St. Patrick's Catholic Voluntary Academy



Christ with me wherever I go,
Christ around, above, below.

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ANTI-BULLYING POLICY

This policy was adopted by The Governing Body of St. Patrick's Catholic Voluntary Academy		
Date:	Signed: (Chair of Governors)	To be reviewed: May 2028 (and following any concerns and/or updates to national/local guidance or procedures)

Key Contact Personnel

Mrs Charlotte Lynch – Headteacher
Mrs Birtwisle – KS2
Mrs Agbanusi – KS1/FS
Dirk George – Named Governor

Mission Statement

St. Patrick's Catholic Voluntary Academy, together with home, parish and local communities, works to maintain a happy, secure, stimulating and welcoming environment, enhancing children's learning and celebrating the achievement of everyone. We achieve this through living the gospel values based on acceptance, affirmation, love and respect.

We seek to recognise, develop and celebrate all that makes us fully human through an ever-deepening relationship with God and each other, firmly rooted in the teaching of Jesus Christ and nourished through prayer and worship.

We value co-operation, openness and trust, leading to the growth of confidence, appreciation of all our gifts, culminating in a sense of self-worth, responsibility and true belonging.

In the spirit of equality, we will strive to help all children achieve their full potential, working towards excellence as an expression of personal dignity and fulfilment.

St. Patrick's Catholic Voluntary Academy is committed to an anti-bullying stance. Our Anti-Bullying Policy challenges bullying behaviour because we want our pupils to be safe, happy and able to learn.

Christ with me wherever I go.
Christ around, above, below.

Policy Statement

This Policy is written with reference to current government guidance on Preventing and Tackling Bullying (DfE JULY 2017) and should be read in conjunction with our (Positive) Behaviour Policy.

Our Anti-Bullying Policy supports our Mission Statement by:

- Promoting respect and tolerance for each other and the school
- Helping pupils and adults towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

Bullying of any kind is unacceptable at this school.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying. If bullying does occur, all pupils and adults should be able to speak out and know that incidents will be dealt with promptly and effectively.

We are a TELLING school. This means that anyone who believes that bullying is taking place is encouraged to tell a member of staff. ***Our pupils are familiar with the term STOP – 'Several Times On Purpose' as a definition of bullying and 'Start Telling Other People' as a simple instruction for the children to follow.*** All staff and pupils are aware that bullying takes many forms and can happen in any school, including ours.

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Our agreed definition of bullying is…

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
(Preventing and Tackling Bullying, DfE July 2017)

Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

Bullying is different from falling out with friends, playing unkind jokes and pranks and getting into arguments, which are part of occasional friendship breakdowns, and where normal social skills can rebuild the relationship. A simple way of expressing our definition of bullying is ***Several Times On Purpose - S.T.O.P.***

Bullying results in pain and distress to the victim. It is conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

Emotional	e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, mean, blackmailing.
Physical	e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.
Sexual	e.g. unwanted physical contact or sexually abusive comments.
Verbal or gestures	e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky.
Cyber	e.g. all areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Bullying can be:

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 1998 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.

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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 characterised by inappropriate sexual 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.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Discriminatory language: Involving different prejudice around race, religion, SEN or disability, sexuality or gender identity.

Peer-on-Peer Abuse

The school recognises that children can abuse other children. This is referred to as peer-on-peer abuse and can happen both inside and outside school and online.

Peer-on-peer abuse may include:

- Bullying (including cyberbullying)
- Physical abuse
- Sexual violence
- Sexual harassment
- Upskirting
- Sexting or sharing nude/semi-nude images
- Initiation or hazing-type violence
- Emotional abuse
- Coercive behaviour

The school adopts a **zero-tolerance approach** to abuse between peers.

All allegations or concerns will be:

- Taken seriously
- Investigated promptly
- Recorded appropriately
- Managed in line with the school Safeguarding and Child Protection Policy
- Reported to the Designated Safeguarding Lead (DSL)

Victims will be supported, protected, and listened to. The school will avoid language or actions that may minimise the experiences of the child.

Harmful Sexual Behaviour and Sexual Harassment

The school recognises that harmful sexual behaviour can occur between children of any age, including primary-aged pupils.

Harmful sexual behaviour includes:

- Inappropriate sexual comments
- Sexual name calling
- Touching without consent
- Sexual jokes or gestures
- Showing sexual images

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- Online sexual harassment
- Pressuring others into sexual behaviour

Sexual harassment is never acceptable and will not be dismissed as:
- "banter"
- "just joking"
- "part of growing up"

All staff will challenge inappropriate language and behaviour consistently.
Any incidents involving harmful sexual behaviour will be treated as a safeguarding concern and managed in accordance with:
- the school Safeguarding and Child Protection Policy,
- KCSIE guidance,
- and advice from external safeguarding agencies where appropriate.

