



# St. Anthony's Catholic Primary and Nursery School

*"We walk in the footsteps of Christ and are held in the  
hand of God."*

## Anti-Bullying Policy 2025-2026

Signed by:

Mrs Hannah Edwards

Headteacher

Date: September 2025

Mr. Jamie Staddon

Chair of governors

Date: September 2025

Date policy published: September 2025      Date of review: September 2026

## Statement of Intent

We at St. Anthony's Catholic Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

In accordance with our Mission Statement, we pledge through our Catholic ethos, our school curriculum, our employment practices in the management of incidents, to keep pupils and staff safe from bullying in any of its forms. (Article 3 of the Convention on the Rights of the Child)

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

This policy should be read in conjunction with other relevant School policies e.g. Behaviour Management, Health and Safety, PSHE, Safeguarding and Child Protection Policy, Mobile Phone Policy, Online Safety and Acceptable Use Policy (Internet and e mail) and Whistleblowing Policy. Through this policy we strive to ensure that we build a school community where bullying is not tolerated.

Many pupils experience a form of bullying at some point during their school life. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make pupils' lives unhappy and can at times dramatically hinder their academic progress.

### 1. Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2011
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 2003
- Public Order Act 1986
- Communications Act 2003
- Human Right Act 2010
- Crime and Disorder Act 1998
- Crime and Policing Act 2014
- Education Act 2014

This policy has been written in accordance with DfE advice, including, but not limited to:

- 'Preventing and tackling bullying' (2017)
- 'Sexual violence and sexual harassment between children in schools and colleges' (2021)

This policy will be implemented in conjunction with the school's:

- Child Protection and Safeguarding Policy
- Behaviour Policy

### **1.1 Aims and objectives of the policy**

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to bullying
- To reduce and if possible, eradicate instances of all types of bullying

### **1.2 Statement of Principles**

- (a) We, at St. Anthony's Catholic Primary School, seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.
- (b) We are committed to a value system within which everyone is entitled to be treated with respect and understanding. Any behaviour that undermines this is unacceptable.
- (c) We seek to ensure that those acting on behalf of our school will:
  - Actively listen to children
  - Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.
- (d) All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in a safe and caring environment.
- (e) All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- (f) Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

## **2. Consultation**

This policy was drawn up after consultation with pupils, parents, governors and staff. Views and opinions were gathered through questionnaires, staff meetings, assemblies and Pupil Parliament meetings. The school will continue to gather stakeholders' views on the content and impact of the policy.

## **3. What is bullying?**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

(DCSF definition within Safe to Learn: Embedding Anti-bullying work in Schools' guidance).

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- It involves an imbalance of power

It takes many forms and can include:

- It may be verbal, physical or psychological
- physical assault- There is an intent to cause verbal, physical or emotional harm, it is not accidental.
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is an antisocial behaviour. We must respond in a way, which will help, the perpetrators to change and improve their behaviour.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities

#### **4. Key Roles and Responsibilities.**

- The Governing Body evaluates and reviews this Policy to ensure that it is non-discriminatory.
- It is the responsibility of all staff to be alert to the possible bullying of pupils and to deal with incidents as the highest priority.
- The Headteacher reviews and amends this Policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The Headteacher keeps a bullying record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- The Headteacher will analyse the data in the bullying record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- The Headteacher arranges appropriate training for all staff members.
- The Headteacher or member of the School Leadership Team will correspond and meet with parents where necessary.
- Teachers are alert to the social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- All members of staff ensure that they are alert to possible bullying situations, particularly from exclusion from friendship groups, and that they inform the pupil's teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.

