



ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

Anti-Bullying Policy

Date of Approval	May 2026
Date of Next Review	May 2027
Review led by	Headteacher
Approved by	FGB
This Policy should be read in conjunction with the following documents	Behaviour Policy Safeguarding and Child Protection Policy Early Years Policy Family Code of Conduct
Notes	



School Mission Statement

Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:

To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding

'A Learning Community in Christ'

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Statement of Aims

At English Martyrs Catholic Primary School, we aim to live out our Mission Statement in all that we do:

“To accept each individual as they are and enable them to achieve their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding.”

Jesus calls us to *“Love one another as I have loved you”* (John 13:34). Relationships within our school community, between children, staff, governors and parents, are therefore rooted in respect, empathy, tolerance and understanding. The Governing Body’s agreed principles for behaviour state that the Gospel values should be applied throughout the whole school, reflecting care and concern for the dignity and well-being of all, and that our school should provide a nurturing and supportive environment through appropriate behaviour. In witnessing Christian values, we reject ideas, beliefs and behaviours that marginalise or victimise others.

Two of our key school values are community and respect. Consequently, bullying has no place in our Christ-centred community, and it is the responsibility of every member of the school community to work to prevent bullying and to respond proactively and appropriately if concerns arise.

While this policy is titled an ‘Anti Bullying Policy’, the school’s approach is rooted first and foremost in ensuring that every child experiences a strong sense of belonging within the English Martyrs community. We believe that when children feel known, valued and included within a safe, nurturing and respectful environment, bullying behaviours are far less likely to occur.

Our focus is therefore not only on responding to bullying when it occurs, but on creating the conditions in which bullying is less likely to happen, through strong relationships, inclusive practice and shared values.

This policy is informed by current statutory guidance and should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, RSHE Policy, Early Years Policy, Family Communication Policy, Family Code of Conduct and Online Safety Policy.

Scope of the Policy

This policy applies to all members of the English Martyrs school community, including pupils, staff, governors, parents and carers. It applies to behaviour that takes place on school premises, during school hours or school related activities, on educational visits, and online or off site, where behaviour has an impact on a pupil's wellbeing, relationships or experience of school.

Bullying is not limited to pupils and may also be experienced by adults within the school community.

While this policy sets out a definition and approach to bullying that is appropriate to children and young people in a school context, the school recognises that different definitions of bullying are used within employment and HR policies. For adults within the school community, including staff and parents, concerns relating to bullying, harassment or intimidation are addressed in accordance with the relevant West Sussex County Council HR policies and the school's Staff Code of Conduct and Family Code of Conduct.

These policies are aligned in their shared commitment to dignity, respect and the protection of individuals from behaviour that causes harm, humiliation or distress, even where harm was not intended.

Understanding Bullying

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

Bullying behaviour can include physical harm, verbal abuse, emotional or psychological harm, exclusion, damage to property or cyberbullying. Bullying may be related to protected characteristics under the Equality Act 2010, including race, religion, disability, sex, sexual orientation, gender identity or special educational needs. Such incidents are taken particularly seriously.

Alongside this formal definition, pupils at English Martyrs have worked with staff to develop a shared, child friendly understanding of bullying. Children understand that:

“Bullying is where one person, or a group of people, do something on purpose several times to upset others or make them feel uncomfortable. The person being upset has not deliberately done anything to cause this. Bullying can happen online, face to face through unkind words or actions, or behind people’s backs through unkind or untrue things being said so that others treat someone differently. Bullying is not an accident.”

This shared understanding supports pupils in recognising bullying behaviour and encourages them to speak openly about their experiences or concerns.

When concerns are explored, the school considers both the impact of behaviour on the person experiencing it and the wider context in which the behaviour has occurred. If a child feels upset, hurt or uncomfortable as a result of another’s behaviour, their concern is always taken seriously, even where the situation does not ultimately meet the formal definition of bullying. Where a child regularly labels peer conflict or behaviour they find upsetting as bullying, staff will support them to explore and understand the difference between relational conflict, friendship issues and bullying, ensuring their concerns continue to be listened to and taken seriously.

