

Cottesmore St Mary Catholic Primary School

Anti-bullying Policy



'Mane nobiscum Domine'
(Abide with us O Lord)

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Policy reviewed & passed by: Curriculum & Standards Committee and shared with
Pupil Parents and Community Committee

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Other policies linked to this policy: Behaviour Policy, Safeguarding and Child Protection Policy, RSHE Policy,
Equality Policy, Inclusion Policy, Online Safety Policy, SEND Policy, Wellbeing Policy and Complaints Policy.

CONTENTS

Our Vision - p. 4
Statement of Commitment- p.4
Statutory Framework and Compliance- p.4
Aims of the Policy -p.5
Definition of Bullying -p.5
Child-on-Child Abuse and Safeguarding -p.6
Types of Bullying -p.7
Cyberbullying- p.8
Prejudice-Based Bullying -p.7
Bullying Outside School - p.8
Distinguishing Bullying from Friendship Conflict- p.8
Preventing Bullying at Cottesmore St Mary –p.9
Pupil Leadership and Pupil Voice - p.10
Reporting Concerns- p.11
Worry Boxes and Trusted Adults- p.12
Responding to Reports of Bullying- p.12
Investigation Procedures- p.12
Recording and Monitoring- p.12
Preventing Cyberbullying- p.13
Restorative Practice and Peaceful Problem Solving- p.14
Support for Pupils Experiencing Bullying- p.15
Support for Pupils Displaying Bullying Behaviour- p.15
Consequences and Sanctions- p.16
Working in Partnership with Parents and Carers- p.16
Roles and Responsibilities- p.17
Monitoring and Evaluation- p.18
Impact- p.18
Policy Review- p.19
Useful Links and Supporting Organisations- p.20

Appendices

Appendix 1 – Bullying or Friendship Conflict? - p.21
Appendix 2 – Relational Aggression: Understanding Relationship-Based Bullying- p.22
Appendix 3 – Anti-Bullying Response Procedure- p.23
Appendix 4 – Peaceful Problem Solving- p.24
Appendix 5 – Cyberbullying Guidance for Parents- p.25



Our Mission

*As a community of life-long learners,
with Christ at the centre,
we strive to do our best and make a difference to the world.*

*Dare to dream and always have hope,
revealing Jesus to others through the choices we make,
while living life to the full.*



*Mane Nobiscum Domine - Stay with us Lord
Luke 24:29*

LOVE

BELIEVE

ACHIEVE

1. Our Vision

At Cottesmore St Mary Catholic Primary School, we believe that every child is uniquely created in the image and likeness of God and is therefore worthy of dignity, respect and love.

We are committed to providing a nurturing, inclusive and faith-centred environment in which every child feels safe, valued and heard. Our Catholic faith teaches us that we are called to love one another, build positive relationships and promote the common good. These Gospel values underpin all aspects of school life and shape our approach to behaviour, relationships and inclusion.

Bullying has no place within our school community because it harms others and undermines the sense of belonging we seek to create. Guided by the example of Christ, we strive to build a culture where every child feels safe, respected, valued and loved.

Through positive relationships, restorative approaches and a strong culture of belonging, we seek to ensure that every member of our community experiences the love, acceptance and care that Christ calls us to show one another.

2. Statement of Commitment

At Cottesmore St Mary Catholic Primary School, we are committed to creating a safe, caring and inclusive environment where all members of our community are treated with dignity and respect.

We believe that every child has the right to learn, play and develop free from fear, intimidation, discrimination or harassment.

Bullying of any kind is unacceptable and will not be tolerated.

We are committed to:

- Promoting a culture of kindness, respect and inclusion.
- Preventing bullying through education, awareness and positive relationships.
- Ensuring all concerns are taken seriously.
- Responding promptly and effectively to incidents.
- Supporting pupils who experience bullying.
- Supporting pupils who display bullying behaviours to make positive changes.
- Working in partnership with parents and carers.
- Fulfilling our safeguarding responsibilities.
- Promoting equality and celebrating diversity.
- Ensuring every child feels a strong sense of belonging within our school community.

When a pupil, parent/carer or member of staff raises a concern about bullying, they can be confident that:

- They will be listened to.
- Their concerns will be taken seriously.
- Appropriate action will be taken.
- Support will be provided.
- The situation will be monitored until resolved.

3. Statutory Framework and Compliance

This policy has been developed in accordance with current statutory requirements and reflects both national guidance and the distinctive mission of Catholic education.

