



St Anne's RC Primary
'We Grow Together in God's Love'



St Anne's Catholic Primary School

Anti-Bullying Policy 2026–2027

Approved: September 2026

Review date: July 2027

Mission Statement

We grow together as a Catholic Faith Community, following and promoting Gospel values in all we do. We grow together in wisdom, encouraging each child to achieve their full potential—academically, spiritually, and socially—in a spirit of confidence. We grow together in respect, friendship, and responsibility, reaching out to those in our wider community.

We Grow Together in God's Love.

Culture Statement

If we do nothing else today, we will show LOVE, RESPONSIBILITY, and RESPECT.

1. Rationale

At St Anne's Catholic Primary School, every child has the right to learn, play and develop in a safe, respectful and supportive environment.

Bullying is contrary to our Catholic ethos and Gospel values and is not tolerated. It can have a significant impact on a child's emotional wellbeing, sense of belonging, attendance, relationships, learning and wider development.

The school is committed to preventing bullying, responding promptly when concerns arise, safeguarding children who may be at risk of harm, and supporting children who engage in bullying behaviour to understand the impact of their actions and make positive changes.

Our approach is based on the principles of:

- love;
- respect;
- responsibility;
- dignity;
- inclusion;
- fairness;
- forgiveness and reconciliation where appropriate;
- safeguarding and promoting the welfare of every child.



The school recognises that bullying can occur between children, from children towards adults, from adults towards children, between adults, and through online activity.

2. Scope of the Policy

This policy applies to:

- all pupils;
- all staff;
- governors;
- volunteers;
- parents and carers;
- visitors and other members of the school community.

It applies to bullying:

- on the school premises;
- during the school day;
- during school trips, visits and residential activities;
- on journeys to and from school where the school has lawful authority to act;
- at school-related activities;
- online;
- outside school where the behaviour has a sufficient connection with the school or affects the safety, wellbeing or orderly running of the school.

The school will consider its lawful authority to respond to behaviour occurring outside school and will act where appropriate.

3. Relationship with the Behaviour and Safeguarding Policies

This policy should be read alongside the school's:

- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- SEND Policy;
- Single Equality Policy;
- Mobile Phone Policy;
- Attendance Policy;
- Complaints Policy;



- Restrictive Interventions and Reasonable Force Policy;
- Relationships and Health Education arrangements;
- Staff Code of Conduct;
- Whistleblowing Policy.

The **Behaviour Policy 2026–2027** sets out the school's wider expectations, behaviour curriculum, sanctions, recording arrangements and escalation procedures.

Bullying is a form of unacceptable behaviour and may also be a safeguarding matter. Where bullying involves child-on-child abuse, discrimination, harassment, sexual harassment, sexual violence, threats of violence, exploitation or other safeguarding concerns, the school's safeguarding procedures will apply alongside this policy.

4. Legislation, Statutory Requirements and Guidance

This policy has regard to the following legislation, statutory guidance and Department for Education guidance, as applicable:

- **Keeping Children Safe in Education 2026**, Department for Education, effective from 1 September 2026;
- **Working Together to Safeguard Children 2026**, Department for Education;
- **Preventing and tackling bullying**, Department for Education, current version;
- **Preventing and tackling bullying and harassment of school staff**, Department for Education, July 2026;
- **Behaviour in schools: advice for headteachers and school staff**, Department for Education, February 2024;
- **Equality Act 2010**;
- **Education and Inspections Act 2006**;
- **Education Act 2002**, including section 175;
- **Children Act 1989**;
- **Children and Families Act 2014**;
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years**;
- **Human Rights Act 1998**;
- relevant safeguarding, online safety, information-sharing and child protection requirements.

The DfE's current bullying guidance remains the principal non-statutory guidance for schools on preventing and responding to bullying. The DfE updated the GOV.UK publication in July 2026 and removed the former standalone cyberbullying advice for school staff because it has been replaced.

KCSIE 2026 is statutory safeguarding guidance and comes into force on 1 September 2026.



Working Together to Safeguard Children 2026 strengthens expectations around inclusive and anti-discriminatory practice, online harms, child sexual abuse, exploitation and the possibility that children may experience multiple harms at the same time.

