

**We Grow and Learn with Jesus**

**St Anthony's Catholic Primary School**

**Policy on Preventing and Responding to Bullying**

**Updated November 2025**

***“Love your neighbour as yourself”. (Mark 12:31)***

**Aim:**

When we consider Mark’s Gospel, we are reminded of the Catechism of the Catholic Church’s principle on dignity:

*“The dignity of the human person is rooted in their creation in the image and likeness of God.”*

Catechism of the Catholic Church, #1700

At St. Anthony’s School everyone is valued for their own personal worth and contribution. This fosters a sense of self-esteem in the individual, therefore increasing dignity, self-respect and a good self image, which helps develop respect and understanding of others. Every child has the right to be educated in a safe and secure environment free from intimidation, threat or harm from any other person.

With regard to bullying and racist incidents our policy is zero tolerance. We aim to educate all children and staff to have regard and respect for all people.

The policy on preventing and responding to bullying at St. Anthony’s embraces the principles of ‘Hertfordshire Steps’ which is an inclusive approach recognising what St. Paul says in his letter to the Corinthians:

*“Now you are the body of Christ and individually members of it.” (1 Corinthians 12:27)*

The Gospel teaches us that we are all unique; we bring our unique needs and experiences to St. Anthony’s. The needs of the individual are central if our Catholic school community is to flourish.

Herts Steps encourages the development of internal control as a way of supporting children to make the right choices. It also promotes a positive focus on improving young people’s engagement motivation and well-being.

**Definition**

This taken from <https://www.gov.uk/bullying-at-school/bullying-a-definition>

*There is no legal definition of bullying.*

*However, it’s usually defined as behaviour that is:*

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, for example because of race, religion, gender or sexual orientation*

*It takes many forms and can include:*

- *physical assault*
- *social exclusion*
- *teasing*
- *making threats*
- *name calling*

- *cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)*

Both school and parents should be aware that there might be behaviour which is hurtful but is not intentional. Such behaviour should be treated seriously with support given to all parties. Offenders should be made aware of their actions.

Young children starting school are learning to socialise and integrate with a wide variety of people from different lifestyles and backgrounds. It is part of the school's responsibility to encourage and help children in their individual development to become responsible citizens of the future.

## **THE ROLE OF THE SCHOOL:**

The following outlines the role St. Anthony's staff must play:

- be aware of the nature of bullying;
- be ever-vigilant to the potential of cyber-bullying;
- ensure that practices are in place to enable children to address their feelings and responses e.g. protective behaviour and peer mediation;
- investigate promptly, fully and act upon all concerns or incidents of a racist or bullying nature
- all matters regarding bullying are to be dealt with in a sensitive, firm and positive manner – in the context of a Christian community;
- be alert to signs of bullying and to act promptly (they need to be sensitive to and aware of the needs of each individual child, recognising changes in a child's behaviour);
- teach children to behave and act responsibly – in accordance with our Mission Statement
- bullying behaviour will be dealt with appropriately and will not be tolerated; support and help those children who are found to have been bullied to deal with the situation (involvement of parents and outside agencies as appropriate);
- make those who have displayed bullying behaviour aware of their actions and the consequences these have on others. Sanctions, according to the behaviour policy, may need to be applied;
- Support the child to overcome this form of behaviour;
- act as positive role models for children by demonstrating respect to all members of the St. Anthony's community.

## **Hertfordshire STEPS Training**

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy.

The Steps approach is based on the following principles:

- shared focus on inclusion of all children within the St. Anthony's community
- a shared set of values and beliefs based on our Mission Statement, *We Grow and Learn with Jesus*
- open and shared communication between children, parents and staff
- a shared commitment to strategies that will divert and de-escalate should incidents arise
- shared risk management
- shared reparation, reflection and restoration.

## STRATEGIES FOR REPORTING INCIDENTS:

Our procedures for responding to alleged or witnessed bullying incidents in schools are taken from

<https://www.gov.uk/bullying-at-school>

Form 1: *Investigation into a Hurtful or Prejudice Related Incident or Allegation of Bullying* can be found in Appendix 1.

Form 2: *Bullying Report and Monitoring Form* can be found in Appendix 2.

### **An incident is reported or witnessed**

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident.



### **Investigation**

Incident is investigated by the appropriate member of staff e.g. class teacher, Key Stage Coordinator, Assistant Headteachers or Headteacher, who undertakes to establish the nature, roles and seriousness of the incidents and those involved and completes Form 1.