It is informed by:

- Keeping Children Safe in Education (KCSIE)
- Preventing and Tackling Bullying (Department for Education)
- Working Together to Safeguard Children
- Behaviour in Schools (Department for Education)
- Searching, Screening and Confiscation (Department for Education)

- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- The Education and Inspections Act 2006
- Guidance from the Catholic Education Service (CES)
- Diocesan guidance and recommendations

At Cottesmore St Mary, bullying is recognised as a safeguarding issue that may, in some circumstances, constitute child-on-child abuse.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- RSHE Policy
- Equality Policy
- Online Safety Policy
- SEND Policy

4. Aims of the Policy

The aims of this policy are to:

- Promote a culture of respect, kindness and compassion.
- Ensure all pupils understand what bullying is and what it is not.
- Foster positive relationships based on Gospel values.
- Prevent bullying through a proactive whole-school approach.
- Provide clear procedures for reporting concerns.
- Ensure all concerns are investigated fairly and consistently.
- Safeguard pupils and promote their wellbeing.
- Support pupils who experience bullying.
- Support pupils who display bullying behaviours to make positive changes.
- Promote inclusion, equality and diversity.
- Ensure all members of the school community understand their responsibilities.
- Create a culture where every child feels safe, valued and able to flourish.

5. Definition of Bullying

At Cottesmore St Mary Catholic Primary School, we use the Department for Education definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally.

To help pupils understand and recognise bullying, we use the acronym

STOP – Several Times On Purpose.

This reminds children that bullying is:

- Several Times – the behaviour is repeated over time.
- On Purpose – the behaviour is deliberate and intended to cause harm.

We also encourage children to remember:

START – Start Telling Another Responsible Trusted Adult

Children are taught that they should never keep worries to themselves and that speaking to a trusted adult is always the right thing to do.

At Cottesmore St Mary, pupils are encouraged to seek support from:

- Their class teacher
- Anyone on a helping hand
- Any trusted member of staff
- A member of the Senior Leadership Team
- An Anti-Bullying Ambassador
- A Wellbeing Ambassador
- Their parent or carer
- Through a Worry Box

The STOP and START messages help pupils distinguish bullying from friendship difficulties or one-off incidents of unkindness, whilst promoting a culture where concerns are reported, listened to and addressed promptly.

We also have our very own 'Children's Guide to Anti-bullying' which the children made themselves which is shared termly with the children.

Bullying usually involves:

- Deliberate actions intended to cause harm.
- Repeated behaviour over time.
- An imbalance of power between individuals or groups.

This imbalance of power may arise from:

- Physical strength or size.
- Age.
- Popularity.
- Social status.
- Group dynamics.
- Ability or disability.
- Access to technology and online platforms.

Bullying can take place face-to-face or online and can have a significant impact on a child's wellbeing, self-esteem, mental health and ability to learn.

6. Child-on-Child Abuse and Safeguarding

At Cottesmore St Mary, bullying is recognised as a form of child-on-child abuse and will always be treated seriously.

We recognise that children can abuse other children and that harmful behaviour should never be dismissed as:

- Banter
- Falling out
- Just having a laugh
- Part of growing up

Some bullying behaviours may indicate wider safeguarding concerns and may require additional intervention.

Bullying can have serious consequences including:

- Anxiety
- Low self-esteem
- Emotional distress
- School avoidance
- Poor attendance
- Mental health difficulties

All staff receive safeguarding training and understand their responsibility to identify, record and report concerns.

Any concerns relating to bullying will be recorded in accordance with school procedures and may be referred to the Designated Safeguarding Lead where appropriate. Where bullying behaviour indicates a risk of significant harm, abuse or exploitation, safeguarding procedures will be followed immediately.

7. Types of Bullying

Bullying may take many forms and can occur face-to-face or online.

Physical Bullying

Physical bullying may include:

- Hitting
- Kicking
- Punching
- Pushing
- Spitting
- Damaging property
- Taking or hiding belongings

Verbal Bullying

Verbal bullying may include:

- Name-calling
- Insults
- Threats
- Teasing
- Mocking
- Offensive comments
- Derogatory language

Emotional or Relational Bullying (see appendix 2)

Emotional or relational bullying may include:

- Deliberately excluding others
- Spreading rumours
- Manipulating friendships
- Embarrassing others
- Public humiliation
- Intimidation
- Encouraging others to exclude someone
- Deliberately making someone feel isolated

Cyberbullying

Cyberbullying may include:

- Hurtful text messages
- Social media abuse
- Sharing images without permission
- Fake accounts
- Online exclusion
- Harassment through gaming platforms
- Posting harmful comments online
- Sharing or forwarding unkind messages
- Group chat bullying

Cyberbullying can occur at any time and may have a significant impact because it can continue beyond the school day and reach a wider audience.

