All Saints' Roman Catholic High School, A Voluntary Academy

part of Romero Catholic Academy Trust

Luceat lux Vestra

Anti-bullying Policy

Updated: Autumn 2026
To be reviewed: Autumn 2027

Responsibility of: DSL

Policy Approval:

	01st October 2026
Signature of Headteacher	Date
	01st October 2026
Signature of Chair/Vice-Chair	Date

Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels,
in everything we do.

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1.Introduction

Our anti-bullying policy recognises that all individuals have the right to succeed to the best of their ability. We aim to create an ethos in which attending school is a positive experience for all members of our community. We work to provide an environment where all are encouraged to develop as responsible moral adult citizens with a living faith and have a clear understanding of their duties as Christians. We are a community that values and practises tolerance, respect and concern for others. We want all members of our community to be encouraged to flourish regardless of their colour, faith, gender or sexual orientation. We work to deal with bullying effectively, to support pupils who experience bullying and to work with pupils who display bullying behaviour to help them change their attitudes and behaviour

Legislation and guidance

This policy has been developed with regard to relevant legislation and current statutory and non-statutory guidance, including:

- Education and Inspections Act 2006;
- Equality Act 2010;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Behaviour in Schools;
- Preventing and Tackling Bullying;
- relevant DfE guidance concerning online safety and harmful behaviour.

This policy should be read alongside the school's Behaviour Policy, Child Protection and Safeguarding Policy, SEND Policy, Online Safety Policy, Mobile Phone Policy and Single Equality/Equality Policy.

2. Scope

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises and the Headteacher has a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

Therefore, this policy applies to situations in school and outside school where the pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing the school uniform.
- Is identifiable as a pupil at the school.
- Impacting the orderly running of the school by his/her behaviour.
- Posing a threat to another pupil or member of public and could adversely affect the reputation of the school.

3.Values and Principles

All Saints' Roman Catholic High School is a caring Catholic community and as such we want to proclaim our faith in our everyday relationships. We aim to encourage good behaviour and respect for others on the part of pupils and, in particular, to prevent all forms of bullying – which we consider unacceptable.

The purpose of this policy is to promote a consistency of approach and response to create and reinforce a climate in which all types of bullying are regarded as unacceptable.

We aim to promote a shared understanding of bullying behaviour and raise awareness amongst pupils, staff, parents and carers, so that all pupils know who they can talk to.

This policy provides a robust framework for managing any reported incidents.

4. Definition of bullying and child – on – child abuse

Bullying and child-on-child abuse are related but distinct.

Bullying is usually behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group, either physically or emotionally. Bullying may involve an imbalance of power and can take place face-to-face or online.

Bullying may include:

- physical behaviour, such as hitting, kicking, pushing or damaging belongings;
- verbal behaviour, such as name-calling, threats, teasing or discriminatory language;
- emotional or relational behaviour, such as deliberately excluding someone, spreading rumours or intimidation;

- online or cyberbullying; and
- prejudice-based or discriminatory bullying relating to characteristics such as race, religion or belief, sex, disability, sexual orientation or gender reassignment.

The school will not tolerate discriminatory or prejudice-based bullying. In accordance with the Equality Act 2010, the school will take appropriate action to prevent discrimination, harassment and victimisation and will monitor patterns of incidents relating to protected characteristics.

Child-on-child abuse may occur as a single incident or as a pattern of behaviour. It may include physical abuse, sexual violence, sexual harassment, abuse within intimate personal relationships, consensual or non-consensual sharing of intimate images, upskirting and other forms of harmful behaviour.

Any concern that behaviour may constitute child-on-child abuse will be dealt with under the school's Child Protection and Safeguarding Policy and referred to the DSL or Deputy DSL. Safeguarding procedures will take precedence where appropriate.

Behaviour that may not meet the definition of bullying

Not every incident of unkindness, disagreement or conflict will constitute bullying. For example, a one-off disagreement between pupils or a temporary friendship difficulty may not meet the definition above.

However, all concerns raised by pupils will be taken seriously. Behaviour that does not meet the definition of bullying may still breach the school's Behaviour Policy or constitute a safeguarding concern and will be responded to appropriately.

Staff will consider the nature, impact, context and frequency of the behaviour rather than dismissing a concern solely because it appears to be a one-off incident.

