is needed to offer support to all children and families involved.

Bullying can take many forms

For example:

- **Physical** - hitting, kicking and/ or taking belongings
- **Verbal** - name calling, insulting, making offensive prejudice/discriminatory remarks, persistent taunting and/or "joking" at others expense
- **Indirect** - spreading unpleasant stories about an individual, excluding individuals from social groups and /or actively ignoring
- **Online –** through digital technology, including social media, messaging, gaming, email, images, videos and other online platforms.

Effects of bullying

Being bullied is a frightening experience and the school community will need to work together to stop it. Children must be frequently encouraged to be brave and speak out; talking to a teacher is not the same as telling on other children. We should not underestimate the traumatic effects that bullying can have upon a child. Bullying can generate feelings of loneliness, unhappiness, fear, insecurity and desperation.

Pupils' attitudes to bullying

The most important indication of bullying behaviour is a "victim" themselves believing that they have been subject to bullying. At St Edward's Catholic Primary School we are confident that all children will be able to tell us if they feel they have a problem relating to bullying. We ensure all children know that what they say will always be listened to and taken seriously. Each child has completed a 'Safeguarding Paw' on which they have identified five adults in school that they feel happy to talk to if they are worried or concerned about something. Pupils will always be listened to and staff will review the full context and evidence when determining whether behaviour meets the definition of bullying.

Strategies in school to prevent bullying behaviour include:

- Careful implementation of the Relational Behaviour, Equality and PSHE and Citizenship Policies
- The encouragement and development of good relationships between children and between staff and children

- The use of collective worship, PSHE and circle time to explore those relationships, areas of conflict, feelings, ideas and opinions
- Actively encouraging children to seek support with any problems and giving them time and privacy to share any concerns
- Working with children to help them grow in understanding of the consequences of their actions
- Working with other agencies – e.g. Family Support Worker, PAUSE, Forward Thinking Birmingham, NSPCC, Behaviour Support Services, Children's Social Care
- All staff who work with children to have appropriate training and a clear understanding of the school's approach to behaviour management
- Regular staff monitoring of behaviour at break time and lunch time
- Lunch and play time activities to promote positive play during social time
- Play Leaders – children from Y5 & Y6 who are trained to work with the other children in the school to further develop opportunities for play
- Online Safety training available and completed for all staff
- The school uses the My Happy MInd programme to support pupils' mental health, emotional wellbeing and resilience.

Bullying Outside of School

The school may respond to bullying or related behaviour that occurs outside the school premises, including online, where it is appropriate to do so under the school's Relational Behaviour Policy.

What should parents do if they think/feel/believe their child is being bullied? Contact the school.

The first point of contact is the child's class teacher. It is important that parents feel confident to talk to staff about their concerns. If parents feel the need to escalate their concerns, these should then be shared with one of the Assistant Head Teachers. The Deputy Head Teacher and Head Teacher are actively involved in all such cases, as appropriate, and welcome parents sharing their concerns if they believe that an issue has not been resolved so that prompt action can be taken.

Good Practice for staff when working with parents

- Recognise that it is normal for parents to experience anger or feel upset
- Keep an open mind
- Remain calm and understanding
- Refrain from making instant decisions and explain clearly that it will take time to investigate incidents thoroughly before passing any judgement
- Reassure the parent that any incidents will be followed up promptly
- Make it clear that the school does care
- Agree a timescale to speak to the parent after investigations have been made
- Clearly explain school policy and procedure and ensure that it is followed
- Feedback promptly to the Head Teacher

- Explain that discussions will relate to their child only and actions taken to address the situation relating to their child. It is not appropriate to discuss other children or any actions or sanctions put in place except to reassure parents that appropriate measures are in place to ensure the well-being of their child in school.

Investigating reported incidents of bullying

- Suspected or alleged bullying must never be ignored
- Collect accounts from all related sources, listening carefully and avoiding assumptions
- Talk to children individually rather than in groups
- Encourage children to be honest and open in their accounts of events
- Check with other staff if other incidents have been observed or changes in children's behaviour been noted
- Use the school behaviour and concerns systems to accurately log all incidents and all actions taken. Where an incident may constitute abuse or raise a safeguarding concern, staff must report it immediately to the DSL or DDSL and follow the school's Child Protection and Safeguarding Policy.

Action for the school

- Staff members to record all incidents on the school systems
- Meet with the child who has experienced or reported bullying– log conversation
- Encourage to talk about incidents, issues and feelings
- Acknowledge their feelings and offer support
- Arrange a suitable programme of support
- Inform parents
- Meet with the child alleged to have been involved in bullying behaviour
- Encourage to talk about reported incidents
- Listen carefully to their perception of the incidents
- Try to explore any possible motivation for behaviour
- If bullying behaviour has taken place explain that it is totally unacceptable and encourage child to acknowledge that the behaviour is wrong and needs to stop
- Arrange a programme of support with the child, designed to explore reasons for the behaviour and to ensure that there is no recurrence
- The Head Teacher will decide at what point it is appropriate to make contact with parents
- Depending on the nature of the incident, children will be offered the opportunity of having their parents involved to support the process throughout
- Invite parents back after a period of 2-3 weeks to review behaviour
- Should any incidents of bullying behaviour be deemed of a particularly serious nature, the Head Teacher will inform parents immediately of the possibility of exclusion
- Where bullying behaviour is serious, the Head Teacher will consider appropriate action in accordance with the school's Relational Behaviour Policy and current DfE guidance.

Suspension or permanent exclusion may be considered where appropriate. Any decision will be made in accordance with statutory requirements.

Monitoring and evaluating the effectiveness of the Anti-Bullying Policy.

- General observation of playground activity
- Ongoing evaluation of Incident Log
- Weekly feedback/discussion with all staff about classroom and break time behaviour during briefings and Staff Meetings
- Staff encouraged to raise concerns about children or incidents with Head Teacher and /or Senior Leaders as matter of importance
- Deputy Head Teacher/Head Teacher to carry out annual review, noting incidence and nature of bullying behaviour, report to staff and governors and look at successful approaches and possible areas for improvement
- Annual Head Teacher's Report on Anti-Bullying Policy to the full Governing Body making reference to the nature and incidence of bullying behaviour in the school and detailing successful approaches in dealing with reported and proven incidents of bullying behaviour
- Governing Body to see anonymous excerpts from Incident Log annually as part of Head Teacher's Report

Reporting Concerns

- In the first instance, any concerns about bullying must be reported to the class teacher without delay to ensure that investigations can begin immediately.
- If a parent deems that the situation requires further investigation, they should report concerns to the Key Stage Leader (AHT).
- Senior Leaders are kept informed of parental concerns as they are reported.
- Designated Senior Leaders for Safeguarding must be made aware of any concerns over bullying.

Child on child Abuse (including harassment and violence)

- We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up". Child-on-child abuse can occur between children of any age and can happen inside or outside school and online.
- Where behaviour may constitute child-on-child abuse, including harassment or violence, staff will follow Keeping Children Safe in Education 2026 and the school's current Child

Protection and Safeguarding Policy. Concerns must be reported to the DSL/DDSL without delay.

- The school will take a child-centred approach and consider appropriate support and safeguarding arrangements for the child who has experienced harm and the child alleged to have caused harm.

See the school's current Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026