Bullying can also be motivated by prejudice or discrimination. This is known as prejudice-based bullying and is addressed further in Section 8 of this policy.

8. Cyberbullying

Cyberbullying is the use of technology to deliberately and repeatedly cause harm to another person.

Cyberbullying may involve:

- Text messages.
- Social media platforms.
- Online games.
- Messaging applications.
- Email.
- Sharing images or videos.
- Fake accounts.
- Online exclusion.

We recognise that cyberbullying can have a significant impact because it can occur at any time and may reach a large audience quickly.

Preventing Cyberbullying

Pupils receive regular online safety education through:

- RSHE lessons.
- Computing lessons.
- Safer Internet Day.
- Assemblies.
- Parent workshops where appropriate.

Pupils learn:

- How to stay safe online.
- How to protect personal information.
- How to report concerns.
- How to recognise harmful content.
- How to behave respectfully online.
- How to seek help.
- Responding to Cyberbullying

Where cyberbullying is reported, the school will:

- Take concerns seriously.
- Support the child affected.
- Gather evidence such as screenshots where appropriate.
- Work with parents and carers.
- Investigate the concern thoroughly.
- Apply appropriate sanctions and support.
- Involve external agencies where necessary.

Where behaviour may constitute a criminal offence, advice may be sought from the Police.

Children will be encouraged not to retaliate and to report concerns immediately.

The school will work collaboratively with families to ensure pupils are supported both in and out of school.

9. Prejudice-Based Bullying

We recognise that some bullying is motivated by prejudice or discrimination. This may relate to:

- Race or ethnicity
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Gender stereotypes
- Sexual orientation
- Gender reassignment
- Family circumstances
- Looked-after status
- Socio-economic background

Prejudice-based bullying is never acceptable and will be challenged immediately.

The school actively promotes equality, diversity and inclusion and teaches pupils to value differences, challenge stereotypes and respect the dignity of every human person.

Any prejudice-based incidents will be recorded and monitored appropriately.

10. Bullying Outside School

We recognise that bullying can take place beyond the school gates and still have a significant impact on pupils' wellbeing and learning.

This may include:

- Bullying on the journey to and from school.
- Bullying within the local community.
- Bullying during extracurricular activities.
- Cyberbullying that occurs outside school hours.

Where such incidents affect members of the school community, the school will investigate and respond appropriately, working with parents, external agencies and, where necessary, the police.

11. Distinguishing Bullying from Friendship Conflict

At Cottesmore St Mary, we recognise that children sometimes experience friendship difficulties and disagreements.

These situations can be upsetting but are not always bullying.

Friendship conflict may involve:

- Arguments
- Disagreements
- Falling out
- Accidental hurt
- Occasional unkindness

Bullying differs because it is:

- Deliberate
- Repeated

- Intended to cause harm
- Involves an imbalance of power

Although friendship difficulties may not be bullying, they will still be addressed through restorative conversations, adult support and relationship-building strategies. Teaching pupils how to resolve conflict respectfully is an important part of our wider personal development and behaviour curriculum (see appendix 1 for more information).

12. Preventing Bullying at Cottesmore St Mary

At Cottesmore St Mary Catholic Primary School, we believe that the most effective way to tackle bullying is to prevent it from happening in the first place.

Our approach is proactive, inclusive and rooted in our Catholic mission. We strive to create a culture where all pupils feel safe, respected, valued and able to flourish.

The promotion of positive relationships, dignity and belonging is embedded throughout school life and reinforced through our curriculum, collective worship, pastoral support and daily interactions.

We use a range of strategies to prevent bullying and promote positive behaviour.

These include:

Catholic Life and Mission

Our Catholic ethos underpins all aspects of school life. Through Gospel values, prayer, reflection and Catholic Social Teaching, pupils develop an understanding of:

- Human dignity
- Respect for others
- Compassion
- Forgiveness
- Justice
- Service
- The common good

Children are encouraged to recognise that every person is created in the image and likeness of God and should therefore be treated with kindness and respect.

RSHE Curriculum

Our Relationships, Sex and Health Education curriculum plays a central role in preventing bullying.

Through RSHE pupils learn:

- How to form healthy relationships
- How to resolve conflict respectfully
- How to recognise bullying behaviours
- How to seek help
- How to be an active bystander
- How to challenge prejudice and discrimination
- How to keep themselves safe online

The curriculum provides opportunities to discuss diversity, inclusion, equality and belonging in an age-appropriate manner.

