

# Anti-Bullying Policy

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Updated: April 2024

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## **Mission & Vision of our Anti Bullying Policy**

Rooted in the Gospel, Catholic Social Teaching and the dignity of every child, we strive to be a community where all are known, loved and called to flourish. In everything, we uphold each person's God-given worth, seeking the common good, solidarity and care for all.

## **Designated Safeguarding Leads (DSLs)**

- Mrs Roberts (Headteacher),
- Mrs Dinsdale (Deputy Headteacher)

## **Named Governor for Behaviour/Personal Development:**

- Mrs. Denise Malma

## **Applies to**

- all pupils,
- staff
- governors,
- volunteers,
- visitors
- third-party providers

## **1. Introduction and Catholic ethos**

At Holy Family Catholic Primary School, we aim to provide a supportive, caring and friendly environment which allows all pupils to learn in an atmosphere focused on improving life chances and helping them to maximise their potential.

We expect pupils to act safely, and feel safe, in and outside of school. We do not tolerate any form of bullying and are committed to preventing and tackling it.

Guided by our Catholic mission, we explicitly teach and model respect for the dignity of the human person and the call to community, participation and solidarity. We challenge prejudice, celebrate difference and actively promote inclusion as an expression of our Gospel values.

We acknowledge that relational conflict can arise as children grow and learn together. Staff are trained to help pupils repair relationships and prevent escalation into bullying. Where bullying occurs, pupils, staff and parents/carers should feel confident to report it, knowing all concerns will be addressed promptly, fairly and effectively.

We adopt a contextual safeguarding, trauma-informed and strengths-based approach and work with families and relevant agencies when appropriate.

## **2. Legal and policy framework (statutory and non-statutory)**

This policy reflects the latest legislation, statutory guidance and inspection expectations, including:

- **Keeping Children Safe in Education (KCSIE)** – in force from **1 September 2025** (and 2024 version now superseded). Schools must ensure all staff read at least Part 1; KCSIE emphasises early help, exploitation, child-on-child abuse (including online) and effective information sharing within UK GDPR.
- **Working Together to Safeguard Children (2023, updated 2025 page)** – national multi-agency expectations and practice standards, whole-family focus, and tackling harm inside and outside the home.
- **DfE Preventing and Tackling Bullying (2017)** – duties and effective strategies; includes advice on cyberbullying for staff, parents and pupils.
- **DfE Behaviour in Schools (advice, updated Feb 2024)** – whole-school behaviour culture, responding to misbehaviour, mobile phones and behaviour outside school.
- **DfE Searching, Screening and Confiscation (July 2022; page updated 2023)** – lawful searches and confiscation, including electronic devices and strip-searching by police.
- **Teaching Online Safety in Schools (DfE, updated Jan 2023)** – curriculum and whole-school approach to online safety.
- **Equality Act 2010 and public sector equality duty** – eliminating discrimination/harassment, advancing equality and fostering good relations; DfE advice for schools.
- **Education and Inspections Act 2006 (s.89)** – headteacher's duty to determine measures to encourage good behaviour and prevent bullying on and beyond school premises.
- **Ofsted – Education Inspection Framework (from Nov 2025)** – evaluation areas include *Attendance and Behaviour, Inclusion, Personal Development and Well-being*, and a separate judgement that safeguarding is met/not met; inspection toolkits set expectations for culture, inclusion and safeguarding.

- **Data Protection in Schools (DfE, 2025 update)** – UK GDPR, DPA 2018 and practical data-sharing, breach management and AI/data protection in schools.
- **Online Safety Act 2023** – Ofcom-regulated duties for platforms to reduce illegal content and protect children; relevant to our online safety education and response to online harms (including deepfakes).

### 3. Definitions

**Bullying** is the repetitive, intentional hurting of one person or group by another, where there is an imbalance of power. It can be physical, verbal or psychological and can occur face-to-face or online.

Key elements are: *hurtful, repetition, power imbalance, intentional*.

