Great Crosby Catholic Primary School
'...that they may have life and have it to the full.'

Anti-Bullying Policy

Date of issue:	September 2026
Review date:	November 2027

Introduction / Statement of intent

- Great Crosby Catholic Primary School is committed to ensuring that every pupil experiences a safe, inclusive and respectful learning environment rooted in our Catholic mission: “that they may have life and have it to the full” (John 10:10).
- Bullying in any form is unacceptable. We will take pro-active steps to prevent bullying, swiftly investigate concerns, protect victims and support those who bully to change their behaviour.
- This policy is written in line with current UK statutory guidance and law, including (but not limited to) Keeping Children Safe in Education (2026), the Education Act 2002/2011, the Equality Act 2010 and DfE guidance “Preventing and tackling bullying” (2017) and subsequent updates. It also reflects OFSTED’s emphasis on safeguarding, behaviour and personal development within the inspection framework.

Purpose

- Define bullying and set out the school’s approach to preventing and responding to bullying.
- Ensure responsibilities are clear for pupils, staff, parents, governors and the wider school community.
- Provide a consistent, rigorous, lawful and compassionate route for reporting, investigating and resolving incidents.
- Support pupils’ wellbeing, maintain high standards of behaviour and protect vulnerable pupils, including those with SEND, EAL, looked-after pupils and pupils eligible for pupil premium.

Key definitions

- Bullying: behaviour by an individual or group that is repeated over time that intentionally hurts another person physically or emotionally. It can include name-calling, taunting, threatening, hitting, cyberbullying, exclusion, spreading rumours, harassment related to protected characteristics and other behaviours intended to cause distress.
- Online bullying: bullying that takes place online or via digital devices (social media, messaging apps, games, email, image/video sharing).
- Prejudice-related bullying: bullying directed against people because of race, religion, sexual orientation, gender identity, disability, or any other protected characteristic.
- Single incident: not usually classed as bullying, but will still be taken seriously and dealt with under this policy.

Principles and values

- Every pupil has the right to feel safe and be treated with dignity and respect.
- We will promote kindness, tolerance, resilience, respect for difference and personal responsibility through our curriculum, Catholic life and school culture.
- Interventions will be proportionate, contextualised, recorded and reviewed.
- Confidentiality will be maintained as far as is consistent with the need to protect and support pupils.
- We will work in partnership with parents, carers, outside agencies (e.g. LA, social care, police) and specialist services where necessary.

Scope

- Applies to all pupils and staff (teaching, support and volunteers) in school, during school activities, on school trips, and to bullying incidents which occur off-site or online where there is a clear impact on school life.
- Covers all forms of bullying including online bullying, prejudice-based bullying, physical, verbal, indirect and relational bullying.

Roles and responsibilities

Governing Body

- Ensure the school has an effective anti-bullying policy that is reviewed regularly.
- Monitor implementation and outcomes; hold leaders to account for effectiveness.
- Ensure statutory duties under equality and safeguarding law are met.

Headteacher / Senior Leadership Team (SLT)

- Ensure the policy is implemented consistently and resources/support are available.
- Ensure staff training, monitoring and record-keeping.
- Lead investigations into serious or complex incidents; decide on sanctions and pastoral responses.
- Speak to parents/carers about the incidents.
- Liaise with external agencies where required.

Designated Safeguarding Lead (DSL)

- Lead safeguarding-related action and ensure bullying that raises safeguarding concerns is managed according to safeguarding policies and reported to relevant authorities.
- Ensure concerns about child-on-child abuse, sexual harassment or violence are handled promptly and appropriately.

Phase Leaders / Behaviour Leads

- Coordinate day-to-day management of anti-bullying provision, casework and preventive programmes.
- Maintain centralised records of incidents and outcomes.
- Provide staff guidance, run pupil workshops and support parents.

Class teachers / All staff

- Model respectful behaviour; teach and embed anti-bullying messages and routines.
- Identify, intervene and report incidents promptly.
- Provide support for victims and challenge/perhaps sanction perpetrators according to policy.
- Ensure records are accurate and shared with Phase Lead/DSL as appropriate.

Pupils

- Treat others with kindness and report bullying they witness or experience.
- Engage in restorative conversations, support programmes and follow any behaviour targets.
- Respect school rules and contribute to a positive school culture.

Parents / Carers

- Support the policy: report concerns promptly, engage with the school's processes and reinforce expectations at home.
- Work constructively with the school to resolve issues.

Wider community and partners

- Agencies (police, social care, mental health services) will be involved where legally required or where their support is needed.
- External providers delivering workshops or programmes must follow the school's safeguarding and behaviour expectations.

What bullying looks like (non-exhaustive examples)

- Physical: hitting, pushing, taking belongings.
- Verbal: name-calling, threats, racist, homophobic, transphobic or ableist language, sexualised comments.
- Relational/indirect: social exclusion, spreading rumours, manipulating friendships.
- Online: abusive messages, image/video-based abuse, trolling, doxxing, exclusion online.
- Prejudice-related/hate incidents: targeting because of race, religion, disability, sexual orientation, gender identity.
- Persistent low-level behaviours that cumulatively cause harm.

Preventative strategies and whole-school approach

Curriculum and Catholic life

- Embed anti-bullying and respect through Relationships, Health and Sex Education (RHSE), Catholic life, Celebration of the Word, Religious Education and safeguarding curriculum.
- Teach pupils about difference, online safety, empathy, conflict resolution and bystander responsibility.
- Use schemes and resources which reflect diversity and inclusivity.