Protective Behaviours

The Protective Behaviours programme forms an important part of our safeguarding and anti-bullying work.

Through this programme pupils learn:

They have the right to feel safe all the time.

To recognise early warning signs.

To identify trusted adults.

To understand personal boundaries.

To speak out when something does not feel right.

Children are taught that worries should never be kept secret and that seeking help is a strength.

Collective Worship and Assemblies

Regular assemblies and collective worship reinforce key messages around:

- Respect
- Kindness
- Inclusion
- Equality
- Friendship
- Mental wellbeing
- Online safety

The school participates in events such as:

- Anti-Bullying Week
- Show Racism the Red Card
- Children's Mental Health Week
- Safer Internet Day
- Refugee Week
- Disability Awareness activities
- Black History Month
- International Women's Day

These opportunities help pupils develop empathy, understanding and respect for others.

Inclusion and Belonging Education

We actively promote inclusion and celebrate diversity.

Pupils are taught to:

- Value similarities and differences
- Challenge stereotypes
- Respect different faiths, cultures and backgrounds
- Celebrate diversity within our community
- Ensure everyone feels welcomed and included

Children are encouraged to recognise that differences should never be used as a reason to exclude, ridicule or discriminate against others.

13. Pupil Leadership and Pupil Voice

Pupil voice plays a vital role in preventing bullying and creating a culture of belonging.

We actively involve pupils in shaping school practice and promoting positive relationships.

This includes:

- School Council
- Wellbeing Ambassadors

- Playground Leaders
- Eco Councillors
- Sports Captains

These roles help pupils develop responsibility, leadership and empathy while contributing positively to the wider school community.

Play Buddies

Play Buddies play an important role in promoting positive relationships and inclusion across the school.

They are trained and supported to:

- Encourage inclusive play.
- Help children find friends and join games.
- Promote kindness and respect.
- Support children who may feel lonely or worried at playtimes.
- Act as positive role models.
- Help create a welcoming and inclusive playground environment.

Play Buddies do not investigate incidents or resolve serious concerns independently. Instead, they help children seek support from an adult when needed and contribute to a positive school culture where everyone feels valued and included.

Wellbeing Ambassadors

Wellbeing Ambassadors support the promotion of positive mental health and emotional wellbeing across the school.

They help pupils feel connected, listened to and supported and contribute to initiatives that promote happiness, resilience and belonging.

14. Reporting Concerns

At Cottesmore St Mary, we encourage all members of our community to speak out about bullying.

We believe that concerns should be reported as early as possible so that support can be provided promptly.

Children are regularly reminded that they should never suffer in silence and that adults will listen and help.

- Pupils can report concerns by:
 - Speaking to their class teacher.
 - Speaking to any trusted adult (helping hand)
 - Speaking to a member of the Senior Leadership Team.
 - Using a Worry Box.
 - Speaking to a Playbuddy
 - Speaking to a Wellbeing Ambassador.
 - Asking a friend to help them tell an adult.
 - Asking a parent or carer to contact the school.
- Parents and carers can report concerns by:
 - Contacting the class teacher.
 - Contacting a member of the Senior Leadership Team.
 - Contacting the Headteacher.
 - Arranging a meeting with school staff.

All reports are taken seriously and investigated appropriately.

No child will be criticised for reporting a concern.

15. Worry Boxes and Trusted Adults

All classrooms provide pupils with opportunities to share concerns through established systems, including Worry Boxes.

These are checked regularly and allow children to communicate concerns privately.

Pupils are also encouraged to identify trusted adults through activities such as Helping Hands and Protective Behaviours lessons.

Children are regularly reminded that they can speak to a trusted adult about anything that is worrying them.

16. Responding to Reports of Bullying

All staff have a responsibility to respond promptly and appropriately to concerns.

When a concern is raised:

- The child will be listened to carefully.
- The concern will be taken seriously.
- Immediate support will be provided where required.
- The concern will be recorded on CPOMS
- Appropriate staff members will be informed.
- Further investigation will take place where necessary.

Staff will avoid making assumptions and will gather information carefully before reaching conclusions.

The wishes and feelings of the child will be considered throughout the process.

17. Investigation Procedures

The purpose of an investigation is to establish the facts and determine the most appropriate response.

Investigations may include:

- Speaking with the child reporting the concern.
- Speaking with the child alleged to have displayed bullying behaviour.
- Speaking with witnesses.
- Reviewing relevant records.
- Reviewing online evidence where appropriate.
- Gathering information from staff.
- Consulting parents and carers where necessary.