The age, developmental stage and understanding of the child will always be considered when responding to incidents.

Indicators of bullying:

A child may indicate by signs or behaviour that they are being bullied. The following list is not exhaustive, these may be evident at home, school or both:
• Frightened of walking to or from school
• Feigning an illness
• Unwilling to go into school/classroom (clings to you) on several occasions
• Standards in schoolwork drops
• Comes home regularly with clothes or possessions destroyed/broken
• Becoming distressed, reluctance to eat
• Crying themselves to sleep
• Having unexplained bruises and/or scratches
• Having their possessions go 'missing'
• Asking for money or beginning to steal money (to pay the bully)
• Refusing to say what's wrong
• Giving improbable excuses to explain any of the above

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Adult Bullying:

St. Patrick's Catholic Voluntary Academy is aware of the possibility that the perpetrator may be an adult and will follow the local Child Protection procedures where this is the case**.**

From time to time, adults can behave inappropriately towards each other. If any adult within the school community feels that they are being treated inappropriately they must report this to the Headteacher or Chair of Governors immediately.

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All children, staff and carers are aware that bullying can be summarised as **STOP** (several times on purpose) as a working definition. This is communicated to all through staff CPD, our Policy, letters and as part of the curriculum and websites.

Our Strategies for Preventing Bullying

1. The ethos of good behaviour is the key to success in preventing bullying from arising in the first place. Children are regularly reminded of our school rules: ***Ready, Safe, Kind*** (in accordance with our (Positive) Behaviour Policy).



2. We have a dedicated PSHE Policy and follow the *Virtues to Live By*, which underpin all that we do and guide everyone within our St. Patrick's Catholic Voluntary Academy community. We use the Ten Ten scheme of work for the discreet teaching of PSHE throughout the school.
Our Anti-Bullying Policy captures the strategies our school employs to ensure the social and emotional wellbeing of pupils. Also, the school's (Positive) Behaviour Policy covers aspects pertinent to bullying. These policies should be read in conjunction, so that the wealth of strategies put into practise for preventing bullying can be seen.

3. Here are some of the strategies employed to help children work and behave co-operatively, in order to minimise the possibility of bullying taking place:

- Virtues to Live by for the Week
- PSHE (Ten Ten) programme
- RE curriculum (RED – To Know You More Clearly)
- Safeguarding/equal opportunities
- School Rules (***Ready, Safe, Kind***)
- (Positive) Behaviour Policy
- Playground Routines and Spaces/high level supervision
- Anti-bullying Week events
- After-school Clubs
- Play Interaction
- Fun Time Interventions
- Peer Support Team
- Language and Communication Programmes
- Anti-bullying advice to parents regularly given through Class Dojo
- Play Therapy
- ELSA support
- ECO Team
- Pastoral Support Team

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- Support from MHST (Mental Health Support Team)
- Family learning workshops on anti-bullying
- Family support/Information to Carers and referrals to *Early Help* if appropriate.

Practice and Procedures

What we do to prevent bullying
Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that it is the unacceptable behaviour that is disapproved of **not** the pupil, and by being clear across the school that we follow school rules ***(Ready, Safe, Kind***). All members of the school community are expected to report incidents of bullying.

1. Staff

Staff have a vital role to play as they are at the forefront of behaviour management in school. They promote the well-being of children and have the closest knowledge of those in their care.

We expect staff will:
- Build relationships involving mutual support, trust and respect.
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model.
- Raise awareness of bullying through STOP, Virtues to Live By, RE Curriculum (RED), PSHE (Ten Ten), stories, role-play, theatrical performances, prayer and reflection sessions with the school chaplain, discussion, peer support and Anti-bullying week.
- Through our Headteacher, keep the governing body well informed regarding issues concerning behaviour management.
- Provide key staff members who are responsible for the monitoring of the policy.
- Lunchtime supervisors/teaching assistants are encouraged to be vigilant and react to any possible bullying situations and issues. Whenever possible, unless the weather is very unsuitable, a variety of playground equipment is available for children to keep them active and valuably occupied to prevent opportunities for bullying occurring.

