



Anti-Bullying Policy

Review date	09.09.25
Next review	09.09.26

1. Statement of Intent

Sacred Heart Catholic Primary School is committed to providing a safe, caring, and inclusive environment where all members of the community are respected and valued. Guided by our mission statement "Together, We Learn and Grow in God's Love", we do not tolerate bullying of any kind.

Bullying contradicts our school values of compassion, respect, and inclusion. All reported incidents will be taken seriously, investigated promptly, and dealt with in line with our Relationships and Behaviour Policy.

2. Legal Framework

This policy has due regard to:

- DfE (2023) Keeping Children Safe in Education
- DfE (2017) Preventing and Tackling Bullying
- Equality Act 2010
- Children Act 1989 and 2004

This policy operates alongside:

- Relationships and Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy
- SEMH Policy

3. Definition of Bullying

Bullying is the deliberate and repeated behaviour intended to hurt, threaten or humiliate another person. It may be:

- Physical – hitting, kicking, pushing, damaging property
- Verbal – name-calling, threats, offensive comments
- Emotional – intimidation, exclusion, spreading rumours
- Online (cyberbullying) – abuse via phones, gaming, or social media
- Prejudice-based – racist, sexist, homophobic, transphobic, disability-related
- Child-on-child abuse – sexual harassment, violence, or coercion

Bullying is distinct from occasional friendship fallouts or isolated incidents, but all such behaviour will still be addressed in line with our ethos.

4. Aims

- Prevent bullying through proactive education, modelling, and school culture.
- Ensure pupils feel confident to report bullying, knowing they will be listened to.
- Intervene quickly and effectively where bullying is identified.
- Support both the victim and the perpetrator to ensure lasting resolution.
- Promote gospel values of kindness, forgiveness, and reconciliation.

5. Prevention

- Curriculum: Anti-bullying is taught explicitly through PSHE, RHE, computing (online safety), and assemblies.
- Culture: Positive behaviour is reinforced through the 3 school rules – Be Safe, Be Respectful, Be Ready.
- Pupil Voice: The Pupil Parliament contributes to shaping anti-bullying strategies.
- Awareness: Events such as Anti-Bullying Week are celebrated but our work extends throughout the year.
- Staff Role-Modelling: All adults consistently model respect, care, and restorative approaches.

6. Reporting Bullying

- Pupils can report concerns to any trusted adult.
- Staff must log incidents on CPOMS promptly.
- Parents/carers can raise concerns with class teachers, Inclusion Team, or SLT.
- Anonymous concerns (e.g. via worry boxes or pupil voice mechanisms) are also acted upon.

7. Responding to Bullying

- All reports will be taken seriously and investigated by the class teacher, Inclusion Team, or SLT.
- Restorative conversations will be used where appropriate to rebuild relationships.
- Sanctions may be applied in line with the Relationships and Behaviour Policy.
- Victims will be supported to feel safe, included, and confident.
- Perpetrators will be supported to understand the impact of their actions and change their behaviour.
- Parents/carers of all pupils involved will be informed.
- Serious or repeated bullying will be escalated to the DSL and may involve external agencies.

8. Roles and Responsibilities

- Academy Council – monitors policy effectiveness and ensures compliance.
- Headteacher – ensures the policy is implemented consistently and effectively.
- DSL and Inclusion Team – monitor bullying incidents, provide support, and liaise with external agencies.
- Staff – model respectful behaviour, remain vigilant, and respond to all concerns.
- Pupils – treat others with respect, report bullying, and support their peers.
- Parents/Carers – work in partnership with the school to support respectful behaviour.

9. Monitoring and Review

- Bullying incidents are monitored and recorded on CPOMS.
- Patterns or repeated behaviours are tracked by SLT and the Inclusion Team.
- Pupil surveys and pupil voice are used to evaluate the impact of the policy.
- This policy will be reviewed annually, or earlier if needed.