All investigations will be conducted sensitively, fairly and proportionately.

The school recognises that some concerns may involve safeguarding issues and these will be referred immediately to the Designated Safeguarding Lead.

18. Recording and Monitoring

Accurate recording enables the school to identify patterns, monitor effectiveness and ensure appropriate support is provided.

All bullying concerns will be recorded using the school's agreed systems (CPOMS)

Records may include:

- Date and location of the incident.
- Individuals involved.
- Nature of the concern.
- Investigation findings.
- Actions taken.

- Support provided.
- Outcomes and follow-up actions.
- Bullying incidents and prejudice-based incidents will be monitored regularly by senior leaders.
- Monitoring helps the school:
- Identify trends.
- Evaluate the effectiveness of interventions.
- Inform future curriculum planning.
- Ensure consistency in responses.

19. Restorative Practice and Peaceful Problem Solving

At Cottesmore St Mary Catholic Primary School, we believe that positive relationships are at the heart of a successful school community. Our approach to behaviour and anti-bullying is rooted in Gospel values, restorative practice and our Peaceful Problem-Solving approach (see appendix 4). While bullying is always taken seriously, we recognise that children need support to learn from mistakes, repair relationships and make positive choices in the future.

Through restorative practice and Peaceful Problem Solving, children are supported to:

- Understand the impact of their actions.
- Take responsibility for their behaviour.
- Develop empathy and understanding.
- Rebuild damaged relationships.
- Restore trust.
- Resolve conflicts respectfully.
- Move forward positively.

As part of our Peaceful Problem-Solving approach, children are encouraged to:

READY

Am I calm enough to solve this problem?
What can I do to help myself feel ready?

STEADY

How am I feeling?
What has happened?
How would I like things to be different?
What choices do I have?

GO

What is the best solution?
How can I solve this problem respectfully?
Who can help me if I need support?

REFLECT

Did my solution work?
How do I feel now?
What have I learned?
What could I do differently next time?

Restorative conversations may also encourage pupils to reflect on:

- What happened?
- What were you thinking at the time?
- How do you think others felt?
- Who has been affected?
- What can be done to make things right?
- How can this be prevented from happening again?

Where appropriate, restorative approaches and Peaceful Problem Solving will form part of the school's response to bullying incidents and friendship difficulties. However, restorative approaches will not replace safeguarding procedures where there is a risk of harm, abuse or significant concern.

20. Support for Pupils Experiencing Bullying

At Cottesmore St Mary, supporting the child who has experienced bullying is our priority.

We recognise that bullying can have a significant impact on a child's:

- Confidence
- Self-esteem
- Emotional wellbeing
- Mental health
- Attendance
- Learning
- Relationships

Support will be tailored to the needs of the individual pupil and may include:

- Emotional Support
- Regular check-ins with a trusted adult.
- Pastoral support.
- Wellbeing interventions.
- Reflection and restorative conversations.
- Support from the Inclusion Team.
- Social Support
- Friendship support.
- Circle of Friends approaches.
- Structured playground support.
- Peer mentoring opportunities.
- Support from Anti-Bullying Ambassadors and Wellbeing Ambassadors where appropriate.
- Safeguarding Support

Where concerns indicate wider vulnerability or risk, support may include:

- Involvement of the Designated Safeguarding Lead.
- Early Help support.
- External agency involvement.
- Additional safeguarding measures.

Parents and carers will be kept informed and involved throughout the process.

Support will continue for as long as required to ensure that the child feels safe, confident and fully included within school life.

21. Support for Pupils Displaying Bullying Behaviour

We believe that children who display bullying behaviour also require support.

Our aim is not only to address unacceptable behaviour but to help pupils understand the impact of their actions and make positive changes.

Support may include:

- Restorative conversations.
- Reflection activities.

- Behaviour mentoring.
- Social skills support.
- Emotional regulation support.
- Targeted interventions.
- Individual behaviour plans.
- Pastoral support.

Staff will seek to understand any underlying factors contributing to the behaviour, including:

- Friendship difficulties.
- Emotional needs.
- Social challenges.
- Family circumstances.
- Additional needs.
- Safeguarding concerns.

Where appropriate, parents and carers will be involved in developing support strategies.

Children will be encouraged to take responsibility for their actions and demonstrate positive change over time.

22. Consequences and Sanctions

Whilst our primary approach is restorative, bullying behaviour must also have clear consequences.

Consequences will be proportionate to:

- The nature of the incident.
- The age of the pupils involved.
- The impact on others.
- Whether the behaviour is repeated.
- Any safeguarding concerns.