5. Responding to bullying and child-on-child abuse

a) Reporting Bullying and child on child abuse

Any allegation or report of bullying will be taken seriously and responded to promptly, sensitively and proportionately. Reports of bullying will normally be referred to the relevant Pastoral Leader. Where a concern indicates that a pupil may have suffered harm, or the behaviour may constitute child-on-child abuse or another safeguarding concern, this must be reported to the DSL or Deputy DSL without delay and dealt with in accordance with the school's Child Protection and Safeguarding Policy. Parents/carers may report concerns to their child's Pastoral Leader, Form Tutor, a member of SLT or the Safeguarding Team.

The school recognises that SEND, disability, communication needs or other additional needs may affect a pupil's behaviour or their experience of bullying. Staff will consider individual needs and make reasonable adjustments where required. This does not mean that harmful behaviour will be overlooked; rather, support, intervention and sanctions will be applied fairly and appropriately, while ensuring that pupils who experience bullying are protected and supported.

b) Recording bullying and child-on-child

Reports of bullying will normally be referred to the relevant Pastoral Leader and investigated promptly and sensitively. Where the information suggests that the behaviour may constitute

child-on-child abuse or another safeguarding concern, staff must report the concern to the DSL or Deputy DSL without delay and follow the school's Child Protection and Safeguarding Policy. Staff should not delay a safeguarding referral while attempting to investigate the matter themselves.

Instances of bullying and child-on-child abuse are collated termly and reported to the Local Governing Body. All reported incidents of bullying and child-on-child abuse, together with actions taken and outcomes, will be recorded appropriately on CPOMS. Records should include the nature of the concern, actions taken, decisions made and the rationale for those decisions, together with outcomes and any ongoing support required. The DSL will analyse patterns and use this information to inform future pastoral support such as whole school assemblies, group work or PSHCE Schemes of Learning.

c) Complaints procedure

Should there be difficulty in resolving a situation, parents should contact Miss Laverty, DSL, in the first instance and if the situation is still not resolved, parents should follow the complaints policy which is on the school website/

d) Action

Where bullying is reported, the school will establish the circumstances of the incident appropriately, which may include speaking separately with the pupil who has experienced the behaviour, the pupil or pupils alleged to have displayed the behaviour and relevant witnesses.

Where child-on-child abuse or another safeguarding concern is suspected, the school's safeguarding procedures will take precedence and the DSL will determine the appropriate response, including whether other agencies should be involved.

Restorative approaches will only be used where appropriate, safe and in the interests of the student who has experienced the behaviour. A student will not be required to participate in mediation or a restorative meeting where this would cause distress, create further risk or be inappropriate because of safeguarding concerns. Restorative approaches will not replace appropriate safeguarding action or sanctions.

Support will be tailored to the individual student and may include a named trusted adult, pastoral support, safety planning, adjustments to reduce further contact or risk, support with attendance or learning where this has been affected, and referral to specialist or external support where appropriate. The student's wishes and feelings will be considered when deciding how best to support them, while recognising that the school may need to take action to safeguard them or others.

We also discipline, yet try to help the **student who displayed the behaviour** in the following ways:

- By talking about what happened, to discover why they became involved.
- By informing the student’s parents/carers.
- By continuing to work with the student in order to change their behaviour and attitudes.

e) Sanctions

Below is a list of sanctions that may be used, the list is not incremental.

- Discussion with the pupil(s) involved.
- Referral to senior staff.
- Removal from lessons/the Emmaus Centre
- Reflect Detention.
- Loss of appropriate privileges
- Suspension.
- Permanent exclusion, where appropriate and in accordance with statutory guidance
- Referral to external agencies or the police where appropriate.

Sanctions will be determined in accordance with the school's Behaviour Policy, taking account of the seriousness and circumstances of the behaviour and any relevant individual factors. There is no automatic tariff for bullying incidents. Where behaviour also constitutes a safeguarding concern, safeguarding procedures will take precedence and any disciplinary response will be considered alongside the need to protect and support the pupils involved.

f) Preventative Measures

All Saints' Roman Catholic High School is a caring, welcoming and friendly school. We enjoy good communication throughout the school. The school enjoys positive relationships, individuals feel valued and the curriculum builds and encourages self-esteem and self-confidence with a positive classroom climate throughout the school.

Communication skills are a key component of the Curriculum and are vital to enable pupils to demonstrate their feelings without resorting to abuse of others.

Our school Values are designed to instruct pupils about the behaviours that will ensure an abuse free and respectful environment.

Bullying and child-on-child abuse involving member(s) of staff will be dealt in accordance with the Staff Code of Conduct and the school's Disciplinary Policy.

6. Implementation of the Policy

There are assemblies on bullying behaviour, anti-bullying audits and forums where bullying is discussed. The policy is reviewed regularly and re-presented to staff, pupils and parents yearly.

