St. Bernadette's RC Primary School

Anti-Bullying Policy

Updated - September 2026

To be reviewed - September 2027

Mission Statement

Together we learn, Together we achieve, Together we grow in God's love

Jesus Christ is very important in our school. He is at the heart of everything we do. Our school is part of the mission of the church - making Jesus, known and loved. We try hard to live as Jesus wants us to, so that together we grow in faith, loving each other and loving God. We treat others as we would like to be treated. We do all these things because we want to keep Jesus among us every day at St Bernadette's.

Our aims are:

- Respect for each other – children and adults
- Respect for property and environment
- Routines which allow children to know what to expect
- The security and safety of all pupils and adults
- A socialising process which helps children to inter-relate with confidence
- To help us become inclusive, respectful and tolerant when challenged, having Jesus as our guide and strength
- To help children become self-disciplined, able to accept responsibility for their own actions and to make positive choices
- To help children be ready to thrive and contribute positively to life in modern Britain and globally.

These aims are achieved:

- Through example and putting into practice the values of our Mission Statement
- Through a moral approach to discipline, where Jesus Christ is our model and the teachings of the gospels and our 'Virtues to Live By' are the example we follow
- Through our relationships with children
- Where forgiveness and reconciliation remain central to the behaviour and discipline policy
- Through a shared and common belief embedded in a whole-school approach which is consistently followed by all adults and children
- Through the example of the staff in the way they co-operate and help each other
- Always having high expectations of ourselves
- Ensure Catholic Social Teaching (CST) is a thread throughout our curriculum
- Relentless routines in school

Policy Links

- Exclusion & Suspension Policy
- Special Educational Needs (SEND)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy
- DFE guidance on Suspension and Permanent Exclusion from maintained schools
- DFE guidance on Restrictive Interventions

  The above policies will be reviewed alongside this policy on an annual basis.

Roles and Responsibilities

Everyone at St. Bernadette's is responsible for upholding the high standards of behaviour and creating a culture of positive relationships. It is a shared responsibility.

Governors:

- Are responsible for reviewing and approving the written statement of behaviour principles
- Will review this anti-bullying policy in conjunction with the headteacher and the behaviour policy
- Will monitor the policy's effectiveness, holding the headteacher to account for its implementation
- Work in partnership with the school in matters relating to behaviour management
- Be informed if there is a child with persistent behaviour management requirements

Headteacher and Senior Leadership Team:

- Set the example of a positive relationship led culture of behaviour management
- Support staff in the implementation of this policy
- Support staff with more serious or repeated behaviour issues
- Oversee the implementation of this policy through learning walks, lesson observations and performance management
- Provide appropriate training for all staff in support of them in implementing this policy.
- Keep records of all reported serious incidents of misbehaviour on CPOMs

All Staff:

- Maintain consistency in our agreed strategies (Ready, Respectful, Safe)
- Follow relentless routines (Wonderful Walking, Super Sitting, Marvellous Manners, Excellent Lining Up)
- Meet and greet children at the classroom door
- Refer to and promote our Virtues to Live By
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Consistently use recognition of behaviour through rewards and the use of the Recognition Board
- Be calm and allow the children time to demonstrate the requested change in behaviour
- Prevent before sanctions; use specific complements, approval statements and positive
- comments or non-verbal gestures to increase the ratio of positive to negative interactions
- Follow up every time and engage in reflective dialogue with learners
- Never ignore or walk past learners who are displaying challenging behaviour

Parents/Carers:

- Get to know the school's behaviour policy / anti-bullying policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Ready	Respectful	Safe	Respectful Walking
Ready to listen and follow silent signals Equipment out, ready for learning Alert and watching and listening to the speaker Doing your best! You are sat respectfully	Respect your environment Ensure we stop for adults and visitors Say sorry Please and pardon me Excuse me Clean and tidy spaces Thank you!	Stay alert Always listen Carefully Face forwards Enter spaces calmly and quietly	Without talking A straight line Look forwards/ line order Keep left

Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and sensible manner
- Use manners and always be polite
- Adhere to the school rules of: *Ready, Respectful, Safe*
- Follow the weekly 'Virtues to Live By'
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Introduction

At St. Bernadette's we believe that learning continues throughout life and that we should develop the skills that enable life-long learning to take place.

We believe that all children should be inspired and enthused by the challenges we present to them, and feel secure and supported so that they can try new and difficult experiences. We believe that through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Central to this is the commitment that inclusion for all children is at the heart our vision with the belief that removing barriers to participation and learning allows everyone to benefit fully from the educational opportunities we provide. As a school, we have a strong focus on supporting children to develop an understanding of themselves, and crucially, an understanding of how they operate and develop as learners.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults.

These incidents may be referred to as 'relational conflicts' or falling out.

Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional).

Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'. Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings.

Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying look like?

Bullying behaviour can include:-

- Physical
- Verbal
- Emotional
- Sexual
- Online
- Indirect

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.' Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature.
We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- pupils with Special Education Needs
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.
In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Online/Cyber bullying

The increasing use of digital technology and the internet have also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

• hacking into someone’s accounts/sites

• Posting prejudice/hate messages
• Impersonating someone online
• Public posting of images
• Exclusion
• Threats and manipulation
• Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
• young people
• young people and staff
• between staff
• individuals or groups

How to report a concern

At St. Bernadette's RC Primary School, we ensure all pupils, parents/carers, staff, and visitors have the right to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.
We have clear reporting systems for each group of our school community; the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community. All reported incidents will be taken seriously and investigated involving all parties.

The staff are aware of and follow the same procedures:
▪ Interview and investigate with all parties
▪ Inform parents
▪ Implement appropriate disciplinary sanctions in accordance with our Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable
▪ We are clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
▪ Follow up, in particular keeping in touch with the person who reported the situation, parents/carers.
▪ We have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
▪ We have a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
▪ We liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident, and this will be stored by the DSL and Deputy DSLs on CPOMS.

Prejudice related bullying/incidents are reported to the local authority using the guidelines set out in Bury LA for schools.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of our policy. This information will be discussed by staff in regular staff meetings/ Senior Leadership Meetings.

This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in RHE/PSHCE lessons including Anti-bullying unit
- Kindness week annually in November
- Cross curriculum themes
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School council
- Prefects / Gift Team / Laudato Si / Caritas pupil groups
- Worry boxes
- Pastoral Interventions
- Restorative programmes for groups involved in bullying.
- Counselling schemes through Caritas
- Small group work
- Support for parents/carers
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- SEND information for lunchtime behaviours

Links with other policies

- Behaviour Policy
- Safeguarding Policy
- E-safety
- SEND Policy
- Code of Conduct / Staff Handbook
- Data Protection Complaints' Policy