5. What Is Bullying?

For the purposes of this policy, bullying is behaviour by an individual or group that is:

1. **deliberately hurtful**;
2. **repeated over time**, or is part of a pattern of behaviour; and
3. involves an **imbalance of power**, making it difficult for the person being bullied to defend themselves.

Bullying can be physical, verbal, emotional, social, discriminatory or online.

The school recognises that the impact of behaviour is important. Although repetition and imbalance of power are normally features of bullying, **a single incident may be serious and may constitute harassment, discrimination, child-on-child abuse, sexual harassment, sexual violence, threatening behaviour or another safeguarding concern.**

Therefore, a child will never be told that an incident is unimportant simply because it does not meet the school's definition of bullying.

All reports and concerns will be considered individually and proportionately.

The DfE guidance identifies imbalance of power as an important feature of bullying.

6. Bullying and Child-on-Child Abuse

The school recognises that children can abuse other children.

Child-on-child abuse can take place:

- in school;
- outside school;
- online;
- during the school day;
- outside school hours;
- between children who attend the same school;
- between children who attend different settings.

Bullying can be one form of child-on-child abuse.



Other forms of child-on-child abuse may include:

- physical abuse;
- threats or intimidation;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- discriminatory abuse;
- racist abuse;
- faith-based abuse;
- homophobic, biphobic or transphobic abuse;
- disability-based abuse;
- misogynistic or other discriminatory behaviour;
- domestic abuse within children's own relationships;
- coercive or controlling behaviour;
- exploitation;
- online abuse.

Staff must not dismiss abusive behaviour as:

- "banter";
- "just a joke";
- "just teasing";
- "children being children";
- "part of growing up".

Where behaviour may amount to child-on-child abuse, staff must report the concern to the **Designated Safeguarding Lead (DSL) or Deputy DSL without delay**, in accordance with the Child Protection and Safeguarding Policy.

KCSIE identifies child-on-child abuse as a safeguarding matter and emphasises the importance of challenging inappropriate and abusive behaviour between children.

7. Types of Bullying

Bullying can take many forms and more than one form may occur at the same time.

Physical Bullying

This may include:

- hitting;
- kicking;
- pushing;



- tripping;
- physically intimidating another child;
- damaging or taking belongings;
- threatening physical harm.

Verbal Bullying

This may include:

- name-calling;
- insults;
- repeated teasing;
- threatening language;
- humiliating comments;
- repeated hurtful comments.

Emotional and Social Bullying

This may include:

- deliberately excluding someone;
- repeatedly encouraging others not to play with someone;
- spreading rumours;
- deliberately embarrassing someone;
- manipulating friendships;
- threatening to withdraw friendship;
- humiliating or isolating another child.

Prejudice-Based and Discriminatory Bullying

This may include bullying related to:

- race;
- ethnicity;
- nationality;
- religion or belief;
- disability;
- special educational needs;
- sex;
- sexual orientation;
- gender reassignment;
- appearance;
- family circumstances;
- pregnancy or maternity;
- other protected characteristics or personal circumstances.



The school will challenge prejudice and discriminatory language even where a child claims that it was intended as a joke.

Working Together to Safeguard Children 2026 reinforces expectations that schools and practitioners promote inclusive, anti-discriminatory cultures and challenge racism and discrimination.

Sexual Bullying, Sexual Harassment and Sexual Violence

This may include:

- unwanted sexual comments;
- sexualised name-calling;
- sexual jokes or remarks;
- unwanted sexualised gestures;
- comments about another child's body;
- sexual rumours;
- unwanted touching;
- sharing or attempting to share sexual material;
- sexual harassment or sexual violence.

Such behaviour may be a safeguarding matter whether or not it meets the school's definition of bullying.

All reports of sexual harassment or sexual violence will be dealt with in accordance with KCSIE 2026 and the Child Protection and Safeguarding Policy.

Online Bullying

Online bullying may include:

- repeated abusive messages;
- threats;
- humiliating or degrading posts;
- exclusion from online groups;
- spreading rumours online;
- impersonation;
- deliberately encouraging others to target a child;
- sharing personal information to intimidate or humiliate;
- threatening behaviour through gaming, messaging or other online services.

Online bullying may continue beyond the school day and may have a significant impact on a child's ability to feel safe in school.