Relational Conflict and Friendship Issues

The school recognises that not all unkind behaviour is bullying. Disagreements, fall outs and relational conflict, often experienced as friendship issues, are a normal part of children’s social development, particularly in the younger years.

As outlined in the Early Years Policy, young children are still developing emotional regulation, communication and social understanding, and this development does not always progress in a linear way. Physical actions such as pushing or hitting may reflect emotional overwhelm rather than intent.

Relational conflict and friendship issues are addressed through co-regulation, supported conversations, adult modelled empathy and the explicit teaching of how to repair relationships.

Where behaviour becomes repeated, intentional and involves an imbalance of power, the school’s professional judgement is used to consider whether this may indicate a progression beyond relational conflict or friendship issues and into bullying, taking account of context and impact.

Special Educational Needs, Disability, Trauma and Bullying

The school recognises that some pupils with special educational needs or disabilities may be more vulnerable to bullying, including due to differences in communication, social understanding, emotional regulation or behaviour. The school is committed to ensuring that all pupils feel safe, included and supported, and that concerns relating to bullying are identified and addressed promptly for all children.

The school also recognises that some children, including those who are neurodivergent or who have experienced trauma or adverse life experiences, may communicate in more literal or direct ways, may misinterpret social cues, or may find it harder to understand how their words or actions affect others. In some cases, this can limit a child's awareness of social expectations or reduce their ability to recognise the impact of their behaviour at a given moment.

When responding to concerns, staff take account of a child's individual needs, experiences and stage of development. A trauma-informed and inclusive approach is taken, seeking to understand the context that may be influencing behaviour and to provide appropriate support, modelling and teaching. Children are supported through explanation, clear boundaries, restorative conversations and targeted interventions to help them develop greater understanding, empathy and safer ways of managing situations and relationships.

However, bullying behaviour is not excused by special educational needs, disability or experiences of trauma. Where behaviour causes another child to feel hurt, unsafe or distressed, it will be addressed in line with this policy. The school has a responsibility to protect the wellbeing of all pupils and to ensure that harmful behaviour is challenged and reduced.

The school works closely with parents, carers and, where appropriate, external professionals to ensure that responses are fair, proportionate and supportive. This approach aims to balance compassion with accountability, helping children to learn from difficulties, make positive changes and maintain a safe and respectful environment for everyone.

Impact of Bullying

Bullying can have a significant impact on emotional wellbeing and mental health. It may affect self-esteem, confidence, peer relationships and a child's sense of safety within school.

Bullying is also associated with reduced attendance, lower engagement with learning and reduced academic achievement. The school therefore places strong emphasis on early identification, thoughtful intervention and sustained support to remove barriers to learning and wellbeing.

Language, Behaviour and Respect

The school avoids labelling children as bullies or victims. The focus remains on behaviour and its impact, recognising that behaviour can change and that labels can entrench negative self-perceptions. All members of the school community, including parents and carers, are encouraged to use language that focuses on behaviour rather than labels, so that concerns can be addressed constructively and children supported positively.

Discriminatory language and behaviour are challenged whenever they occur, even when not directed towards a particular individual. Language that is left unchallenged can contribute to a culture in which prejudice becomes normalised, increasing the likelihood that assumptions or stereotypes may later be applied to individuals.

By addressing discriminatory language consistently, the school makes clear that it is not acceptable and supports children in understanding the potential impact of words and behaviour. These situations are used as opportunities for discussion, reflection and learning, helping children to develop empathy, respect and an understanding of difference.

The school also recognises that language sometimes described as banter can make others feel uncomfortable, upset or excluded. While children may feel they are joking, if words or actions cause someone else to feel unhappy, they need to be addressed. Pupils are supported to understand that behaviour which hurts someone's feelings is not acceptable, even if no harm was intended.

Preventing Bullying Through Belonging and Curriculum

Preventing bullying at English Martyrs begins with fostering a strong sense of belonging. The school seeks to create an inclusive environment where children feel safe, accepted and valued, and where positive relationships are actively nurtured.

