

ANTI-BULLYING POLICY

Bishop Ellis Catholic Voluntary Academy




Our Mission

I have come in order that you may have life—life in all its fullness (John 10:10).

Together, We Love, We Pray, We Learn, We Play the Bishop Ellis way.

Values: Love God; Aspire to be your best; Be honest; Forgive; Care

Approved by: FGB		Date: June 2026	
Signed: Mr Max Fortis			
Last reviewed:		June 2026	
Scheduled date of next review:		July 2027	

Bishop Ellis Catholic Voluntary Academy strives to ensure that pupils and members of our community are able to learn: fulfil their potential; feel safe and secure in our school in a manner that reflects the School Mission.

At Bishop Ellis we are committed to being a welcoming, caring and friendly school. For all children of Bishop Ellis, we want calm, safe and dignified spaces where **all** children are **welcomed** as a child of God so that they can learn and achieve their maximum potential in a happy, safe and secure setting. Our relationships will reflect our belief and our shared vision, made clear in our School Mission Statement.

We aim to develop our children in an environment of respect and understanding, reflecting Gospel teaching, values and virtues. Bullying of any kind prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Bullying of any kind is unacceptable in our school. If bullying does occur, all members of the community should be able to 'tell', and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell someone who can make a difference. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. We will ensure that anyone who has been a victim of bullying is supported appropriately.

Anti-Bullying Policy Statement

The purpose of the policy is:

- To define the schools aims, values and procedures in the event of bullying.
- This policy applies to all school staff, governors, pupils and visitors to school.
- To ensure that a positive and safe learning environment is developed and maintained in which bullying will not be tolerated.
- To put in place clear support structures for anyone who is the victim of bullying.
- To promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To clearly identify to children the avenues for reporting bullying.
- To clearly identify to all stakeholders in the school, definitions of bullying, how it may be reported, how it will be dealt with and where it is reported.
- To raise the standards of behaviour and levels of achievement of all.

The staff and governors of Bishop Ellis state that: bullying in whatever form will not be tolerated in our Catholic, Christian, caring community. As God's children, we will abide by Catholic, Christian principles to respect and care for others at all times, making it possible for everyone to feel happy, safe and secure in our school.

Staff, pupils, parents and governors are expected to take an active part in trying to ensure that everyone lives by this Christian principle. Governors will receive an annual report on the number and nature of incidents at the governing body meeting held in the summer term.

Children in years 5 and 6 are expected to take on leadership roles within school such as Sports leaders, EYFS helpers and dining room assistants. These include supporting other children and modelling behaviour we want to see at Bishop Ellis. They will also provide the opportunity for children to be able to disclose if they feel they are the victim of bullying behaviour.

Our school's definition of bullying is:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully/bullies.

Children will have friendship fallouts which are dealt with sensitively in school, but this is not bullying. Bullying is several times on purpose STOP

Bullying is not:

The odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this as it is important to understand what bullying is and is not.

Bullying is:

If it is done several times on purpose. (STOP) Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and the odd name calling. We all have to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

Bullying behaviour:

- We recognise that anyone can display bullying behaviour or a be target in a bullying episode and that bullying can take many forms.
- Bullying is classed as a serious behaviour because it is persistent and can have a very detrimental impact on the target.

Bullying can be related to:

- Race, religion or culture.
- Sexual orientation or perceived orientation (homophobic/biphobic)
- Gender identity or of a sexual or sexist nature (including transphobic) (please see [appendix 4](#) for details on our response to such language used).
- Disability or SEN.
- Appearance or health.
- Family circumstances.

- Academic or sporting ability.

Bullying can include:

- Physical: hitting, kicking, stealing or hiding belongings, sexual assault
- Verbal or written: name calling, insulting, offensive remarks, taunting, mocking, threatening language, producing offensive graffiti.
- Indirect/emotional: spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature.
- Cyber-bullying: offensive or abusive text or email messages, sending offensive or degrading images by phone, email or via the internet or social media.