8. Bullying Is Not Always Obvious

Bullying may be difficult to identify.

Children may:

- be reluctant to report what is happening;
- fear that reporting will make matters worse;
- believe that adults will not understand;
- feel embarrassed or ashamed;
- believe that bullying is their fault;
- worry about losing friendships;
- be unable to explain what is happening;
- communicate concerns through changes in behaviour rather than directly.

The school therefore recognises that **the absence of a report does not mean that bullying is not occurring**.

Staff will remain alert to changes in behaviour, attendance, relationships, presentation and emotional wellbeing.

Possible indicators may include:

- reluctance to attend school;
- changes in attendance or punctuality;
- withdrawal from friends or activities;
- increased anxiety or distress;
- unexplained changes in behaviour;
- loss or damage to belongings;
- unexplained physical complaints or injuries;
- deterioration in concentration or engagement;
- changes in friendships;
- reluctance to use particular areas of the school;
- changes in online behaviour;
- sleep or emotional difficulties reported by parents/carers.

These indicators do not, by themselves, prove bullying. Staff should remain professionally curious and consider whether there may be safeguarding, SEND, mental health, family or other factors contributing to the change.

9. The School's Commitment

St Anne's Catholic Primary School will:



- promote a culture in which bullying is not tolerated;
- take reports of bullying seriously;
- respond promptly and proportionately;
- listen carefully to children;
- provide safe and accessible ways to report concerns;
- protect children from further harm;
- investigate concerns fairly;
- record incidents appropriately;
- involve the DSL where safeguarding concerns arise;
- involve parents/carers appropriately;
- provide support to children affected by bullying;
- address the behaviour of children who bully others;
- consider the needs and circumstances of all children involved;
- challenge discriminatory and prejudicial behaviour;
- monitor patterns and trends;
- use information from incidents to improve prevention;
- review the effectiveness of the policy regularly.

10. Reporting Bullying

Children are encouraged to tell an adult if:

- they are being bullied;
- they think another child is being bullied;
- they have witnessed bullying;
- they are worried about someone's safety;
- they are worried about online behaviour.

Children can report concerns to:

- their class teacher;
- Use worry buttons or worry box;
- Tell mental health ambassadors
- another trusted member of staff;
- the Headteacher;
- the Deputy Headteacher;
- the DSL or Deputy DSL;
- another adult they trust.

The school will provide age-appropriate reporting mechanisms and will make children aware of these through assemblies, classroom teaching and the wider safeguarding curriculum.

Parents and carers should contact the school if they have concerns that their child is being bullied or may be involved in bullying.



11. Initial Response to a Report

When a concern is reported, the member of staff receiving it will:

1. listen calmly and take the concern seriously;
2. make sure the child is safe;
3. avoid making promises about confidentiality that cannot be kept;
4. establish enough information to identify immediate safeguarding needs;
5. report safeguarding concerns to the DSL or Deputy DSL without delay;
6. record the concern accurately in accordance with school procedures;
7. pass the concern to the appropriate member of staff for further action.

The child should be reassured that reporting a concern is the right thing to do.

Staff should avoid repeatedly asking a child to recount distressing events where this is unnecessary. Where a safeguarding concern exists, the DSL will determine the appropriate safeguarding response.

12. Investigating Bullying Concerns

The school will investigate concerns fairly, promptly and proportionately.

Depending on the circumstances, this may involve:

- speaking separately with the child who has reported the concern;
- speaking separately with other children involved;
- speaking with witnesses;
- reviewing relevant school records;
- reviewing available online evidence where lawful and appropriate;
- considering information from parents/carers;
- considering whether there are previous related incidents;
- considering whether there are safeguarding concerns;
- considering whether the behaviour is linked to SEND, disability or another vulnerability;
- consulting the DSL, SENCO or other appropriate professionals.

13. Safeguarding Response



Bullying will be treated as a safeguarding concern where the circumstances indicate that a child:

- may be suffering, or is likely to suffer, harm;
- is experiencing child-on-child abuse;
- is experiencing sexual harassment or sexual violence;
- is experiencing serious physical or emotional abuse;
- is being exploited;
- is experiencing discriminatory abuse;
- is being threatened with violence;
- is experiencing significant online harm;
- or has other safeguarding needs.