A central element of this preventative approach is delivered through Relationships and Health Education, using the *Life to the Full* programme. This spiral curriculum, taught from Early Years to Year Six, is rooted in Catholic teaching and the belief that every person is created, chosen and loved by God.

Through *Life to the Full*, pupils learn about personal identity, dignity and emotional wellbeing; healthy relationships, empathy, forgiveness and repairing friendships; living respectfully in community; and keeping safe.

As part of its ongoing commitment to strengthening practice, the school is currently working through the United Against Bullying programme. This supports staff in reviewing practice, developing consistency and reflecting on how bullying is prevented and addressed across the whole school.

Preventative work is further supported by strong adult and pupil relationships, staff vigilance, national awareness events and a range of wider learning and charitable initiatives throughout the year.

Reporting and Responding to Bullying Concerns

The school actively encourages pupils to share worries and concerns. At the beginning of each school year, all children identify a safe adult whom they feel able to talk to if something is worrying them or making them feel uncomfortable. While a child's identified safe adult may change over time, the school works to ensure that positive relationships exist between all adults and pupils so that children know they can approach a trusted adult and be listened to.

Parents and carers are encouraged to raise concerns in line with the Family Communication Policy. In most cases, concerns relating to friendship issues or behaviour should be raised

initially with the child's class teacher. Where concerns persist or do not appear to be resolving, they may be escalated to a member of the Senior Leadership Team or the Headteacher.

When bullying concerns are reported or identified, the school responds promptly and proportionately. The member of staff who becomes aware of the concern listens carefully, takes the matter seriously and takes immediate action where necessary to ensure the child's safety and wellbeing.

Appropriate support is put in place for the child who has experienced bullying, and they are involved in discussions as far as is appropriate to their age and understanding. Parents and carers are informed at an appropriate stage and kept updated as concerns are addressed.

The school also works with the child or children whose behaviour has caused harm to ensure understanding of the impact of their actions and to support positive change. This may include restorative conversations, targeted intervention or pastoral support.

Restorative conversations are used thoughtfully and proportionately. In some cases, a well supported restorative conversation may be all that is required once a child has recognised the impact of their behaviour. In other situations, additional consequences may be applied in line with the Behaviour Policy.

Concerns about bullying are recorded using the agreed bullying log and attached to the child's CPOMS record, supporting monitoring over time and consistency of response.

Cyberbullying

The school provides education, guidance and support to pupils in relation to safe and respectful online behaviour through Relationships and Health Education and the wider curriculum. Our Online Safety Policy emphasises the shared responsibility between school and home in safeguarding children online:

"As a school we wish to emphasise the important role that parents and carers have to play in initially safeguarding their children by not allowing them to access inappropriate sites or to communicate via age-inappropriate social media. Problems can occur when children use spaces not designed for their age group; even when a parent or carer supervises their own child, they cannot moderate the actions of other users. Through parents and carers adhering to age-restrictions, the risk of online bullying is significantly reduced. When instances of online bullying via age-inappropriate sites are being reviewed, the school will not only ask itself how this could have been prevented, but also ask the parent or carer why their child was being allowed to use these."

Where instances of cyberbullying are being reviewed, the school will carefully consider the impact on the child and the support required, while also reflecting on the context in which the behaviour has occurred. The school's response focuses on behaviour that affects pupils' wellbeing, relationships or

experience of school, and action will be taken where appropriate and proportionate within the school's remit.

Cyberbullying concerns are recorded in the same way as other bullying concerns, supporting monitoring over time and the identification of patterns or repeat issues.

Bullying and Safeguarding

Bullying is recognised as a potential form of child-on-child abuse. Where behaviour associated with bullying raises safeguarding concerns, the school follows the procedures set out in the Safeguarding and Child Protection Policy and involves the Designated Safeguarding Lead as appropriate.

If a parent or carer has a concern about bullying that they believe may constitute a safeguarding issue, they may contact the Designated Safeguarding Lead, including via the email address dsl@englishmartyrs.school, in line with the Safeguarding and Child Protection Policy.