2. Parents / Carers
We expect that parents / carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:

- Support us in helping meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

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For parents of the bully:
It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.
We encourage parents to remain calm and talk things over and try to understand their child's behaviour and possible causes for it.
We understand that it is not just the victim of the bullying, but also the bully themselves that are in need of support.
We encourage all parents to share their concern with the school and ask for help.
We support parents in helping their child to accept responsibility for his/her actions and to monitor for repeat behaviours.

3. Governors
We expect that governors will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Safeguarding Lead Governor to meet regularly with Headteacher.

Reporting

Reporting is everyone's responsibility: pupil bystanders, carers and other school staff should be aware of and report all incidents of bullying to a member of staff. Children can report their concerns through one of the following ways:

- Tell someone such as teacher, Teaching Assistant, carer, relative, friend etc.
- Speak with an Anti-Bullying lead teacher in school.

Recording and Responding to an Incident

The school community is aware that when a bullying incident has come to the attention of adults in the school it is to be taken seriously and action will be taken.

Whenever an incident is reported (that meets our definition of bullying) it is recorded on Arbor.

- Incident is reported to the Class Teacher, Headteacher and carers.
- In accordance with our (Positive) Behaviour Policy, the Class Teacher will then…

- Talk through the incident with those involved: **reminding** them of our school rules (***Ready, Safe, Kind***); issuing a **warning**; allowing them some **thinking time** to reflect and giving the opportunity for **repair** in a follow-up session.

- Help the perpetrator and victim to express their feelings.

- Talk about which of our school rules ***(Ready, Safe, Kind***) has / have been broken.

- Discuss strategies for making amends.

- On-going checks that all is well and that they feel happy and safe at school once more.

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And if appropriate:

- Make a record on CPOMS of all incidents.
- DSLs will then review the incident.

How we help perpetrators to change behaviour

- As we do not tolerate bullying, the immediate response is to communicate that the actions are wrong.
- If there is an admission of bullying then the adult can work with the child to take responsibility for their actions, apologise and work out a positive follow up with the victim. It is useful to help the child see the others' point of view, "How would you feel if…?"
- If there is defiance about the bullying or the perpetrator is unwilling to co-operate in dialogue, there cannot be an immediate resolving of behaviour. Then, the system of sanctions (as stated in the (Positive) Behaviour Policy) for follow-up behaviour will be used. If there is a repetition of bullying behaviour, the disciplinary sanctions will be increased and reward targets set. There will be monitoring of behaviour so that the bullying does not continue unchecked.
- At some point there must be a genuine apology directly to their victim.

Sanctions for the Perpetrators of Bullying

The disciplinary measures will take into account the needs of these vulnerable children and their families, as well as the severity of the bullying. The Headteacher will make these decisions and may vary the school's response according to an individual situation.

Sanctions

- Send to SLT/ DHT/ HT
- Parents Phoned and/or Called to School
- Temporary loss of privileges such as removal from a group or exclusion from an activity
- Suspension/Fixed- Term Exclusion from school

In cases of more serious bullying sanctions may include:

- Formal letter or phone call home from the Headteacher expressing concerns, where the pattern of behaviour continues
- Meeting with staff, parent/carer and child
- Governors will be informed by Headteacher
- If necessary and appropriate, police will be consulted by the Headteacher

After the incident / incidents have been investigated and dealt with, each case will be monitored by the Class Teacher, Anti-bullying leads and SLT to ensure repeated bullying does not take place.

Parents/carers of both the pupil responsible for the bullying and the pupil who has been bullied will be informed of the incident and the actions taken to address it. A record of all discussions and communications

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will be maintained and securely filed. Where a face-to-face meeting is not possible, parents/carers will be contacted by telephone or in writing to ensure they are fully informed.

In cases of serious and persistent bullying, where all other interventions and support strategies to encourage the pupil to reflect on and improve their behaviour have been exhausted without success, the Headteacher may consider permanent exclusion. This decision will be made following consultation with the Director of Performance and Standards or the Chief Executive Officer. Parents/carers have the right to make representations about the suspension or permanent exclusion to a committee of the Local Governing Body.

Child Protection procedures should always be followed when concerns arise.