### **Staff should look for evidence that the behaviour:**

- has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

### **and consider**

- whether any aggravating factors such as equalities issues have been taken into account and been addressed



### **Hurtful behaviour has occurred but the definition of bullying/racist incident has not been satisfied**

Further action school staff should take:

- Ensure Form 1 has been completed
- Provide support to those involved
- Inform parents/carers of the pupils involved in the allegation

### **Evidence of bullying/racist incident is found**

Further action school staff should take:

- Complete Form 2 (CSF Integrated Bullying and Racist Incident Record)
- Provide support to those involved
- Inform parents/carers of those involved,

- |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Decide if any sanction needs to be applied in accordance with the school's behaviour/discipline policy</li> <li>• Provide extra learning and skill practice opportunities if needed</li> <li>• Engage and inform external agencies if necessary</li> </ul> | <p>ensure at each stage they understand the action school will be taking</p> <ul style="list-style-type: none"> <li>• Decide if any sanction needs to be applied in accordance with the school's behaviour/discipline policy               <ul style="list-style-type: none"> <li>• Provide extra learning and skill practice opportunities if needed</li> <li>• Engage and inform external agencies if necessary e.g. the local authority about serious incidents</li> <li>• Consider the appropriateness of Informing the police</li> </ul> </li> </ul> |
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In addition:

- all incidents to be recorded and logged in teachers' record keeping books or reports to be placed in child's file
- Key Stage co-ordinators keep copies of behaviour forms that have been issued. A bullying report form is completed for Headteacher's monitoring as required
- concerns of parents with regard to individual children to be logged and investigated
- all staff will be made aware of any incidents or concerns so that they can monitor inappropriate behaviour
- speak to children separately and/or together where appropriate
- situations in which the children continue to use bullying behaviour will in all instances be the concern of the Head Teacher
- children to be encouraged to speak to staff freely if they witness a bullying incident
- parents of children causing an incident will be notified and appropriate action agreed
- parents with concerns about other individual children **must contact the school rather than deal with the matter themselves.**

As a staff we welcome close contact with our parents and take any concern by parents seriously. We have a whole school philosophy on sharing information about the children in our care. We encourage our children to be truthful and share any concerns with us as soon as they can.

## ROLE OF THE CHILDREN

It is important that children should:

- be involved in discussing their behaviour and actions and how they treat one another;
- understand that rules are there to protect them;
- learn about what constitutes bullying and racism and what to do about it; and
- be aware that bullying, racist remarks are wrong.

## ROLE OF THE PARENT

Parents, carers and families have an important role to play in helping schools to deal with bullying. They should:

- have a clear understanding about what constitutes bullying
- take an active interest in their child's school life
- watch out for signs that their child is being bullied, or is bullying others
- contact the school at the first sign of their child being bullied or bullying others
- discourage their child from using bullying behaviour at school, at home or elsewhere
- monitor their child's use of the internet for signs of being bullied or of bullying others.

## **ROLE OF THE GOVERNING BODY**

The governing body has an important role to play in ensuring that the school has a policy, that the policy is operated by all staff and that it is effective.

The governing body should:

- review this policy regularly
- consult all interested parties in revising the policy as necessary
- help to explain and comment on the policy to all interested parties
- monitor the implementation and evaluate the effectiveness of the policy
- report incidences of bullying termly to the LA.

## Investigation into a hurtful or prejudice related incident or allegation of bullying

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Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other \_\_\_\_\_

### The definition of a prejudice related incident

**A prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

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**Focus of Bullying/Hurtful Behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

|                                        | Definitely applies | Possibly applies |
|----------------------------------------|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief/faith                  |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

# Bullying Report and Monitoring Form

Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

## 1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

|                                        | Definitely applies | Possibly applies |
|----------------------------------------|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

## 2. Manifestations of Bullying (indicate those that apply)

|                                                              |  |
|--------------------------------------------------------------|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring                                           |  |
| Teasing                                                      |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:                                                       |  |

## 3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

|                                                                                 |                                                                    |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Targeted/wronged/distressed person/s<br>(including ethnicity and other relevant | Person/s giving offence<br>(including ethnicity and other relevant |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------|

|                   |                   |
|-------------------|-------------------|
| diversity issues) | diversity issues) |
|                   |                   |

4. Description of incident(s)  
Please give a precise account including places, date, times and any witnesses.  
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)  
N.B. Indicate if it is a repeat incident.  
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:  
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

| (Delete italic options where applicable)                                 | ✓ | Any details<br>(e.g. dates) |
|--------------------------------------------------------------------------|---|-----------------------------|
| Head Teacher                                                             |   |                             |
| Chair of Governors                                                       |   |                             |
| <i>Form tutor/class teacher</i>                                          |   |                             |
| Head of Year                                                             |   |                             |
| 'Target' parents/carers notified by<br><i>letter/telephone/in person</i> |   |                             |
| 'Target' parents/carers invited to the school                            |   |                             |

|                                                                                      |  |  |
|--------------------------------------------------------------------------------------|--|--|
| 'Offending person/s' parents/carers notified by<br><i>letter/telephone/in person</i> |  |  |
| 'Offending person/s' parents/carers invited to the school                            |  |  |
| CAF initiated for <i>target/offending person</i>                                     |  |  |
| Local Authority: SEA/SIP, Anti-Bullying adviser or<br>MECS                           |  |  |
| Police                                                                               |  |  |
| Others (specify):                                                                    |  |  |

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name ..... Date .....

- 
9. Outcomes/actions from follow up.