Supporting Pupils and Adults

Pupils who have been bullied are supported through reassurance, trusted relationships with adults and appropriate pastoral support, which may be reviewed and adjusted over time.

Pupils whose behaviour has caused harm are supported to understand the impact of their actions and develop more positive ways of managing relationships.

The school also recognises that bullying may be experienced by adults within the school community, including staff and parents. Such behaviour is unacceptable and will be addressed in line with relevant school policies, including the Staff Code of Conduct and Family Code of Conduct.

Monitoring and Review

The school monitors bullying concerns closely to ensure that this policy is applied consistently and effectively. All recorded incidents are reviewed over time to identify patterns, repeat concerns or emerging issues, including consideration of timing and location where appropriate. This information is used to inform preventative action, pastoral support and supervision arrangements.

The school carries out annual pupil voice surveys to gather children's perceptions of bullying, their sense of belonging and safety, and their confidence in reporting concerns. Outcomes from these surveys inform ongoing pastoral practice, curriculum development and whole school planning.

The Governors carry out pupil conferencing sessions on safeguarding across the school. This includes relevant questions on bullying. A report is provided to the Full Governing Body.

Staff understanding and confidence in preventing and responding to bullying are supported through ongoing professional development. All staff are involved in the annual review of this policy as part of the school's continuing professional development programme, ensuring shared understanding and consistency in expectations, language and practice.

Staff receive regular training in restorative conversations and relational approaches, supporting them to respond thoughtfully and proportionately to bullying concerns. In addition, staff are encouraged to engage with current national guidance and free professional resources from recognised organisations, strengthening reflective practice and confidence in addressing complex situations.

The Headteacher provides a termly safeguarding report to the Governing Body, which includes anonymised information about bullying concerns, actions taken and outcomes. This policy is reviewed annually by the Governing Body to ensure that it remains effective, relevant and reflective of school practice.

Appendix 1: What to do if a child says that they are being bullied.

<p>1. Reassure them.</p>	<p>Let the child know that you are listening and that together you will sort this situation out. Remember that bullying is defined by the impact, not the intent, and even if the child’s account does not fit the definition of bullying, this is their perception and they need support.</p>
<p>2. Make sure the child is safe</p>	<p>If the child has been harmed in any way, or are at risk of harm, do not sent them into a situation where they are unsafe. Seek support from the DSL if you feel that this is a safeguarding concern.</p>
<p>3. Ask the child what they need from you.</p>	<p>Ask them how this is making them feel, and any practical steps that you can take that would help. It’s important that the child feels in control of the situation. They may be worried about the impact of telling you, so work out the best action together.</p>
<p>4. At an appropriate time, record what is happening.</p>	<p>Good record-keeping is vital for keeping a track on repeated incidents and evidencing that you have taken appropriate action. There is a bullying concern log form that should be completed and added to the child’s CPOMs record.</p>
<p>5. Act on what the child has told you.</p>	<p>Your focus should be on making sure that behaviour that is impacting upon another child stops. Follow up with the children involved, carefully considering whether you should speak to them together or whether this could cause further upset or make the child reporting the concern feel uncomfortable. Explore what has taken place and implement the actions needed to stop it happening again. The other child or children may deny what has taken place or may share that it has been in retaliation – and will often have an alternative story. The important message is that you will not tolerate bullying of any kind, that someone has been hurt and that something needs to change. Agree with all child what the next steps will be and time when you will check in.</p>
<p>6. Give further support.</p>	<p>What other actions can you put in place to support all the children involved longer term? If you have concerns about the impact on the child’s physical or mental health, follow up with the appropriate service. Does a child displaying bullying behaviours need a longer-term intervention? How can they be supported to use their power for good and to help other students rather than causing hurt?</p>
<p>7. Learn from each incident.</p>	<p>Consider actions you need to take as a school to stop this from happening again. For example, if bullying behaviours are happening in the same place you may need to increase the levels of supervision. If the behaviour is repeatedly towards a certain demographic of the school population, then you will need to work on your wider culture of inclusion. If much of the behaviour is happening online outside of school you may need to work with the whole school community (including parents / carers) to reinforce the impact of cyberbullying and steps you can all take to stop it.</p>

Bullying Concern & Incident Logging Form

1. Basic Information

Date of concern:	
Time:	
Staff member completing form:	
Role:	
Child/ren experiencing the incident:	
Child/ren displaying the behaviour:	
Other children involved:	

2. Description of the Concern

When did it happen?
Where did it happen?
What happened?
Type of behaviour (please highlight): Verbal / Physical / Social-Relational / Online / Other
Who witnessed it? What is their understanding of what happened?
Any immediate effects observed?