<u>Positive reinforcement of appropriate behaviour</u>



- Class Recognition Boards – moving names for positive behaviour targets
- Regular verbal and non-verbal specific praise
- Identifying our Character Muscles through verbal praise and certificates
- Awarding reward points/House points/Dojos
- Star of the Week Certificates
- Headteacher's Award
- Stickers / ''Ask me why I got this'' sticker
- Class Marbles/ClassDojos
- Positive phone calls/notes home/messages via ClassDojo
- Smiley faces
- Merits
- 'Secret Student'
- Opportunities to represent the school in a variety of teams and/or organisations

St. Patrick's Catholic Voluntary Academy promotes high achievement and learning for life and seeks to enable all children to become independent, self-motivated and caring citizens.
Where a child is failing in this goal by bullying others, it is our aim to **help** not to **ostracise.**
A child who is a perpetrator of bullying may also be a victim. This differentiates between the person and the behaviour.

How and When we Train our Staff

All staff at St. Patrick's Catholic Voluntary Academy play an essential role in the effective implementation of this policy. Regular training and refresher sessions are therefore vital to ensure that staff have the knowledge, skills and confidence to recognise, prevent and respond appropriately to bullying. Opportunities are provided for staff to meet regularly, discuss any concerns, share good practice, reinforce key messages and access support where needed. Lunchtime Supervisors have a particularly important role, as bullying

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incidents can occur during unstructured times, especially at lunchtime. Their vigilance and proactive approach are essential in helping to maintain a safe, supportive and inclusive environment for all pupils.

Staff training includes:
1. Understanding that to ignore an incident supports further bullying – vigilance is vital.
2. The importance of dialogue with both victim and perpetrator.
3. The need for positive reinforcement of appropriate or 'altered' behaviour.
5. Strategies to support 'follow up' – support the victim to prevent recurrence.
6. Strategies to support 'follow up' – positive reminders to the perpetrator.
7. An awareness of the need for the adult to support and not behave negatively towards the perpetrator.

Anti-Bullying Leads

The people in our school who lead on anti-bullying issues are the Anti-Bullying Champions.
We have an Anti-Bullying Champion in EYFS and Key Stage 2. The children are aware of these adults and know they are approachable at any time.

Their responsibilities are:

- To be available daily for dialogue with Teaching Staff and Lunchtime Supervisors
- To be available to support the adult first dealing with the incident, if it is not easily resolved
- To support the victim
- To talk to the perpetrator about their behaviour
- To ensure all follow through action is completed
- To monitor and analyse trends and patterns in incidents of unacceptable behaviour, bullying and prejudice, in order to identify recurring issues and inform appropriate action.
- To promote a positive school ethos so that instances of bullying are kept to a minimum.

Monitoring

Any emerging patterns or recurring incidents involving pupils who display bullying behaviour or those who experience bullying will be identified and addressed promptly. This will help ensure that appropriate support and interventions are put in place, reinforcing the school's commitment to the principles of this policy and its zero-tolerance approach to bullying. Patterns and trends will be monitored through the school's reporting systems, Arbor and CPOMS.

Off-Site Bullying

The school recognises that bullying can take place outside of the school premises, including online, during journeys to and from school, at extracurricular activities, in the community, or through social media and messaging platforms.

Where off-site bullying affects the safety, wellbeing, behaviour or education of pupils within the school, the school will take appropriate action in line with this policy, the (Positive) Behaviour Policy, and our safeguarding procedures.

The Headteacher has the authority to respond to incidents of bullying occurring outside of school where it is reasonable to do so, particularly when the behaviour:

- causes distress or harm to another pupil;
- negatively impacts a pupil's education or participation in school life;

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- disrupts the orderly running of the school;
- involves cyberbullying between pupils;
- or raises safeguarding concerns.

The school will:

- investigate reported incidents appropriately and fairly;
- work with parents/carers and external agencies where necessary;
- support pupils affected by bullying;
- apply suitable sanctions or interventions in accordance with the (Positive) Behaviour Policy;
- and take steps to prevent further incidents.

While the school cannot control all behaviour occurring outside school hours or premises, it will take all reasonable steps to address bullying that impacts members of the school community.

Review of Policy

This policy was updated in November 2026 and will be reviewed every 2 years.

Contacts for Further Help and Advice

- Anti-Bullying Alliance

www.anti-bullyingalliance.org
This website provides information, support and advice from an alliance of the leading anti-bullying organisations and voluntary groups in England.