Bullying outside school:

- The Head teacher has the power to respond to bullying behaviour involving pupils whilst out of school; be it on a school trip, school activity or in the community. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Head teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's general behaviour policy. In serious cases where an offence may have been committed, the Head teacher will contact the local police.
- Generative artificial intelligence (AI). AI tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Bishop Ellis recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- We will treat any use of AI to bully pupils in line with our anti-bullying and behaviour policy.
- This policy is the outcome of consultation between all members of the school community (pupils, teaching and support staff, governors and parents) through surveys and conversations.

Guidelines for implementing the policy:

All members of the school community accept collective responsibility for the successful implementation of this policy.

It is recognised that the Head Teacher and Governing Body have a statutory responsibility for school behaviour and discipline.

All members of the school community are encouraged to report incidents of bullying, whether they are the target or bystanders.

Pupil reporting options could include class teacher or teaching assistants, members of the Senior Leadership Team, the Head Teacher, playground supervisors, lunchtime support supervisors, peers and/or parents/carers. There is also a central "I'd like you to know box" outside the school office where pupils can share unhappy feelings they have.

Signs to watch out for if you think someone is being bullied can be found in [appendix 1](#). This also includes some strategies your child can use to deal with the situation if they are being bullied.

All staff will respond to pupil, staff or parental concerns seriously and support the agreed procedures.

1. A guide to the route of reporting bullying is detailed in [appendix 2](#).

The reporting structure in the first instance is that the class teacher should be the initial point of contact. We recognise that a report of bullying may not initially be made to the class teacher, but they should be the first point of call for any other party that has an incident to report. This should ensure that children are free to talk about an issue to anyone at any time if they need to.

The level of authority and sanction that needs to be applied is considered after investigation/conversations are made with relevant parties and the circumstances established.

2. A guide to the level and actions for report of bullying is detailed in [appendix 3](#).

The normal order of reporting should be:

Class Teacher => SLT => Head Teacher.

Occasions of persistent bullying will be reported to the SLT and/or the Head Teacher.

Incidents or reports of bullying are recorded on Arbor and possibly CPOMS. Occasions of persistent bullying will be immediately reported to the SLT and/or the Head Teacher.

Sanctions could include:

- Report to parents.
- Playtime withdrawal.
- Lunchtime withdrawal.
- Privileges withdrawn.

Leading into more serious sanctions such as a warning of suspension, suspension, or permanent exclusion.

Summary of proactive and reactive strategies to support the victims of bullying and the perpetrators when appropriate.

- SENDCO involvement,
- Pre-emptive measures,
- Referred to anger management/drawing therapy sessions with TA.
- Emotional Literacy Support (ELSA)
- Referred to Family Society.

School Staff will:

- Be vigilant for the signs of bullying and actively listen to children, encouraging self-confidence and freedom to express concerns.
- Take all complaints seriously and initiate relevant investigations. Where cases of bullying are identified, parents of victims and parents of those involved in carrying out the bullying behaviour will be contacted.
- Provide an appropriate and graduated pastoral support for anyone who has been the victim of bullying. This could include a daily check in with a member of staff, draw and talk, emotional support programme and support from the school social worker (Family Society.)
- Take appropriate action following investigation. This will include keeping a written record of the bullying incident and related actions on CPOMS. Both the victim and the bully will be made aware of the action taken. Parents of all parties will be notified. The class teacher and midday manager will be kept informed.
- Expect those involved in bullying behaviour to apologise to the target as part of their steps to reconciliation and forgiveness.
- Monitor the behaviour of those involved following reconciliation to ensure the bullying behaviour is not repeated. Persistent bullies will be closely monitored and supervised and given sanctions in line with our behaviour policy. In some circumstances, suspension would be considered - see Exclusions Policy.
- Keep bullying an open subject. Discussion with pupils is encouraged and it is an important topic in assemblies and P.S.H.E. (personal, social, health, education) lessons which promote our Catholic Christian Virtues.
- Recognise and reward positive and caring behaviour.

