



**Corpus Christi Catholic Primary School**  
**Anti-Bullying and Pupil Well-being Policy**

*Joyfully, unique in Jesus' family, we learn to use our special gifts  
to love, serve and make the world a better place.*

<b>Anti-Bullying and Pupil Well-Being Policy</b>			
<b>Approval</b>		Board of Governors	
<b>Chairperson</b>	Anna Murphy-Sullivan	<b>Headteacher</b>	Simon Lennon
<b>Date of last review</b>	November 2024	<b>Date of review</b>	December 2025
<b>Date of next review</b>	December 2026	<b>Maintenance</b>	FGB Committee

## **Introduction**

This policy is based on DfE guidance *Preventing and Tackling Bullying* (July 2017) and supporting documents. It also considers the DfE statutory guidance *Keeping Children Safe in Education 2025* and [Sexual violence and sexual harassment between children in schools and colleges guidance](#). This policy is formed in conjunction with Childnet's *Cyberbullying: Understand, Prevent and Respond: Guidance for Schools* and DfE research into anti bullying practices: [Approaches to preventing and tackling bullying](#).

This policy is based on our school mission statement and virtues where we respect each other and work to develop a strong moral compass. We follow the Catholic Social Teaching principles through our gospel virtues which are bound in the faith upon which Corpus Christi school is built. We believe that there should be an atmosphere of trust and respect for all the pupils, staff and property within the school.

Corpus Christi Catholic Primary School seeks to promote and support the health and well being of all pupils and staff. We recognise that the individual needs of every person, their health and welfare is paramount. As a school we know that children who feel happy and secure are more able to achieve and thrive within school and the wider community. We deeply care about each individual, and recognise the uniqueness of every child.

## **Aims**

The school aims to serve its community by providing education of the highest quality embedded in the context of our Catholic beliefs and practices. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child, within a safe, secure and positive learning environment, in which all learners can thrive.

The school will work with all stakeholders (including children, parents/carers, staff and governors) to promote firstly the well being of all its stakeholders which includes having a zero tolerance to any form of bullying.

## **Positive Behaviour Management**

### **Pupil wellbeing**

Pupil wellbeing encompasses all aspects of a pupil's health, including physical, mental, and emotional well-being.

Good mental health and wellbeing helps children and young people:

- develop academically, physically and emotionally
- attend school on a daily basis
- engage in learning in all areas of the curriculum
- fulfil their potential and use their talents well

At Corpus Christi we contribute to wellbeing by providing:

- a safe, calm and supportive learning environment
- early targeted support for pupils who need help and support
- trained staff (non-teaching and teaching staff) who support all pupils with their wellbeing
- a Pastoral Support team with specific training on a wide range of techniques and programmes to support pupils especially the most vulnerable

- time each day to support all pupils in their spiritual development in class and supported by the school Chaplain
- a Catholic approach to the curriculum to enable each child to develop as virtuous human beings.
- Embedding evidence-based interventions overseen by the Inclusion team.

## **Social and Emotional Wellbeing**

The school believes that children who are emotionally literate and are able to operate well within the social environment of school, will be happier and learn better, consequently making a positive impact on their academic attainment. Children are given regular learning opportunities to explore their emotions and feelings. This is currently supported through our delivery of a RSHE curriculum, as well as through Zones of Regulation, a whole school programme to support children's skills of emotional self-management.

### **Getting On and Falling Out**

Children have disagreements at times - like all human beings, but our focus is always placed upon reaching a positive conflict resolution. The class teacher or the member of staff on duty usually resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or the playground. The child (or children) concerned participates in any discussion about an incident. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, will be recorded using My Concern referred to a senior leader, in accordance with the Safeguarding Policy.

A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call or letter.

### **Working With Parents**

The school operates an open door policy where parents are always welcome and their views and concerns listened to. The parent forum is one of the many ways in which parents can work with the school to improve it.

If there are any concerns or worries, parents are encouraged to talk to their child's class teacher initially, followed by a member of the Senior Leadership Team if necessary. Corpus Christi has two Pastoral Support Workers to support family wellbeing. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential. However, Child Protection procedures have to be followed where appropriate.

### **Being proactive against bullying type behaviours:**

There is an expectation that all staff take positive action against bullying.

We aim to:

- a) Establish a school environment where bullying of any form is not tolerated and where students have confidence that they will be listened to and feel safe to tell someone, if they are being bullied.
- b) Promote an anti-bullying message through the academic and pastoral curriculum. To encourage all members of the school community to act with tolerance, courtesy and consideration to each other at all times.
- c) Develop children's emotional literacy (through for example the use of zones of regulation) to enable them to distinguish between different experiences of core feelings.

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

This Anti-Bullying and Pupil Well Being policy, Equality, Diversity and Inclusion policy and the schools Behaviour Management Policy work in conjunction with each other. Everyone in the school has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of a school. Everyone will act within a manner that shows respect and care for each other in line with our Catholic ethos and Mission Statement.