- Beyond Bullying

www.beyondbullying.com
The website of Leicestershire County Council, Educational Psychology Service, Anti-Bullying Strategy Team

- Childline

www.childline.org.uk
Free 24hour telephone lines for children and young people: Telephone 0800 1111

- The Children's Legal Centre

www.childrenslegalcentre.com
Tel: 01206 872466 (Administration/publications)
Tel: 01206 874807 (Education Law and Advocacy Unit)
Education Law Advice Line: 0845 456 6811

- Leicester City Council Website

www.leicester.gov.uk

- Parentline Plus

www.parentlineplus.org.uk
www.besomeonetotell.org.uk
Tel: 0808 800 2222

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- Kidscape advice line

08451 205 204 (10am-4pm weekdays)

- Abs Kids

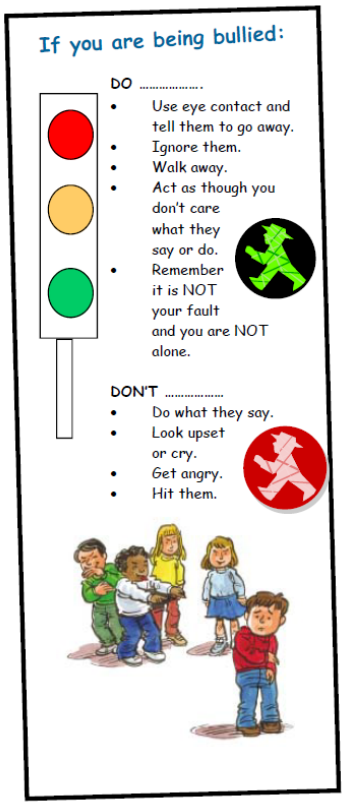
www.abs-kids.co.uk

Website run by a young person in Leicestershire

Keeping children safe in education…

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Please see below for our child-friendly anti-bullying leaflet, provided by the Local Authority, which is available to all pupils in our school.



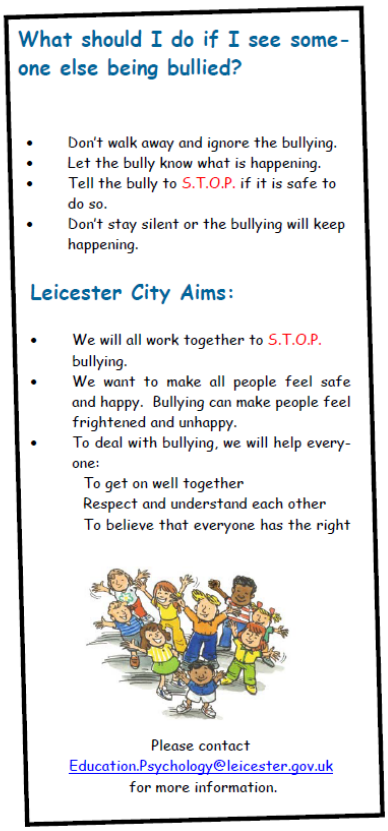
If you are being bullied:

DO .....

- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Act as though you don't care what they say or do.
- Remember it is NOT your fault and you are NOT alone.

DON'T .....

- Do what they say.
- Look upset or cry.
- Get angry.
- Hit them.



What should I do if I see some-one else being bullied?

- Don't walk away and ignore the bullying.
- Let the bully know what is happening.
- Tell the bully to S.T.O.P. if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

Leicester City Aims:

- We will all work together to S.T.O.P. bullying.
- We want to make all people feel safe and happy. Bullying can make people feel frightened and unhappy.
- To deal with bullying, we will help every-one:
  To get on well together
  Respect and understand each other
  To believe that everyone has the right

Please contact
Education.Psychology@leicester.gov.uk
for more information.



Leicester City Council Anti-Bullying Strategy

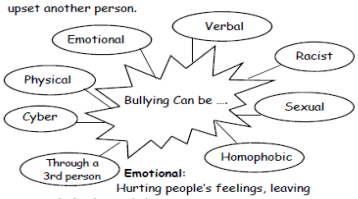
Child Friendly Anti-bullying Advice

Leicester City Council

What is bullying?



A bully is someone who hurts someone deliberately, by using behaviour which is meant to hurt, frighten or upset another person.



Emotional: Hurting people's feelings, leaving you out, being bossed about.

Physical: Punching, kicking, spitting, hitting, pushing.

Homophobic: Calling you gay or lesbian.

Through a 3rd person: Sending a friend with horrid messages.

Verbal: Being teased, name calling, hand signs

Racist: Graffiti, calling you racist names.

Sexual: Rude comments, touching you when you don't like it.

Cyber: texts, e-mail.

Leicester Anti-bullying Strategy

Bullying is likely to be...

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P URPOSE



What you can do to help

You should always treat bullying seriously.

Try to find a way to make it S.T.O.P. so that you can feel safe and happy in life.



Who can I tell?



What should I do if I am bullied:

S TART
T ELLING
O THER
P EOPLE



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