- All staff understand the composition of pupil groups, showing sensitivity to those who have been victims of bullying.
- All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.
- Parents are advised to notify their child's Class Teacher if they are concerned that their child may be being bullied or be involved in bullying.
- Pupils are advised to inform a member of staff if they witness bullying or are a victim of bullying.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

## 5. Forms of Bullying/Bullying behaviour

Bullying can take many different forms:

- Cyberbullying: e.g. chat-room/ blogs/message board, email, gaming console, Instant messaging (MSN, Instagram, ooVoo, WhatsApp etc), mobile phones including photos, social network sites e.g. Facebook, Bebo, video hosting sites (YouTube),etc.
- Damage to property: e.g. graffiti, personal property
- Inciting others to bullying behaviour e.g. encouraging pupils with special educational needs to bully others so that they receive the consequences rather than the instigator
- Literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- Physical hurt/attack: e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- Psychological: e.g. damage to reputation (sexual, denial of identity, gender/ethnicity), extortion of belongings, identity theft / impersonation, isolation/refusal to work/play with other pupil, revealing personal information, threats
- Verbal: e.g. 'joke' making, mimicry/ridicule, name calling, spreading rumours, swearing, verbal abuse, gossiping
- Victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

## 5. Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupils because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online(cyber)

**Racist Bullying:** Bullying another person based on their ethnic background, religion or skin colour.

Racist bullying is a criminal offence under the Crime and Disorder Act 1988 and Public Order Act 1986.

**Homophobic Bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic Bullying:** Bullying based on another person's 'gender variance' or for not conforming to dominant gender roles.

**Sexist Bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterized by inappropriate behaviours.

**Sexual Bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

There are different types of bullies and victims:

- Aggressive bullies – physically aggressive individuals or bully groups
- Anxious bullies – children recruited into bully gangs by intimidation
- Victim bullies - children who are victims at home can often be bullies at school
- Passive victims - children with poor social skills/unassertive
- Provocative victims – children who bring out the worst in other children
  - Often have poor relationships with primary carers
  - Can be attention seeking
- Attention seeking victims – Children with good social skills who deliberately seek the kudos of being a victim.

## 6. Statutory Implications

The school understands that under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality or opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 2010, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The NAHT has guidelines that recommend headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and / or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988 it is an offence for a person to

electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue and course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **7. Effects of bullying**

Bullying can affect the victim in many ways and some of these effects can be longstanding.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about them, which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from School, and in some cases self-harm or even take their own life.
- The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and like victims of bullying tend to underachieve at school.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

## **8. Signs and Symptoms of Bullying**

Signs of bullying are variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of some the signs and symptoms associated with bullying so that any problems can be identified and remedial action taken as quickly as possible.

The more common signs include:

- Physical signs e.g. Physical injuries, damaged clothing with no convincing explanation and general ill-health due to stress
- Emotional signs e.g. mood swings, apparent changes in personality, constant anxiety /nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness
- Behavioural signs e.g. withdrawn, frequent, unexplained absences, poor concentration, eating disorders, alcohol/substance misuse, evidence of self-harming and disruptive/challenging/bullying behaviour
- General e.g. frequently "lose" money/possessions, appears tired and lethargic, avoids

entering/ leaving School with others.

It should be stated that usually victims of bullying become so through no fault or action of their own. However, on occasion, it is important to recognise that there can be different types of victims because they:

- Are new to the class
- Are different in appearance, speech or background from other people
- Suffer from low self-esteem (but this is not clear whether this is the cause or effect of bullying).

## **9. Preventing Bullying**

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in as social setting.

Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

- Catholic Ethos of the school- learning with Christ at the centre and enabling Gospel Values and the teachings of the Catholic Church including the Virtues to be experienced and lived out integrally in the daily lives of the staff and pupils.
- Awareness raising through assemblies
- Clear Anti-Bullying Policy which all members of the school community are aware of
- Anti-Bullying message embedded throughout the curriculum
- National Healthy Schools Status
- Reward system for positive behaviour
- Circle Time – opportunities for children to discuss sensitive issues in a safe environment
- Peer Mediators
- Worry box – placed in an agreed place within the classrooms/school corridors that all children can access in a discrete way.
- Taking Care Project – a Warwickshire programme delivered throughout the school which focuses on protective behaviours, fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc.
- Play leaders – older pupils supporting the younger pupils at play time
- Pupil consultation – through questionnaires and Pupil Parliament
- Positive role models reflected through staff behaviour

## **Preventing Child-on-Child Sexual Abuse**

The school takes a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged,

sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

The school's Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place should any instances of sexual harassment or sexual violence be uncovered.