Bullying behaviours include (not exhaustive):

- **Physical:** pushing, poking, kicking, hitting, biting, pinching.
- **Verbal:** name-calling, sarcasm, rumours, threats, teasing, belittling.
- **Emotional/psychological:** isolation, humiliation, intimidation, manipulation/coercion.
- **Online (cyber):** social media posts, image/video misuse, abusive messaging, exclusion.
- **Sexualised and sexist behaviours:** unwanted contact, sexual comments, harassment/abuse.
- **Prejudice-related:** racist, religious, disability-related, homophobic, biphobic, transphobic language/behaviour.

**Banter** may be part of positive social bonding but can quickly become inappropriate or harmful. Staff assess the *intention, content and impact* and any *power imbalance* to distinguish banter, conflict and bullying.

**Child-on-child abuse** includes bullying, sexual violence/harassment, harmful sexual behaviour, initiation/hazing and upskirting, and may occur online or offline. We respond in line with KCSIE and our Safeguarding Policy.

#### **4. Scope – where bullying can occur**

Bullying can occur on site, off site (including the journey to/from school) and online. Our response covers behaviour beyond the school day where it affects pupils' welfare or the school's climate for learning.

#### **5. Roles and responsibilities**

**Governing Body** ensures a clear, regularly reviewed anti-bullying approach within the Behaviour Policy; monitors safeguarding and equality duties.

**Headteacher** (Mrs Roberts) has overall responsibility for policy, implementation and impact; reporting and recording; staff and parent/carer training and engagement; and liaison with governors, LA and external agencies.

**DSL/Deputy DSLs** (Mrs Roberts, Mrs Dinsdale) lead safeguarding responses, assess risk, coordinate support/referrals (e.g., Wigan MASH), ensure recording on CPOMS and oversee pattern-tracking.

**All staff** recognise signs, prevent, challenge and report concerns immediately; promote inclusive culture and accurate recording; follow Behaviour, Safeguarding and Online Safety policies.

**Pupils** are encouraged to report concerns for themselves or others and contribute to solutions and a respectful school culture.

**Parents/carers** raise concerns promptly with class teacher/DSL/SLT and work in partnership with the school; we provide regular information and signposting.

**Visitors/volunteers/contractors** report any safeguarding or bullying concerns to the DSL/SLT before leaving site.

#### **6. Reporting and recording concerns**

We provide clear, accessible routes for pupils, staff, parents/carers and visitors to report concerns, including verbal reports to trusted adults and confidential approaches to staff/DSL.

All incidents and emerging patterns are recorded on CPOMS, with appropriate access controls and information-sharing in line with UK GDPR/DPA 2018 and DfE data-protection guidance for schools.

Urgent risks are escalated to the DSL without delay. Where thresholds are met, we consult with and/or refer to Wigan MASH and other services as part of multi-agency safeguarding.

We will keep parties informed of actions and outcomes insofar as is lawful and appropriate, recognising our duties under data-protection law.

## **7. How we respond to reports of bullying**

All reports are taken seriously and investigated proportionately.

Responses may include, as appropriate:

- Listening to and supporting those targeted, alleged perpetrators and witnesses; assessing risk and immediate safety.
- Contacting parents/carers of those involved and agreeing next steps.
- Implementing consequences and educational responses per our Behaviour Policy, proportionate to the incident.
- Restorative approaches, mediation, reflective tasks, pastoral/therapeutic support, small-group or 1:1 interventions.
- Liaison with external agencies (e.g., Police, LA) where appropriate; addressing off-site incidents impacting school.
- Ongoing monitoring of effectiveness and further action if needed; reporting patterns to staff/governors for preventative work.

Allegations that staff have bullied a pupil will be managed under our Safeguarding (allegations against staff) procedures and KCSIE Part 4.

If a parent/carer is dissatisfied with the response, they may follow our Complaints Policy.

## **8. Preventing bullying – whole-school culture and curriculum**

We build a respectful, safe culture through:

- A clearly communicated Behaviour Policy and routines; proactive supervision of hotspots; calm, orderly environments.
- A robust RSHE/PSHE curriculum (e.g., SCARF) that teaches respectful relationships, online safety, media literacy, consent and bystander action; celebrates difference; and integrates Catholic understanding of human dignity.
- Annual participation in Anti-Bullying Week and pupil voice activities (School prefects, surveys).