Possible consequences may include:

- Verbal reminders and warnings.
- Restorative meetings.
- Reflection activities.
- Loss of privileges.
- Behaviour reports.
- Increased adult supervision.
- Removal from activities where appropriate.
- Internal consequences.
- Fixed-term suspension in serious cases.
- Permanent exclusion in exceptional circumstances.

The school will always seek to balance accountability with support.

Sanctions will be accompanied by educational and restorative measures to promote lasting behaviour change.

23. Working in Partnership with Parents and Carers

Strong partnerships between home and school are essential in preventing and responding to bullying.

Parents and carers are encouraged to:

- Promote kindness and respect.

- Encourage children to speak openly about worries.
- Support the school's behaviour expectations.
- Report concerns promptly.
- Work collaboratively with school staff.

When bullying concerns arise, parents and carers can expect:

- To be listened to respectfully.
- To be kept informed where appropriate.
- To be involved in finding solutions.
- To be treated as partners in supporting their child.

The school recognises that bullying situations can be distressing for families and seeks to maintain open, honest and supportive communication throughout.

24. Roles and Responsibilities

Governing Body

The Governing Body has responsibility for ensuring that:

- The policy is reviewed regularly.
- Statutory responsibilities are met.
- The school provides a safe learning environment.
- Bullying is monitored appropriately.
- Leaders are held accountable for implementation.

Governors will monitor bullying data and evaluate the effectiveness of the school's anti-bullying strategy.

Headteacher

The Headteacher is responsible for:

- Implementing the policy.
- Promoting a positive school culture.
- Ensuring concerns are investigated appropriately.
- Supporting staff.
- Monitoring incidents and outcomes.
- Ensuring safeguarding procedures are followed.

Senior Leaders

Senior leaders will:

- Support staff in responding to concerns.
- Monitor patterns and trends.
- Lead preventative initiatives.
- Ensure consistent practice across the school.

Teachers and Support Staff

All staff have a responsibility to:

- Promote positive relationships.
- Model respectful behaviour.
- Challenge bullying behaviour.
- Listen to pupils.
- Record concerns appropriately.
- Follow safeguarding procedures.

- Support pupils effectively.

All staff receive regular safeguarding and behaviour training.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Follow school expectations.
- Celebrate differences.
- Report concerns.
- Support others appropriately.
- Act as responsible members of the school community.

Pupils should understand that reporting bullying is a positive and responsible action.

Parents and Carers

Parents and carers are expected to:

- Support the aims of the policy.
- Encourage respectful behaviour.
- Communicate concerns promptly.
- Work positively with the school.
- Support agreed actions and interventions.

25. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Behaviour records.
- CPOMS records.
- Safeguarding data.
- Attendance data.
- Pupil voice.
- Parent feedback.
- Staff feedback.
- Governor monitoring.
- Learning walks.
- Curriculum monitoring.
- Anti-Bullying Week evaluations.

Senior leaders will regularly analyse information to identify:

- Patterns and trends.
- Vulnerable groups.
- Areas for development.
- Effectiveness of interventions.

Findings will inform future school improvement priorities and anti-bullying initiatives.

26. Impact

The impact of this policy will be evident in a school culture where:

- Pupils feel safe and valued.

- Bullying incidents are rare.
- Pupils know how to seek help.
- Diversity is celebrated.
- Relationships are positive and respectful.
- Pupils demonstrate empathy and compassion.
- Children have a strong sense of belonging.
- Families have confidence in the school's response to concerns.
- Reduction in repeated incidents.
- Increased pupil confidence in reporting concerns.
- Positive pupil voice outcomes.
- High attendance rates.
- Positive parental feedback.

As a result, pupils will flourish academically, socially, emotionally and spiritually within a community rooted in Gospel values.

27. Policy Review

This policy will be reviewed every two years or sooner if required due to:

- Changes in legislation.
- Changes in safeguarding guidance.
- Local or national developments.
- School improvement priorities.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety

DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org

10

- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Date of Review: June 2026

Next Review: June 2028



COTTESMORE ST MARY

CATHOLIC PRIMARY SCHOOL

'Maune Nobiscum Domine' – Stay with us Lord (Luke 24:29)



APPENDIX 1

IS IT BULLYING OR FRIENDSHIP CONFLICT?