The DSL will determine whether a referral to children's social care, the police or another agency is required.

The school will work with external agencies where appropriate.

Working Together to Safeguard Children 2026 emphasises that children can experience multiple harms simultaneously and strengthens expectations around online harms, exploitation, discrimination and child protection.

14. Support for Children Experiencing Bullying

The safety and wellbeing of the child experiencing bullying will be the school's priority.

Support may include:

- a trusted adult;
- regular check-ins;
- pastoral support;
- increased supervision in identified areas;
- changes to routines or arrangements where necessary;
- support with friendships;
- emotional wellbeing support;
- support to rebuild confidence and a sense of belonging;
- reasonable adjustments where required;
- SEND support;
- safeguarding support;
- support from external agencies where appropriate.

The school will work with the child and parents/carers to identify appropriate support.



The child will be involved in decisions about support as far as reasonably possible and appropriate.

The school will monitor the situation after an incident to establish whether the bullying has stopped and whether further action is required.

15. Support for Children Who Have Engaged in Bullying Behaviour

Children who engage in bullying behaviour will be held accountable in accordance with the **Behaviour Policy 2026–2027**.

The school's response may include:

- appropriate sanctions;
- clear boundaries;
- work to understand the impact of the behaviour;
- emotional regulation support;
- social skills work;
- restorative work where appropriate;
- support from the class teacher;
- pastoral support;
- SENCO involvement;
- safeguarding intervention;
- parental involvement;
- external agency support where appropriate.

The purpose of support is to help the child understand the impact of their behaviour and develop safer and more respectful ways of interacting with others.

A child who has engaged in harmful behaviour may themselves have safeguarding, SEND, emotional or other support needs. These will be considered separately from the school's decision about consequences.

16. Restorative Approaches

The school values reconciliation and repairing relationships in accordance with its Catholic ethos.

Restorative approaches may be used where they are:



- safe;
- appropriate;
- proportionate;
- understood by the children involved;
- likely to contribute positively to resolution.

However, **restorative meetings will never be automatic.**

They will not be used where:

- there is a significant imbalance of power;
- the child who has experienced bullying feels unsafe;
- there is a safeguarding concern;
- the child is being pressured to participate;
- the meeting could cause further distress or harm;
- the circumstances make restorative work inappropriate.

17. Consequences and Sanctions

Bullying is serious behaviour and will be managed in accordance with the **Behaviour Policy 2026–2027**.

Possible responses may include:

- formal warnings;
- loss of privileges;
- loss of playtime where appropriate;
- meetings with parents/carers;
- behaviour targets;
- individual support;
- Behaviour Support Plans;
- pastoral intervention;
- safeguarding intervention;
- suspension or permanent exclusion where lawful and appropriate.

The sanction will depend upon:

- the nature and seriousness of the behaviour;
- frequency and duration;
- impact on the child affected;
- age and developmental stage;
- intent;
- level of harm;
- previous behaviour;
- safeguarding concerns;
- SEND or disability;
- other relevant vulnerabilities;



- the child's individual circumstances.

The school will not use a predetermined sanction for every bullying incident.

18. SEND, Disability and Vulnerability

The school recognises that some children may be particularly vulnerable to bullying.

This may include children with:

- SEND;
- disabilities;
- communication difficulties;
- medical needs;
- social, emotional or mental health needs;
- previous safeguarding experiences;
- care experience;
- family difficulties;
- other vulnerabilities.

The school will make reasonable adjustments where required and will consider whether bullying may be connected to a child's SEND or disability.

Equally, SEND or disability will not be used as a justification for harmful behaviour towards another child.

The school will consider the needs of **all children involved**, including the child experiencing bullying, the child alleged to have engaged in bullying, and witnesses.

19. Prejudice-Based and Discriminatory Bullying

The school takes a particularly serious view of bullying related to protected characteristics or other forms of prejudice.

This includes:

- racist bullying;
- faith or belief-based bullying;
- disability-based bullying;
- sexist bullying;



- homophobic bullying;
- biphobic bullying;
- transphobic bullying;
- bullying related to gender stereotypes;
- bullying related to family circumstances;
- other discriminatory or prejudicial behaviour.