In order to prevent child-on-child abuse and address wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum and specifically in RHE, PSHE and RE. Such content will be age and stage of development specific and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as 'banter' or 'just growing up'.

All staff will be aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

## **Making Disclosures.**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL or DDSL.

The DSL will be informed of any allegations against pupils with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

## **Confidentiality**

The school will only engage staff and agencies if required to support the victim and/or be involved in any investigation. If a victim asks the School not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- parents will be informed unless it will place the victim at greater risk.
- if a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes- reports containing such crimes will be passed on to the police.

More information regarding the school's stance on preventing child-on-child sexual abuse is available in our Safeguarding Policy.

## **10. Cyber Bullying**

The school has in place a Cyber Bullying Policy, which outlines the School's zero tolerance approach to cyber bullying.

The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions outlined in this policy if they become aware of any incidents.

The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupil's personal devices, e.g. mobile phones, where there is no good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

## **11. Responding to Bullying**

### **11.1 Responding to allegations**

Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon. Allegations can be made face to face e.g. a child reporting directly to a member of staff or during Circle Time, or indirectly via the worry box or Pupil Referral Form, or through class or Pupil Parliament meetings.

### **11.2 Responding to Bullying Incidents**

When bullying has been reported or observed then some or all of the following procedures will be adhered to:

#### **1. INTERVIEW WITH THE CHILD WHO HAS REPORTED AN INCIDENT**

When a teacher finds out that an incident involving bullying may have occurred she/he starts by having an interview with the child in an appropriate place e.g. an office or an empty classroom with the door open. The teacher will listen to the child who has reported the incident and make a written record of all events and of those allegedly involved. The teacher then talks to the child about his/her feelings making sure that the child understands that they have done the correct thing to report the incident and that they are not to blame.

#### **2. CONVENE A MEETING**

The teacher arranges to meet with the pupils who have been reportedly involved in the incident/s; this may include other witnesses.

#### **3. EXPLAIN THE PROBLEM AND EVIDENCE GATHER**

The teacher asks the children to disclose information about the incident/s that they are being accused of being involved in. This is done in a nonjudgmental way and without giving away the accuser's name or their side of events. The teacher listens to their side of the story and may talk to each pupil individually if this is more appropriate. She/he then tells them about the way the child who has made the accusation is feeling, requiring them to empathise.

#### **4. SHARE RESPONSIBILITY**

If the teacher feels that she/he has gathered enough information to be able to correctly attribute blame for the incident, she/he will then make the group aware that they are

jointly responsible.

#### **5. ASK THE GROUP FOR IDEAS**

Each member of the group is encouraged to suggest a way in which the child who has been the victim of the incident could be helped to feel happier. The teacher gives some positive responses and will also expect all of the children involved to explain how they will change their behaviour for the better. It will be made explicit to the children that it is their behaviour and not them which is at fault and that they can receive forgiveness for this behaviour if they are willing to change for the better.

#### **6. INFORM THE PARENTS OF ALL INVOLVED IN THE INCIDENT**

The teacher will then inform the group that their parents will be told of this meeting and of their involvement in the incident. The parents of the child who reported the incident will also be informed so that they can fully support their child.

#### **7. MEET THEM AGAIN**

About a week later the teacher discusses with each pupil, including the child who was the victim of the incident, about how things have been going. They arrange to meet with them again on a regular basis to see if things have improved.

The above procedure is **STAGE 1**. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are considered:

**STAGE 2** Contact other agencies if appropriate to the situation e.g. Educational Psychologist, School Nurse Team (COMPASS), School Counsellor, Children's Services-

## **12. Sanctions**

If the Headteacher is satisfied that bullying did take place, the pupil/ pupils will be helped to understand the consequences of their actions and warned that there must be not further incidents.

The Headteacher will inform the pupil/pupils of the type of sanction to be used in this instance and future sanctions if the bullying continues.