FRIENDSHIP CONFLICT	BULLYING
 Usually happens between equals	Involves an imbalance of power
 Can be accidental	Is deliberate
 Happens occasionally	Happens repeatedly over time
 Both children are often upset	One person is targeted
 Can usually be resolved together	Often requires adult intervention
 Both parties take responsibility	Responsibility is usually one-sided
 May involve disagreements	Involves intimidation, harm or control
 Ends when resolved	Often continues despite attempts to stop it
 Not all friendship conflict is bullying, but all concerns will be addressed appropriately.	

QUESTIONS STAFF MAY ASK

When investigating concerns, staff may consider:



WAS THE BEHAVIOUR DELIBERATE?

- Was there an intention to hurt, upset or intimidate?
- Was the behaviour targeted?



WAS THE BEHAVIOUR REPEATED?

- Has it happened more than once?
- Is there a pattern?



IS THERE AN IMBALANCE OF POWER?

- Physical size or strength
- Age
- Popularity / group influence
- Ability or disability
- Online influence / access to technology



WHAT IMPACT HAS THE BEHAVIOUR HAD?

- Is the child frightened or worried?
- Has attendance changed?
- Has confidence reduced?
- Is learning being affected?



At Cottesmore St Mary, we believe that every child is uniquely created in the image and likeness of God. We are called to treat one another with dignity, respect and love, and to build a community where everyone feels safe, valued and included.





RELATIONAL AGGRESSION

It can hurt, even if there are no physical marks.

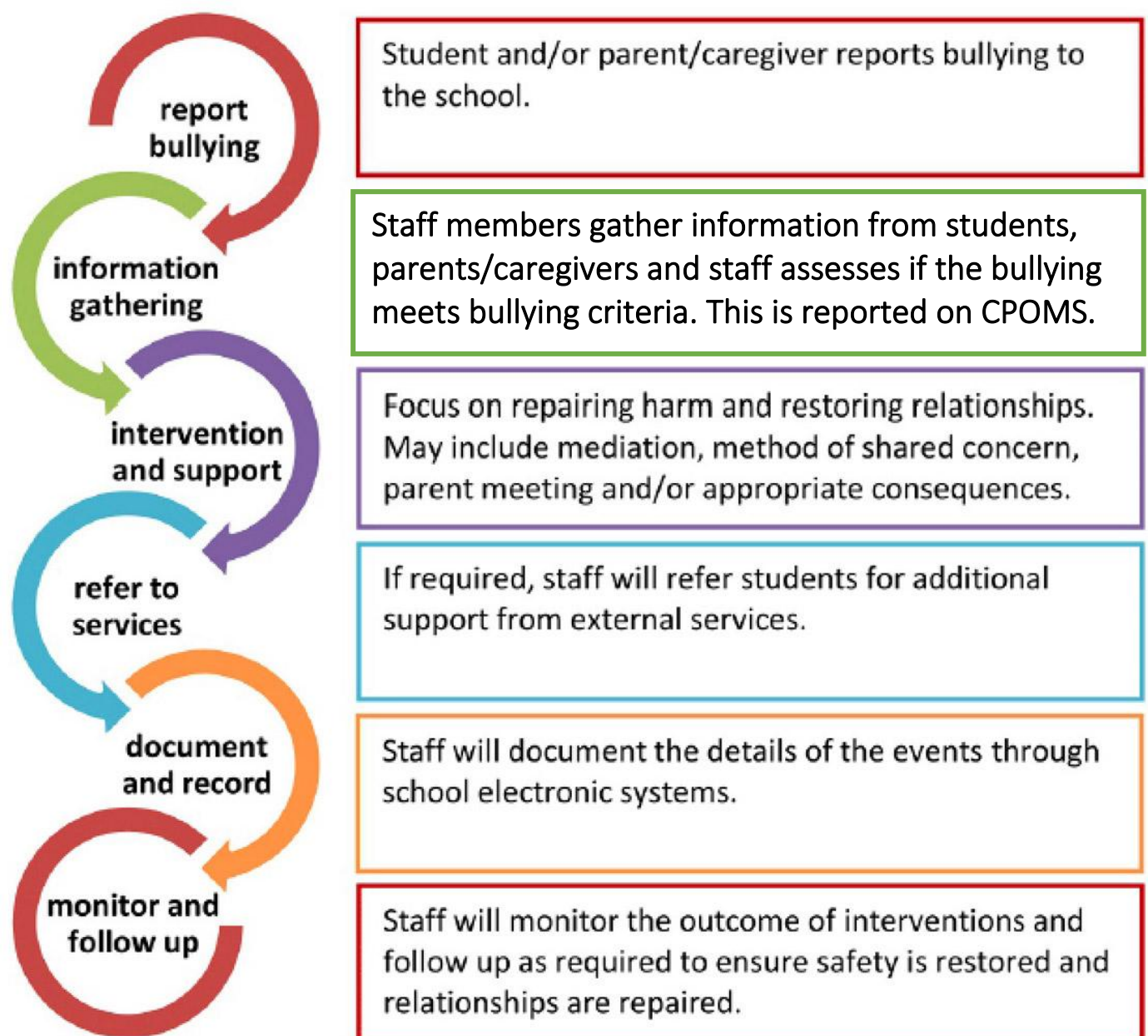
At Cottesmore St Mary, we are kind, respectful and inclusive.