- Targeted interventions for identified pupils/groups; pastoral and SEND support; early help.
- Regular staff training and updates; induction for new staff/volunteers.
- Partnership with external agencies (e.g., NSPCC, Police) and signposting to specialist resources.

**Equality duty:** We actively eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations across protected characteristics (Equality Act 2010).

**Catholic context:** Our approach aligns with Catholic teachings on dignity, respect and virtues, including resources from the Catholic Education Service.

## **9. Online, mobile and AI-enabled bullying**

We recognise the significant role of technology in pupils' lives. Education, prevention and proportionate responses include:

- Teaching pupils to navigate online risks (mis/disinformation, persuasion techniques, privacy, reporting/ blocking) and to recognise/respond to deepfakes and other AI-generated content.
- Signposting that under the Online Safety Act 2023, platforms have duties to reduce illegal and harmful content and to protect children, which complements (not replaces) our school safeguarding responsibilities.
- Clear expectations for mobile phones and smart devices on site; proportionate use of searching, screening and confiscation powers where justified and lawful.
- Where criminality is suspected (e.g., threats, hate, sexual images), we consider Police liaison alongside safeguarding procedures.

Any use of AI to bully, impersonate or humiliate (e.g., deepfakes) will be treated as bullying and, where appropriate, as a safeguarding and/or criminal matter, with proportionate action taken. Ofcom research highlights the prevalence and harms of deceptive deepfakes and recommends whole-system responses, including education and reporting pathways.

## **10. Recording, data protection and information sharing**

All concerns, actions and outcomes are recorded on CPOMS. We collect, use and share personal data lawfully and proportionately under UK GDPR

and the Data Protection Act 2018, following DfE Data protection in schools guidance (including advice on AI and data protection). We share information with safeguarding partners when necessary for the protection of children, consistent with KCSIE and Working Together.

## **11. Support for pupils and families**

We provide:

- Immediate and ongoing support for pupils who have been targeted; safe spaces; check-ins; counselling/therapy referrals as needed.
- Education, pastoral support and clear expectations for those who have bullied others; graduated consequences; restorative work.
- Guidance for parents/carers on recognising and reporting bullying, including online harms.

## **12. Training**

All staff receive regular training on KCSIE, child-on-child abuse, equality and online safety (including current risks such as AI-enabled harms), with updates at least annually and in response to changes in legislation/guidance.

## **13. Monitoring and evaluation**

Senior leaders and governors monitor:

- CPOMS records and patterns (type, location, time, pupils/groups) to inform targeted prevention.
- Pupil/staff/parent feedback and behaviour/safeguarding data.
- Implementation of curriculum and supervision plans.
- Compliance with statutory guidance and Ofsted expectations.

Termly reports summarise action and impact; the policy is reviewed at least annually or following significant updates to national guidance.

## **14. Links with other policies**

- **Safeguarding, Child Protection and Early Help** (incl. child-on-child abuse; referrals) – KCSIE/Working Together aligned.

- **Behaviour Policy** (rewards/sanctions; behaviour beyond the school gate; mobile phones).
- **Online Safety / Acceptable Use** (education, filtering/monitoring, reporting).
- **RSHE Policy** (respectful relationships; dignity; Catholic ethos).
- **Attendance and Children Missing Education** (risk indicators and support).
- **Equality, Diversity and Inclusion** (PSED; protected characteristics).
- **Complaints Policy** (escalation route for parents/carers).

### **15. Quick reference (for pupils and parents)**

- **If you are worried:** Tell any adult in school or the DSL. Use the reporting options discussed in class.
- **What school will do:** Listen, support, investigate, act to make it stop, and check things improve. We will involve parents/carers and other agencies if needed.
- **Online issues:** Save evidence (screenshots/URLs), block/report in the app, and tell us.

**Bullying will never be tolerated at Holy Family.  
Every child is made in the image of God and deserves to be safe,  
respected, happy and able to learn.**