If possible, the Headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim or face to face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking with their teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The class teacher will monitor the pupils involved over the next half term.

### **13. Recording and Reporting Incidents**

Any incidences of bullying will be recorded in hard copy and filed in the Headteacher's office. Any incidences are reported to Governors on a termly basis.

### **14. Prejudice Related Incidences**

A prejudice related incident is one involving for example racist graffiti or sexist language, which needs to be addressed but may not constitute bullying because it is not repeated, not intentional or not directed at an individual. These incidents often involve the same behaviour as that included in the 'types of bullying' section. An incident may be a prejudice-related incident or a bullying incident or both. The school would record and report a prejudice related incident in the same way as any other bullying incident. Our school actively promotes equality and cohesion and therefore operates a zero-tolerance approach to all forms of bullying and prejudice related incidences. (See Equality Scheme and Safeguarding and Child Protection Policy).

### **15. Bullying of Staff by Pupils, Parents/Carers or Other Staff**

It is recognized that forms of bullying can sometimes occur between adults in the workplace. Parents and carers can sometimes intimidate members of school staff and make them feel unsafe. Everyone at St. Anthony's School benefits from an established ethos that repudiates bullying. The school Leaders and Governors of the school strive to support the emotional health and well-being of all the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of school staff who has been made to feel unsafe by a parent or another member of staff. Members of the school workforce suffering from or concerned about bullying should report their concerns to the Headteacher or a member of the School Leadership Team. They can also contact their trade union or professional association for support and advice and may wish to refer to the school Whistleblowing Policy.

### **16. Involving Parents**

The school has an open-door policy and the Headteacher will strive to speak with parents to discuss any concerns immediately. Parental involvement in the response process has been outlined in the Response to Bullying section above. Parental questionnaires will be sent out at least annually to collect views on the impact of policy and practice.

### **17. Anti-Bullying Complaints**

If parents are unhappy about the way that an alleged bullying incident has been handled they should in the first instance speak with the Class Teacher or Headteacher. There is a school Complaints Procedure if parents are still concerned. The Headteacher will advise parents of this procedure and a copy is available on the school website and from the school Office.

## 16. Bullying Outside of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupils is under the lawful control of the member of staff (school trips, sports events etc.).

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

## 16. Monitoring and Evaluation the Policy

- The Policy will be part of the everyday life of the school. It will be maintained regularly through display of posters, RHE and PSHE Curriculum.
- Assemblies
- It will be a regular item on school and Pupil Parliament Agendas, at Staff and Governors' Meetings.
- Its effectiveness will be monitored through parent, pupil and staff questionnaires and reported incidents.
- The Policy will be reviewed annually.

## 16. Useful Contacts

A list of useful contact numbers, websites etc for bullying issues:

### Phone numbers

- Childline – 0800 1111 – A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day

### Websites

- Anti-Bullying alliance – [www.Anti-Bullyingalliance.org.uk](http://www.Anti-Bullyingalliance.org.uk) – information, resources and advice relating to bullying

- Beatbullying – [www.beatbullying.org](http://www.beatbullying.org) – resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

- Cybermentors – [www.cybermentors.org.uk](http://www.cybermentors.org.uk) - a safe social networking site providing information and support for young people affected by bullying

- Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk) - Bullying advice, helpline, information, Anti-Bullying resources and training

- Need2Know – [www.need2know.co.uk](http://www.need2know.co.uk) – youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc

- NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk) - advice on what to do if you are being bullied or see someone who is  
- Think U Know – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - Website for cyberbullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10, 11+

## **17. Associated Policies:**

When reading this policy, please also refer to the following separate policies:

- Child Protection and Safeguarding
- Behaviour
- Acceptable Use
- Relationships and Health Policy
- Mobile Phone
- SEND
- Staff Code of Conduct
- Whistle Blowing
- Online Safety
- Physical Intervention and Restraint
- Personal, Social and Health Education
- Home School Agreement
- Religious Education
- Multi-Cultural
- Equal Opportunities
- Race Relations
- Teaching and Learning

**Reviewed:** September 2025