Relational aggression is behaviour that can harm someone's relationships or feelings.

 Alliance building Taking sides to exclude someone else.	 Getting involved Encouraging others to join in with unkind behaviour.	 Rejecting or excluding Leaving someone out on purpose.	 Spreading rumors Telling others things that are not true.	 Eye rolling / unkind looks Using looks to hurt or upset someone.	 Ignoring Pretending someone is not there.
 Teasing / giggling Making fun of someone to upset them.	 Taunting Saying or doing unkind things on purpose.	 Cyberbullying Being unkind online or through messages.	 Public humiliation Embarrassing someone in front of others.	 Whispering Talking about someone behind their back.	 Saving seats Not letting someone sit with their friends.
 Writing notes / letters Sending unkind notes to hurt someone.	 Spying Checking up on someone to cause trouble.	 Dictators Bossing others around and not listening.	We are called to love and respect one another. Be kind. Our words and actions matter. Be inclusive. Everyone belongs. Speak up. Tell an adult if you are worried about someone.		

Together, let's build a community where everyone feels *safe, valued and included.*

Action Flow chart for bullying procedures



PEACEFUL PROBLEM SOLVING

FOR THOSE TIMES WHEN YOU JUST CAN'T HELP FALLING OUT!



READY

Are you ready
to think together?

We know how
we feel

We feel calm enough
to think together

I felt...when...
because...
I would like...

STEADY

Take it in turns to talk
about what went wrong

Don't butt in when it's not
your turn

Think of ideas together

Choose one idea

This isn't working
Perhaps we need a
referee to keep us
on track

We could try...
or...
or...
Let's try...

GO

Try out your idea!

It worked well because...
It would be better if...
Next time let's...

REPLAY

Think about how you did it
Check if things are OK





APPENDIX 3

CYBERBULLYING GUIDANCE FOR PARENTS

Working together to keep our children safe, respected and supported online.

 WHAT IS CYBERBULLYING?	 WARNING SIGNS	 WHAT PARENTS SHOULD DO
Cyberbullying is the use of technology to deliberately and repeatedly upset, threaten, embarrass or harm another person. This may include: - Hurtful or threatening messages - Exclusion from group chats - Sharing images or videos without permission - Online rumours or spreading lies - Fake accounts or impersonation - Harassment through gaming platforms or social media 	Your child may:  Become upset after using devices  Avoid school or activities  Appear withdrawn or anxious  Lose confidence or self-esteem  Have difficulty sleeping  Stop using technology they previously enjoyed	 STAY CALM Children need reassurance that they have done the right thing by speaking out.  SAVE EVIDENCE Keep screenshots, messages, emails, usernames and dates/times.  DO NOT RESPOND Encourage your child not to retaliate or reply to any messages.  BLOCK AND REPORT Use the platform's safety tools to block users and report the behaviour.  CONTACT SCHOOL If the incident involves pupils from our school, please contact us as soon as possible.



HOW SCHOOL CAN HELP

If you report a concern to us, we will:

 Listen carefully and take the concern seriously	 Investigate appropriately and promptly	 Support all pupils involved with care and understanding	 Work closely with families	 Apply sanctions where appropriate and consistent with our policy	 Refer concerns to safeguarding teams or external agencies where necessary
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Your partnership is vital. Together we can ensure our children are safe, happy and able to flourish – online and offline.

 PRACTICAL TIPS TO SUPPORT YOUR CHILD ONLINE	 IMPORTANT REMINDER
✓ Talk regularly about online life and listen without judgement. ✓ Know which apps, games and sites they use. ✓ Set clear and age-appropriate boundaries around screen time. ✓ Encourage kindness, respect and responsible online behaviour. ✓ Remind them not to share personal information or images. ✓ Check privacy settings and make accounts secure. ✓ Encourage your child to tell a trusted adult if something upsets or worries them. 	 Cyberbullying can have a very significant impact. No one deserves to be treated this way. <i>We are here to help.</i> If you are worried about your child or another child, please speak to a member of staff or contact the school office. 

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