Everyone is expected to:

- treat people with the kindness and respect they would expect to receive from others
- make it as accessible as possible for everyone to learn
- always speak politely to everyone recognising the dignity of all

### **WHAT IS BULLYING?**

Bullying can be defined as 'the repetitive, intentional hurting of one person or group by another person or group either physically or emotionally, where the relationship involves an imbalance of power. It can happen face to face or online'. [Anti Bullying Alliance](#).

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

### **Bullying behaviour includes :**

- Name calling
- Belittling /demeaning language
- Physical violence
- Coercive or controlling behaviour in any form
- Mysogeny
- Belittling or ridiculing another person's race, faith, culture, gender or sexual orientation
- Behaviour which promotes extremism including far right views
- Cyberbullying (include: sending offensive, upsetting and inappropriate material via various multimedia platforms)
- Taking or sending unpleasant electronic messages, e.g. text messages, emails, phone calls, video clips
- Demands for money or possessions
- Being pressured to do something you do not want to do, e.g. another child's homework, vandalism
- Threatening behaviour
- Spreading nasty or false rumours
- Deliberately leaving people out of activities or not talking to them
- Teasing and tormenting a person about their personal appearance, school performance, family, possessions or any such protected characteristic mentioned in our Equality Policy and EDI policy
- Being sent unpleasant notes or made the subject of graffiti
- Being touched against your will or any other unwanted attention (including child on child abuse)
- Sexual harassment - including upskirting which is now a criminal offence

**This list is not exhaustive and each reported incident will be investigated.**

## **STAFF**

- Teachers will ensure that all pupils have a deep understanding of what bullying is and what to do if they are faced with bullying.
- Staff promote positive relationships to help prevent bullying.
- Staff will ensure that pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- All members of the community will work with the school to uphold the anti-bullying policy.
- Staff will recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- All staff should be aware that poor behaviour often has roots in a child's experiences which should be considered in line with the child's displayed behaviour. All adult interaction with a child behaving poorly should take into consideration the factors affecting the child's mental health and well-being.
- Recognise that all behaviour is a communication - and be vigilant of changes in usual behaviour and demeanour.
- Through staff insets, staff meetings and sharing of latest guidance staff are made aware of effective anti-bullying strategies and the factors that may lead to this behaviour. If a child reports a bullying incident then it is preferable that they are seen in privacy and listened to away from other children.
- Children must be respected and taken seriously when they report bullying incidents.
- Staff recognise that some members of our community may be more vulnerable to bullying and its impact than others; this particularly includes children with SEND. Being aware of this will help to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Report all incidents of bullying, via My Concern and/or directly to a member of SLT.
- Report to Governors at SSDC Meetings.

## **TEACHING STAFF**

- All incidents of bullying must be reported to the SLT and logged on My Concern. It is the responsibility of the class teacher to work with the parents/carers of any child if any issues regarding bullying arise. Additional support may be sought from a member of SLT and/or Pastoral Team.

## **SOCIAL & EMOTIONAL ASPECTS OF LEARNING CURRICULUM**

- Through the RSHE curriculum and Zones of Regulation the children are educated in the importance of developing and sustaining positive, reaffirming relationships with others.
- We raise awareness of anti-bullying issues through participation in the national Anti-bullying week initiative each year, led by the RSHE leader and the School Council.

### **Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The incident(s) will be logged on My Concern.
- The deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.

- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Consequences as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will involve recording appropriate details regarding decisions and actions taken including racial, faith, misogynistic, homophobic and gender related incidents

The Headteacher reports any incidents of bullying in termly report to Governors.

### **Health, Safety and Safeguarding**

Our children have the right to feel safe and free from risk of harm. As a school, we seek to actively promote a happy and a healthy balanced and nutritious lifestyle, and acknowledge the importance of positive mental health as a key factor in achieving this. We seek to achieve this through our PSHE and Wellbeing Curriculum, as well as through events such as Children's Mental Health Awareness Week and our broader curriculum. The school provides fruit, milk and hot lunches in line with DfE nutritional guidance.

### **ELSA team (a listening school)**

We have a team of ELSAs (Emotional Literacy Support Assistants) to support the emotional and social wellbeing of pupils. We also offer 'Rainbows' - run by trained facilitators within school, to support children who have experienced loss and bereavement, as well other interventions such as Draw and Talk to support the development of social skills and emotional wellbeing.

All our children should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind. Staff will respond to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Child Protection Policy (in the case of child protection issues, confidentiality cannot be guaranteed and the staff member may have to involve the designated Person for Child Protection).

### **Zones of Regulation**

Zones of Regulation is a social emotional learning curriculum and regulation program. It is an empowering instructional tool to build safe, supportive environments that foster learning and well-being for all. The learner benefits from increased self-awareness and social and emotional skills. It provides a common language for communication, problem solving and emotional understanding.

This policy should be read in conjunction with the following policies and other relevant policies which can be accessed via the school's website:

- Relationship and Behaviour Management Policy 2025
- Child Protection and Safeguarding Policy 2025
- RSHE Policy
- Curriculum Policy