7. Evaluating the Policy

The anti-bullying policy will be reviewed annually by the DSL and discussed at the Local Governing Body.

All Saints' reminds pupils, staff and parents annually about their anti-bullying policy.

Pupils in all years are provided with opportunities to participate in Pupil Voice surveys which include questions about bullying.

The DSL will monitor and evaluate the effectiveness of this policy through analysis of reported incidents, repeat incidents, types and locations of bullying, prejudice-related incidents, online incidents, pupil and parent voice and patterns relating to vulnerable groups, including pupils with SEND. Relevant information and emerging patterns will be reported to the Local Governing Body, together with actions taken in response.

8. Cyberbullying

Cyberbullying is bullying that takes place through digital technologies, including social media, messaging platforms, group chats, gaming platforms, image or video-sharing services and other online platforms.
It differs from other kinds of bullying in several significant ways: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Research indicates that cyberbullying is a feature in both young people's lives and staff.

All Saints' takes cyberbullying seriously. Headteachers have legal powers to regulate the conduct of pupils off site. There are criminal laws that can apply in terms of harassment and threatening and menacing communications. (All Saints' may contact the police if they feel the law has been broken.)

Cyberbullying takes different forms:

- Threats and intimidation.
- Harassment for example repeatedly sending unwanted or abusive messages. .
- Vilification/defamation.
- Exclusion/peer rejection.
- Impersonation.
- Unauthorised publication of private information or images.
- Manipulation.
- Consensual or non-consensual sharing of nude or semi-nude images or videos, including manipulated or AI-Generated intimate images.

Some cyberbullying is deliberate and aggressive, but it is imperative to recognise that some incidents are unintentional and the result of not thinking about consequences.

What may be sent as a joke may not be received as one and technology means the sender may not see the impact of the message on the receiver. There is less opportunity to resolve misunderstanding or feel empathy.

Bystanders (or accessories) can also easily become perpetrators by passing on images/taking part in online polls/discussions.

Preventing cyberbullying

All Saints' will regularly review Acceptable Use Policies and procedures for monitoring the school network and the IT staff and DSL work together on this.

All Saints' records and monitors incidents of cyberbullying on CPOMS in the same way as all other forms of bullying.

All Saints' will aim to stay up to date as new technologies and services become popular. School will also aim to educate staff, pupils and parents around the responsible use of technologies and e-safety, and help young people deal confidently with any problems whether in or out of school.

School will treat the problem as a live and ongoing issue.

Responding to Cyberbullying

Where online behaviour involves pupils at the school, poses a threat to another pupil or member of staff, or has repercussions for the orderly running of the school, the school may respond in accordance with the Behaviour Policy and safeguarding procedures.

Sanctions

School will use the same disciplinary sanctions and behaviour modification strategies as in other bullying incidents.

Any searching, confiscation or examination of electronic devices will be undertaken only where permitted by law and in accordance with the school's Behaviour and Mobile Phone Policies and current DfE Searching, Screening and Confiscation guidance.

Appendix 1: Child-friendly Guide to Bully and Child-on Child Abuse

Contents:

Feeling safe and happy at school

1. What is child-on-child abuse?
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Feeling safe and happy at school

At All Saints' RC High School, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at child-on-child abuse, and what you can do when you feel you are being abused, or when you notice someone else being abused.

We can help you by:

- Teaching you what child-on-child abuse is.
- Teaching you what to do if you feel like you are being abused, or if someone else is being abused.
-
- Making sure you know the grown-ups you can speak to if you are worried.

1 What is child-on-child abuse?

Child-on-child abuse is when another child or young person behaves towards you in a way that is harmful, abusive or unsafe. It can happen once or more than once, face-to-face or online. It can be physical, emotional or sexual. Sometimes you may not immediately realise that what has happened is abuse. If anything another child does makes you feel worried, uncomfortable or unsafe, you should tell an adult you trust.

Sometimes, it can be hard to know when abuse is happening, because **not all** abuse will hurt, scare or upset you, and you might not know it is happening. It's really **important** you know when you are being abused so we can make sure it stops.

There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.

2 Bullying

Bullying can be different things, and isn't just hitting or kicking another person.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.

Physical bullying is punching, kicking, spitting, hitting or pushing someone.



Verbal bullying is teasing someone, calling them names or using rude hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender identity or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.





Sharing nude or semi-nude images

This means sending, receiving or sharing nude or semi-nude pictures or videos. Someone might pressure another person to create or send an image or share an image that was originally sent privately. If this happens to you, or you are worried about an image that has been shared, tell an adult you trust. You will be listened to and supported.