3. Bullying Behaviour Indicators (Highlight all that apply)

- Bullying happens on purpose to **knowingly** cause upset or discomfort.
- The targeted child has not **deliberately** done anything to cause this.
- Can be face-to-face through unkind words or actions.
- Can happen behind someone's back through unkind or untrue comments.
- Can happen online.
- Happens **repeatedly**.

4. Pupil Characteristics of child experiencing the concern (highlight relevant)

FSM / LAC / Young Carer / New to School / SEND / SEMH / EAL / Ethnic Minority / Medical / Attendance

If this form is being completed by a member of office or support staff, please now pass it on to the class teacher.

5. Are you aware of any previous bullying concerns raised in relation to the child/ren experiencing the incident:

Yes / No. If yes, please add details below.

6. Teacher / SLT Professional Judgement

Does this constitute bullying? (Highlight yes / no / maybe)
Rationale for your decision:

7. Immediate Actions Taken

Actions taken today:

8. Follow-Up Plan

Planned actions for staff:	
Actions for parents/carers:	
Actions for pupils:	
Review date:	

9. Outcome

Highlight: Resolved / Partially Resolved / Ongoing

Notes:

Appendix 3: Restorative Conversation Framework

(Please adapt this script to the age and understanding of the child who has behaved in a way that has caused upset.)

- **What happened?** This is a chance for the child or young person to feel understood and heard.
- **How were you feeling?** This helps to raise self-awareness and lets the child or young person know that it is okay to have uncomfortable feelings.
- **What were you thinking?** This question helps the child or young person to express their perspective.
- **What have you thought about since?** This question provides the opportunity to share any self-reflection that they have had about the incident.
- **Who has been affected by what you have done? In what way have they been affected? How do you think they might be feeling?** These questions focus on impact, not blame and helps to develop empathy towards others.
- **What do you think you need to do to make things better?** This question promotes responsibility for behaviours and provides an opportunity for children to think about how they can actively repair the situation.
- **What will you do differently next time? What would help you?** This supports the child or young person to identify strategies to help them behave in more positive ways.

Appendix 4:

Individualised Support Plan – Supporting Positive Behaviour and Relationships

This support plan has been developed by the school to support positive behaviour and relationships. It does not attribute reports or concerns to individual pupils or families and confidentiality is maintained, unless information sharing is necessary for safeguarding reasons.

Child details:	
Name:	
Year group:	
Date plan started:	
Review date:	
Staff leading the plan:	
Reason for this plan:	
<i>(Brief factual summary of behaviours of concern, without using labels)</i>	
Summary of current concerns:	
<i>(Describe behaviours, where and when they occur, and any patterns observed)</i>	
Understanding the behaviour:	
<i>(Context, including SEND, neurodivergence, trauma, emotional or social factors influencing the behaviour)</i>	
Impact of the behaviour:	
<i>(Impact on others, relationships, learning or sense of safety)</i>	
Child's voice:	
<i>(Child's understanding of what is happening and how others may feel)</i>	
Support strategies to be put in place:	
<i>(Describe support, teaching, restorative conversations, supervision or adjustments)</i>	
Clear expectations and boundaries:	
<i>(Expected behaviours and, where appropriate, what the child is being supported to do differently)</i>	

Role of parents and carers:	
<i>(How school and home will work together)</i>	
Monitoring, progress and review:	
<i>How progress will be monitored and review dates:</i>	
Signed by staff lead:	
Signed by parent (s) / carer (s) (where appropriate):	
Signed by child (where appropriate):	
Date:	