



St Teresa's RC Primary School

Anti-Bullying Policy March 2025

Our Mission Statement

Our school is based on the teachings of Our Lord and the Catholic Church, fostering a special relationship between home, school, parish and community.

Each person is known, valued and encouraged to develop to their highest potential. The school welcomes everyone to its family and upholds as paramount the importance and value of all.



St Teresa's is a safe
and happy place
where we welcome everyone
into our school family.

We learn and grow in faith together
and do our best to champion
kindness.

We respect and care for
each other and the world
by doing small things
with great love.



AIMS

As a school we take bullying seriously. St Teresa's RC Primary School is committed to providing a caring, happy and safe environment for all of our pupils and staff. Our school family should be a place where all feel they belong and all can flourish.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. For children, a more understandable definition is 'lots of times and on purpose.' Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional

Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical

Pushing, kicking, hitting, punching or any use of violence

Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances e.g Looked After Children
- Sexual orientation, sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do less well in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Strategies for Dealing with Bullying

When Bullying has been identified through rigorous monitoring and is confirmed to be **‘lots of times, on purpose’**, the following strategies may be used inline with our behaviour policy.

- Apologise to the victim(s) verbally or in writing
- Lose playtimes (stay with class teacher to do extra work)
- Spend playtimes and lunchtimes with an adult
- Report to the Deputy Headteacher/ Head Teacher
- Parents will be invited into school
- Go on a behaviour report, which includes improvement targets
- Be removed from class and work in seclusion with an adult
- Have privileges removed eg representing school on a team
- Referral for support to modify behaviour from the school's Educational Psychologist, Behaviour Support Service or Social Services (in the case of Looked After Children). Work with these agencies can take place over a period of time and will need to be given time to show impact.
- Fixed term suspension (when all the above have failed to modify the behaviour)
- Permanent exclusion (when all the above have failed to modify the behaviour)

Action that can be taken to support the victim (not in order):

- Environmental changes will be made if necessary – classroom, playground and/or routines to ensure that child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns in Cpoms
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. This will be shared with all staff as necessary.
- Key friends identified by the child will be asked for extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to. This adult will check in regularly with them.
- The child will be made aware of the importance of immediate reporting of any further incidents.
- Parents will be invited into school so that action taken can be shared.
- The SENCo and the class teacher will work together to assess whether the child needs further support perhaps through group mentoring sessions, work with the Listening Service or referral through MHST.
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Prevention

- Our school Mission Statement is who we are at St Teresa's. We are a family and all are welcome, all belong. We are fiercely kind and celebrate inclusion. Our faith, our prayer life, our curriculum and our relationships in school all demand championing respect, kindness, inclusion, forgiveness and belonging. We celebrate difference.
- Our CARITAS team have been trained as anti-bullying ambassadors on the Princess Diana Scheme
- Delivery of PHSE which includes themes around bullying. Our RSE scheme also celebrates being unique.

The ethos and working philosophy of St Teresa's RC Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. This will be done on CPOMs.

In the case of racist bullying, this must be reported to the Headteacher. General incidences of bullying should be recorded on CPOMs this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Gov)

Advice to Parents

Parents are reminded that in this school, bullying is defined as **‘lots of times, on purpose’**.

Young children (Nursery to end of Year 2) struggle to communicate their needs and feelings verbally so we do have incidents where children will communicate in a physical way. This can also be the case with children with Special Educational Needs and Disabilities (SEND) or children who are Cared for (LAC) by the Local Authority. This is not necessarily bullying but we do appreciate that parents can refer to such behaviour as bullying and want a quick resolution to the situation. We do work with all children/SEND or LAC and their parents/carers when unacceptable behaviour patterns emerge.

We understand that parents/carers become distressed when they report that their child is the victim of bullying or is bullying another child and that this may well bring back memories from incidents in their own childhood. We would ask that parents/carers give us time to investigate thoroughly and enable us to undertake work with the bully and victim in order to prevent any further incidents.

There may be circumstances surrounding an alleged bully which mean intense support from external agencies is required and this can take time. (This may take anything from 4-8 weeks or even longer in particularly difficult circumstances or where Social Services are involved). We will not be able to share the details of this support with you. This can cause frustration as parents/carers can feel that the matter is not being dealt with effectively or swiftly and wish for us to exclude a child immediately. We must follow school procedures and keep governors informed of our actions. We will, however, try to give you as much information as possible as to the progress of our investigation and work with the child/children. Exclusion is the absolute last resort and is never a quick decision

HELP ORGANISATIONS:

<http://www.antibullyingweek.org>

Advisory Centre for Education (ACE)

0808 800 5793

Children's Legal Centre

0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

0845 1 205 204

Parentline Plus

0808 800 2222

Youth Access

020 8772 9900

Bullying Online

www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

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