The Head Teacher will:

- Raise awareness of the variety of incidences of bullying, including cyber bullying, to staff, parents and pupils, ensuring all parties know how to act following an incident.
- Share the contents of this policy with parents annually.
- Ensure that new members of staff are familiarised with the contents and requirements of this policy.
- Ensure that this policy is put into practice effectively, through monitoring and evaluation, to be carried out with staff and Governors.

- Report any incidents of bullying to the Governing Body, on an annual basis. This is in line with the recommendations of the LA and the DfE.

Other Relevant Policies:

- Behaviour Policy, Online Safety Policy, Child Protection Policy, Exclusion Policy, Equalities Information and Objectives, SEND policy.

Appendix 1.

For Parents

If you think your child is being bullied:

- **Watch for the signs.**

The following list has been taken from the booklet "STOP BULLYING" from "Kidscape".

A child may indicate by signs or behaviour that he or she is being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying your child.

Children may:

- Be unwilling to go to school.
 - Be frightened of walking to or from school.
 - Beg you to drive them to school.
 - Change their route to school.
 - Show a marked deterioration in their school work.
 - Come home regularly with clothes or books destroyed.
 - Come home hungry (because dinner money was taken).
 - Become withdrawn, start stammering.
 - Become distressed, stop eating.
 - Cry themselves to sleep.
 - Have nightmares and even call out 'leave me alone'.
 - Have unexplained bruises and scratches.
 - Have their possessions go 'missing'.
 - Ask for money or begin stealing money (to pay the bully).
 - Continually 'lose' their pocket money.
 - Refuse to say what's wrong.
 - Talk about or threaten to self-harm / attempt suicide.
 - Give improbable excuses to explain any of the above.
- Encourage your children to talk with you openly about school. Try not to ask leading questions.
 - Share your concern with the school immediately. Bullying is not a necessary part of growing up. Our school will need to ensure that the bullying behaviour is stopped and will offer support to all the children involved, particularly the target.
 - Encourage your child to tell an adult, at school and at home, if they are being bullied. Do not encourage your children to hit back, as they may lay themselves open to counter accusations, if they do.

- Boost your child's morale. Help him or her to realise that it is not he or she, but the instigator of the bullying behaviour who should feel ashamed.

If your child is involved in bullying behaviour:

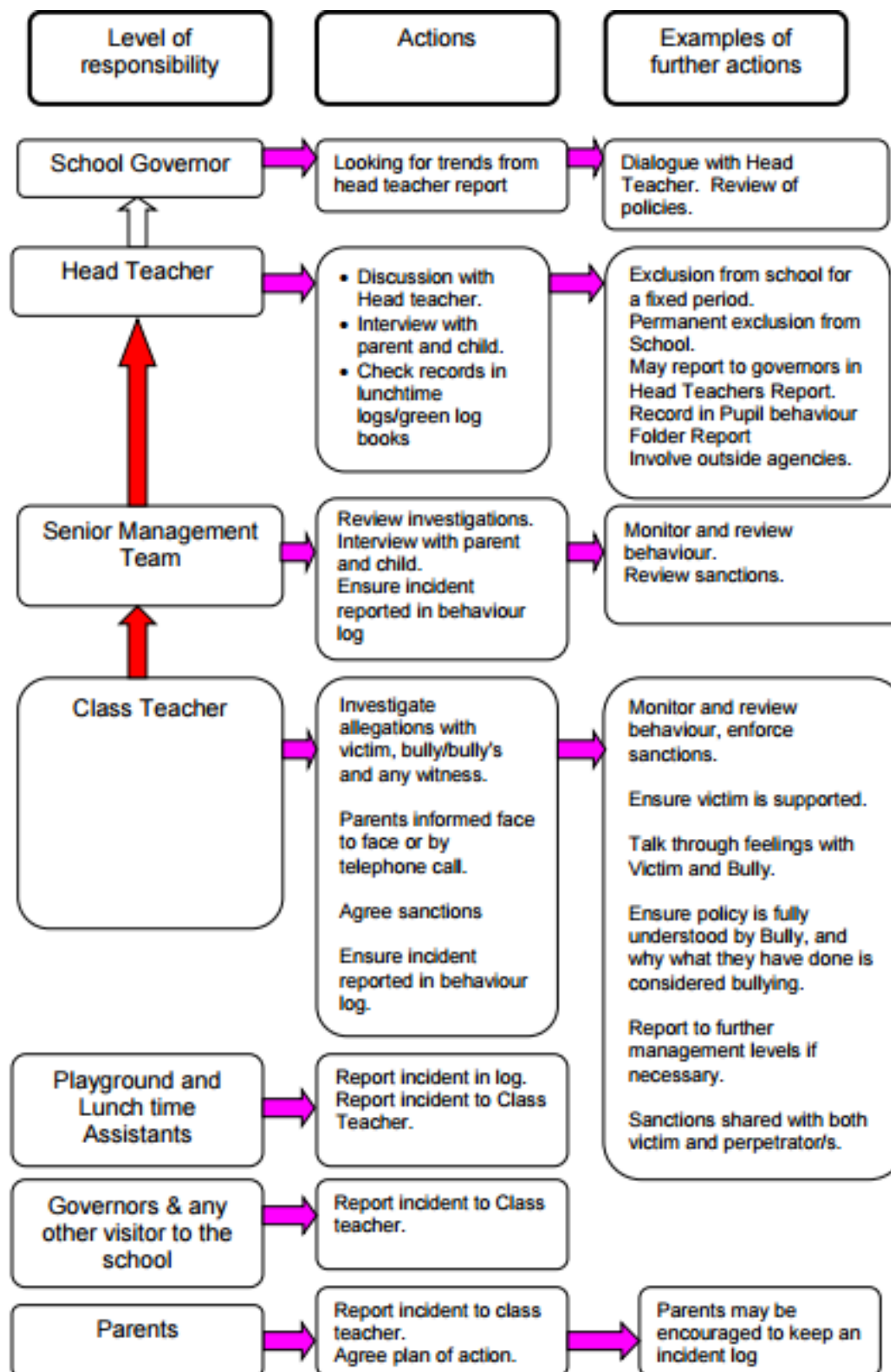
- Remain calm. Talk things over and try not to ask leading questions. Try to discover why they are bullying others. The child carrying out bullying behaviour, like the target, needs help and support.
- Share your concern with the school. The school will need to ensure that the bullying behaviour is stopped and will offer support to all the children involved, including to those carrying out the bullying.
- Work in cooperation with your child's teacher to monitor their behaviour and to support them in overcoming their difficulties.

Appendix 2

Anti-Bullying Procedure.

1. Alleged bullying incident has been reported to an adult.
2. Incident recorded on Arbor under bullying and copied onto CPOMS.
3. Class teacher, teaching assistant or school counsellor offers support to the child who has reported bullying.
4. A member of SLT will speak to the people involved. A record of this will be made as an action on the original incident.
5. Parents will be informed and communicated with throughout the process.
6. If there are safeguarding concerns, the DSL or DDSL will take appropriate action and involve outside agencies if necessary.
7. If there are no safeguarding concerns, the incident will be investigated and if it is considered to be bullying behaviour appropriate sanctions and support will be put in place.

Appendix 3.
Reporting bullying, recording and evaluating the policy.



Appendix 4.

Establish understanding.

'Do you know what that word means?'

'What do you mean by 'that's so gay'?''

'What did you mean by saying he kicks like a girl?'

'Do you understand why it's wrong/hurtful to use those words?'

Explain meaning.

'Gay/lesbian/bisexual/trans is a word we use to describe (...), not a nasty word to use against people.'

'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.'

Links to school ethos and policy.

'In this school we don't use language like that. We are kind, respectful and caring to everyone.'

We know that at Bishop Ellis "all are welcome."

'It's important that everyone can be themselves.'

'We are all unique and deserve to be respectful/valued/loved by others.'

'We don't pick on people because of the way they look.'