The school will challenge discriminatory language and behaviour even where a child states that they were joking or did not intend to cause harm.

Incidents will be recorded and monitored so that leaders can identify patterns, hotspots and disproportionate impact.

The school's response will reflect its duties under the Equality Act 2010 and its Catholic commitment to the dignity and worth of every person.

20. Online and Cyberbullying

The school recognises that online bullying can be particularly difficult for children because it may:

- happen at any time;
- reach a large audience;
- be repeatedly shared;
- continue after the original incident;
- involve anonymous accounts;
- affect a child's experience of school even where it occurs outside school.

Where online bullying is reported, the school will:

- take the concern seriously;
- assess immediate safeguarding risks;
- support the child affected;
- establish relevant facts;
- preserve relevant evidence where appropriate and lawful;
- record the concern;
- involve the DSL where safeguarding concerns arise;
- work with parents/carers;
- consider the school's lawful authority to respond to behaviour occurring outside school;
- take appropriate action under the Behaviour Policy where the school has lawful authority;
- advise families about appropriate reporting and blocking mechanisms where relevant;
- contact external agencies or the police where appropriate.



Children should be advised **not to retaliate** or respond in a way that may escalate the situation.

Where potentially illegal or sexual material involving children is reported, children must not be asked to forward, circulate or unnecessarily retain such material. The matter should be referred immediately to the DSL, who will follow the school's safeguarding procedures.

The school will work within its Online Safety Policy and current safeguarding guidance.

21. Bullying Outside School

The school recognises that bullying may occur outside the school premises, including:

- on journeys to and from school;
- in the local community;
- online;
- through gaming or messaging platforms;
- during school holidays.

Where bullying outside school affects a child's safety, wellbeing or ability to attend and participate in school, the school will consider whether it has lawful authority to intervene.

The school may work with:

- parents/carers;
- other schools;
- the local authority;
- children's social care;
- the police;
- online service providers;
- other relevant agencies.

22. Working with Parents and Carers

Parents and carers are encouraged to report concerns promptly.

The school will:

- listen to concerns;
- explain the school's procedures;
- provide appropriate updates;
- maintain confidentiality;



- share information only where lawful and appropriate;
- work collaboratively to support children.

Parents/carers should:

- encourage children to report concerns;
- avoid encouraging retaliation;
- provide relevant information to school;
- support agreed strategies;
- work with the school where additional support is needed.

Parents/carers should not directly confront or contact another child or their families involved in a bullying concern.

23. Bullying and Harassment of Staff

Bullying, harassment, intimidation, threatening behaviour or abuse towards staff is unacceptable.

This may include behaviour by:

- pupils;
- parents/carers;
- visitors;
- other members of the school community;
- online users.

The school will take reasonable and proportionate steps to protect staff and maintain a safe and respectful working environment.

Where a pupil is responsible, the school will respond under the Behaviour Policy and, where appropriate, safeguarding procedures.

Where a parent/carer or other adult is responsible, the school may take action under relevant school procedures, including its Complaints Policy, staff protection procedures and safeguarding arrangements where appropriate.

The DfE published specific guidance on preventing and tackling bullying and harassment of school staff in July 2026. It emphasises the need for staff to be supported, respected and protected and for schools to take robust action where behaviour threatens staff safety or wellbeing.



24. Allegations and Reports

The school will take allegations and reports seriously.

An allegation that is:

- unsubstantiated;
- unfounded;
- not proven;

will **not automatically be treated as malicious or deliberately false**.

Where an allegation is found to have been deliberately invented or malicious, the school will consider an appropriate response under the Behaviour Policy.

However, the school will also consider whether a child who has made an allegation that is not substantiated may nevertheless:

- be experiencing harm;
- be struggling to communicate a genuine concern;
- require pastoral support;
- require safeguarding support;
- require early help.

The school will therefore avoid creating a culture in which children are afraid to report concerns.

25. Recording

Bullying concerns will be recorded on **CPOMS** in accordance with school procedures.

Records should include, where known:

- date and time;
- location;
- children involved;
- nature of the concern;
- relevant witnesses;
- actions taken;
- safeguarding considerations;
- parents/carers contacted;
- support provided;
- sanctions or consequences;
- follow-up actions;



- outcome;
- review date where appropriate.