Behaviour systems and restorative practice

- Clear behaviour expectations and consistent routines across school.
- Encourage restorative approaches: repair harm, rebuild relationships, reflective sessions, mediation where appropriate.
- Use graduated, proportionate sanctions

Staff training and professional development

- Annual training for all staff on bullying identification, recording, restorative approaches and online safety.
- Additional training for DSL, pastoral staff and those working with high-risk pupils.
- Induction training for new staff and governors.

Pupil voice and involvement

- Regular pupil surveys and wellbeing checks to identify patterns.
- 'I wish my teacher knew boxes' in classrooms
- Mental Health Champions accessible to children,
- Pupil forums/questionnaires to shape prevention
- Assemblies to remind children of trusted adults
- Promote reading for pleasure and literature that explores empathy and difference.

Parent and community engagement

- Regular communications: policy summary, how to report, workshops on online safety and parenting strategies.
- Parental involvement in restorative meetings and support plans.

Monitoring, recording and data analysis

- Centralised logging of all bullying incidents, actions taken and outcomes (kept securely and in compliance with data protection law) on CPOMS
- Termly analysis by the Phase Lead/SLT to identify trends (by year, protected characteristic, location, times, repeat victims/perpetrators).
- Use analysis to inform training, targeted interventions and policy review.

Procedures: Reporting, investigating and responding
Reporting

- Pupil reporting: tell a trusted adult, pupil voice forms,
- Staff reporting: record concerns on CPOMS and inform Phase Lead / DSL as required.
- Parent reporting: contact class teacher in first instance; if not satisfied contact Phase Lead / SLT.
- Anonymous reporting routes must be monitored but anonymity may limit ability to investigate.

Initial response

- Ensure immediate safety and wellbeing of the pupil(s) affected.
- If an allegation indicates risk of significant harm, follow safeguarding procedures and liaise with DSL; consider immediate referral to Children's Services or police if needed.
- Acknowledge receipt of reports to parents/pupils within 48 hours

Investigation

- Investigations led by Phase Lead/SLT with class teacher involvement as appropriate.
- Gather statements, witness accounts and digital evidence; preserve evidence in online incidents.
- Use trauma-informed, non-blaming questioning; ensure fair opportunity for all parties to give their account.
- Record findings, actions and rationale on CPOMS

Outcome and actions

- Actions will be proportionate and may include:
    - restorative conversations/meetings
    - pastoral support or mentoring for victim and/or perpetrator
    - targeted behaviour plans, home/school contracts
    - loss of privileges, internal exclusion
    - fixed period suspension (in line with statutory guidance) or permanent exclusion in extreme cases
    - referral to external services (Child and Adolescent Mental Health Services (CAMHS), behaviour support, parenting programmes)
    - police involvement for criminal behaviour
- Support for the victim: wellbeing checks, peer support, adjustments to timetable or supervision, access to counselling.
- Support for those who have been bullied: education about impact, behavioural targets, monitored reintegration, access to specialist support.

Sanctions and legal considerations

- Sanctions will reflect seriousness, context, and any mitigating factors (Special Educational Needs and Disabilities (SEND), trauma). They will comply with DfE guidance and the school's behaviour policy.
- Consideration: when a pupil has SEND, the school must consider whether their behaviour arises from their needs and take reasonable adjustments.
- Use of suspension and permanent exclusion will follow statutory guidance and LA processes.

Online bullying procedures

- Preserve evidence: screenshots, URLs, message logs.
- Work with parents and, where relevant, the platform provider to remove content.
- Educate pupils about reporting and privacy settings; include online safety in curriculum.
- If content constitutes a potential crime (sexting, threats), involve police and DSL promptly.

Support and reintegration

- After incidents, provide structured reintegration plans and ongoing monitoring.
- Use restorative conferences where appropriate, facilitated by trained staff.
- Long-term monitoring for reoccurrence; update risk assessments and behaviour plans.

Safeguarding considerations

- Child-on-child sexual harassment and violence must be handled under safeguarding arrangements—immediate action, risk assessment and referrals where necessary.
- Bullying that is part of a safeguarding concern must be escalated to DSL immediately and recorded on safeguarding systems (CPOMS)

Record keeping, confidentiality and data protection

- Maintain secure records of incidents, investigations, communications and outcomes.
- Share information on a "need to know" basis, respecting confidentiality while prioritising safety.
- Comply with General Data Protection Regulation (GDPR) and DfE data guidance for retention and lawful processing.

Prevention

- School will frequently revisit the definition of bullying and discuss trusted adults.
- School will ask the children both formally and informally about bullying in and out of school.

Monitoring, evaluation and review

- The Phase Lead/SLT will produce termly reports for governors containing anonymised data and trends, actions taken, and impact.
- Annual policy review and update informed by data, staff/pupil/parent feedback and statutory guidance changes.
- Emergency review triggered by serious incidents or changes in law/statutory guidance.

Links to other policies and documents

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety / E-Safety Policy
- Staff Code of Conduct
- SEND/Inclusion Policy
- Exclusions Policy
- Whistleblowing Policy
- Complaints Procedure

Equality statement

- The school will act to prevent and respond to bullying linked to protected characteristics and must make reasonable adjustments for disabled pupils and those with SEND. The school is committed to eliminating discrimination and fostering a positive environment for all.

Complaints

- If parents or pupils are not satisfied with the school's response, they should follow the Complaints Procedure. Where behaviour constitutes a criminal offence, the school may involve the police.

Review and approval

- This policy will be reviewed annually or sooner if required by changes in legislation, local authority guidance or significant incidents.
- The Governing Body will formally approve the policy and ensure monitoring takes place.

Useful contacts and resources

- Local Authority safeguarding team
- Merseyside Police (non-emergency): 101 (emergency 999)
- NSPCC: Helpline 0808 800 5000 / online resources
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk