Anti-Bullying Policy 2025-2026

St Augustine's Catholic Primary School

Approved by:	Head Teacher	**Date:**	September 2025
Last reviewed on:	October 2024		
Next review due by:	October 2026		

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

Central to everything we do at St. Augustine's is our Mission Statement. It recognises the dignity and worth of its members and has as its ideal a community where the Gospel values of love and tolerance are promoted and where all forms of behaviour are directed towards this ideal.

1 Introduction

1.1 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).Types of bullying include bullying related to appearance, religion, race or sexual orientation. It is important to be aware of newer methods of bullying via mobile phones and the internet.

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 focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber 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

2 Aims and expectations

2.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school anti bullying policy (and behaviour policy) are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.2 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and through creating a culture where it is safe to tell.

2.3 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

3 The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 If teachers witness an act of bullying, they will initially investigate it themselves and then refer it to the behaviour manager if deemed necessary. If required teachers and support staff do all they can to support the child who is being bullied.

5.3 The behaviour manager monitors CPOMs for any bullying incidents.

5.4 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum (e.g. PSHE), to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assemblies and circle time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

5.5 Preventative measures

- All staff and pupils are made aware of the school's policy and procedures for dealing with bullying.
- There are regular assemblies on anti-bullying.
- A box is provided in the school hall, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly
- Informal use of peer mentors for vulnerable pupils.

5.6 All allegations of bullying are taken very seriously and investigated immediately. The behaviour manager is informed and the incident is recorded. In serious cases, parents are informed. After the incident is dealt with, each case is monitored to ensure repeated bullying does not take place.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the behaviour manager/headteacher.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied (classmates, older pupils, prefects, adults) and if the bullying continues, they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, through their school council representatives.

8 Monitoring and review

8.1 This policy is monitored regularly by the behaviour manager and head teacher, who reports to governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness through CPPC meetings. They do this by reviewing CPOMs where incidents of bullying are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs

Signed: M. Kincaid
Date: September 2025