Records should be factual, objective and proportionate.

Where an incident is also a safeguarding concern, the school's safeguarding recording and referral procedures will apply.

26. Monitoring and Follow-Up

The school will not consider a bullying incident resolved simply because an initial intervention has taken place.

Follow-up will consider:

- whether the bullying has stopped;
- whether the child feels safe;
- whether further incidents have occurred;
- whether relationships have improved where appropriate;
- whether further support is required;
- whether additional supervision is required;
- whether there are wider patterns;
- whether other children may be affected.

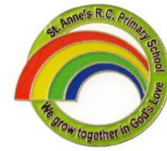
The DSL, Behaviour Lead and Senior Leadership Team will review relevant incidents and patterns.

27. Monitoring, Evaluation and Governance

The school will monitor bullying data regularly.

Monitoring may include:

- number and type of incidents;
- location;
- time of day;
- year group;
- online/offline incidents;
- protected characteristic or prejudice-related incidents;
- repeat incidents;



- children who are repeatedly affected;
- children who repeatedly engage in bullying behaviour;
- links with attendance;
- links with safeguarding concerns;
- links with SEND or disability;
- pupil voice;
- parent/carer feedback;
- staff feedback.

Leaders will consider whether incidents reveal:

- particular locations requiring increased supervision;
- weaknesses in routines;
- gaps in teaching;
- emerging online risks;
- discriminatory attitudes;
- disproportionate impact on particular groups;
- children requiring additional support.

Governors will receive appropriate information about bullying trends and the effectiveness of the school's response.

28. Prevention

Prevention is a whole-school responsibility.

The school will promote an anti-bullying culture through:

- explicit teaching of LOVE, RESPONSIBILITY and RESPECT;
- the Behaviour Curriculum;
- assemblies;
- Religious Education;
- Relationships and Health Education;
- PSHE provision;
- online safety education;
- discussion of respectful relationships;
- work on empathy and understanding;
- work on prejudice and discrimination;
- appropriate pupil voice;
- staff training;
- supervision of less structured times;
- transition arrangements;
- positive relationships between staff and pupils;
- effective safeguarding arrangements.



The school will seek to create an environment where children feel safe to report concerns and know that adults will listen and act.

29. Pupil Voice

Children will be encouraged to contribute to the school's anti-bullying culture.

This may include:

- pupil surveys;
- school council discussions;
- class discussions;
- assemblies;
- safeguarding questionnaires;
- opportunities to identify areas where children do not feel safe;
- feedback following incidents where appropriate.

Pupil voice will be considered when reviewing the effectiveness of this policy.

30. Staff Training

All staff will receive appropriate information and training so that they understand:

- the school's definition of bullying;
- the difference between bullying and other behaviour incidents;
- child-on-child abuse;
- safeguarding responsibilities;
- prejudice-based and discriminatory bullying;
- online bullying;
- indicators that a child may be experiencing bullying;
- how to respond to a disclosure;
- recording requirements;
- when to involve the DSL;
- the school's Behaviour Policy;
- appropriate use of restorative approaches;
- SEND and vulnerability considerations.

New staff will receive an induction into the school's behaviour and safeguarding culture.



31. Preventative Work with Children

Children will be taught:

- what bullying is;
- what bullying is not;
- how bullying can affect people;
- how to report concerns;
- how to seek help for themselves or others;
- how to be an active bystander;
- how to challenge unkind behaviour safely;
- how to use technology responsibly;
- how to report online abuse;
- how to respect differences;
- how to develop healthy friendships;
- how to resolve everyday disagreements appropriately.

Children will be reminded that reporting bullying is **not "telling tales"** and that seeking help is a responsible action.

32. Confidentiality and Information Sharing

The school will respect the privacy of children and families.

Information will only be shared where appropriate and lawful.

Where safeguarding concerns arise, information will be shared in accordance with:

- the Child Protection and Safeguarding Policy;
- KCSIE 2026;
- Working Together to Safeguard Children 2026;
- applicable information-sharing requirements;
- local safeguarding partnership procedures.

The school will not share confidential information about another child with a parent/carer.

Working Together to Safeguard Children 2026 strengthens expectations around information sharing and analysis of information to identify risks, disproportionality and patterns of harm.



33. Criminal Behaviour

Some bullying behaviour may constitute a criminal offence.

Examples may include serious violence, threats, harassment, criminal damage, theft or other offences.

Where criminal behaviour is suspected, the school will consider whether a police report is appropriate.

The school will also consider whether the incident raises safeguarding concerns requiring referral to children's social care or another agency.

The school will not attempt to investigate matters beyond its appropriate role where doing so could compromise a police investigation or increase risk to a child.

34. Roles and Responsibilities

Governing Body

The governing body will:

- approve and review the policy;
- monitor its implementation;
- ensure that the school complies with its statutory duties;
- consider bullying data and trends;
- challenge leaders where concerns or disproportionate impact are identified;
- ensure that bullying is considered as part of the school's wider safeguarding and behaviour arrangements.

Headteacher

The Headteacher will:

- ensure implementation of the policy;
- promote a whole-school anti-bullying culture;
- ensure appropriate staff training;
- ensure incidents are appropriately recorded;
- ensure safeguarding procedures are followed;
- report relevant information to governors.

Designated Safeguarding Lead



St Anne's RC Primary

'We Grow Together in God's Love'



The DSL will:

- oversee safeguarding concerns arising from bullying;
- ensure appropriate referrals are made;
- advise staff;
- monitor patterns of child-on-child abuse;
- work with relevant external agencies;
- ensure safeguarding records are maintained appropriately.

Staff

All staff will:

- model respectful behaviour;
- challenge bullying and discriminatory behaviour;
- listen to children;
- take reports seriously;
- act promptly;
- report safeguarding concerns to the DSL;
- record concerns appropriately;
- follow this policy and the Behaviour Policy.

Parents and Carers

Parents and carers will:

- support the school's expectations;
- report concerns promptly;
- encourage children to seek help;
- avoid retaliation or direct confrontation with other children;
- work with the school to support resolution.

Children

Children will be encouraged to:

- show love, responsibility and respect;
- treat others with dignity;
- report bullying;
- support others safely;
- avoid joining in with bullying;
- tell an adult if they are worried about another child;
- use online platforms responsibly.



35. Links to the Behaviour Policy 2026–2027

This Anti-Bullying Policy should be read alongside the school's **Behaviour Policy 2026–2027**.

The Behaviour Policy sets out:

- the school's behaviour culture;
- school rules;
- behaviour expectations;
- rewards;
- sanctions and consequences;
- responses to serious behaviour;
- behaviour recording;
- SEND considerations;
- safeguarding considerations;
- online behaviour;
- mobile phone expectations;
- suspension and exclusion;
- restrictive interventions;
- monitoring and governance.

Bullying is categorised as serious behaviour within the Behaviour Policy and will normally be addressed through the school's behaviour procedures alongside any required safeguarding response.

Where the behaviour also constitutes child-on-child abuse or another safeguarding concern, safeguarding procedures take precedence over ordinary behaviour management processes.

36. Related Policies

This policy should be read alongside:

- **Behaviour Policy;**
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Mobile Phone Policy;
- SEND Policy;
- Single Equality Policy;
- Attendance Policy;
- Restrictive Interventions and Reasonable Force Policy;
- Complaints Policy;



- Staff Code of Conduct;
- Whistleblowing Policy;
- Relationships and Health Education arrangements.

37. Review

This policy will be reviewed annually and sooner where there are significant changes to:

- legislation;
- statutory guidance;
- Department for Education guidance;
- safeguarding arrangements;
- online risks;
- school practice;
- local safeguarding procedures.

The effectiveness of the policy will be evaluated through:

- bullying records;
- safeguarding information;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- behaviour data;
- attendance information;
- governor monitoring;
- review of recurring incidents and patterns.

Approved: September 2026

Review date: July 2027

Next review: July 2027



Don't be sad; tell a teacher!

If you don't feel you can tell a teacher, why not use:

- Worry buttons
- Worry box
- Mental health Ambassadors



What is bullying?

Bullying is being mean to someone over and over again. This usually happens over time.

What are the consequences if you have been found to be bullying someone?

- Reconciliation room
- Go to Mrs Wainwright or Mrs Jones and parents are phoned
- You lose your privileges
- You may end up in isolation