Sexual harassment

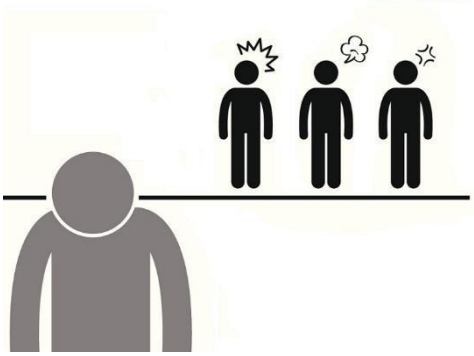
Sometimes, people can **act sexually towards others** and it might make them feel uncomfortable.

This can happen **online**, on social media, through messages and **face-to-face**.

It might make someone feel **scared**, **embarrassed**, **uncomfortable** or **upset**.

It could be:

- Someone making **sexual comments**, like telling sexual stories, saying **rude things** or saying sexual things about someone's **appearance** or clothes.
- Calling someone **sexual names**.
- **Sexual jokes** or teasing.
- Being physical, like **touching** which makes you feel uncomfortable, messing with your clothes, or **showing pictures** or **drawings** which are of a sexual nature.



- Being sexual online, like **sharing sexual pictures** and **videos,** or posting sexual comments on social media.
- It might also be **sexual threats** or pushing you to do something sexually that you don't want to or aren't ready for.



Relationships

Any relationship you have should be **good** and **happy**. A bad relationship might make someone feel **scared**, **confused**, **worried** and even **unsafe**.

It's really important that you know the **difference** between a good relationship and a bad relationship.

Good relationships



- You are **comfortable** around that person.
- You can be **honest** with that person.
- You can say how you **fee**l, what you are **thinking** and you **listen** to each other.
- You **support** each other and treat each other **nicely**.
- You feel **safe**.
- You **trust** that person.
- You are **equal** – you don't boss each other around or tell each other what to do.
- You feel **looked after**.

Bad relationships

- The person might **push** you, **hit** you or **destroy** your things.
- The person might **tell you what to do**, what to wear or who you can see.
- You might feel **scared** – they might say they will hurt you if you don't do something. They might also say they will hurt you if you do something too.
- The person **calls you names**, makes you feel bad in front of other people and makes you **feel bad about yourself**.
- The person gets **angry easily** and you don't know what will make them angry – it might make you feel **nervous**.
- The person might **pressure** you to do things **you don't want to** or aren't ready for, like sex, or using drugs and alcohol.
- The person **might not take no for answer** when you say you don't want to do something.





How do I know if someone is being abused?

It might be hard for you to know if you are being abused and you **might not really understand** it is happening. It is important you can **recognise** when behaviour isn't appropriate.

It's also important that you can notice when **someone else** might be being abused.

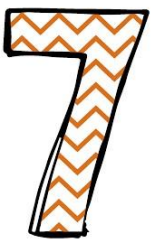
Some signs might be:

- Not going to school.
- Having injuries, like bruises.
- Feeling sad and down.
- Feeling like they can't cope.
- Feeling withdrawn or shy.
- Getting headaches or stomach ache.
- Feeling nervous.
- Not being able to sleep, sleeping too much or getting nightmares.
- Feeling panicked.
- Using alcohol or drugs.
- Changing looks to look much older.
- Being abusive to someone else.





Remember: you can feel all of these things too. Listen to how you feel, and know that these signs can mean you are being abused.



What do I do if someone else is being abused?

If you see someone else being abused, it is important that you **help** that person.

You should **never walk way** and ignore the problem if you see someone else being abused, because the person might keep upsetting them.



If you can, and it is **safe** to do so, tell the person abusing you to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher, as soon as you've seen someone being abused.

Adults can take action to help keep that person safe and make sure they receive the support they need.

You should **never feel scared** to tell someone about abuse.

Sometimes, you might not **see someone being abused**, but you might be **worried** about them. Or, you might think they are being abused by **someone you don't know**, or someone they have **told** you about. It's really important you **tell someone** even if you are worried, but haven't **seen** any abuse.



What do I do if I am being abused?

The first thing you should do is **tell someone you trust**. This could be a family member, a friend or a teacher.

You can also **tell the person abusing you** to leave you alone. If telling them to leave you alone would **make you feel too scared or worried that they might hurt you**, make sure you **tell someone** so they can help.

You should **try not** to:

- **Do** what the person says.
- Get **angry** or hit them.

If someone is hurting, frightening, pressuring or upsetting you, tell an adult you trust as soon as you can. You do not have to deal with it on your own

Always remember that if you are being abused, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being abused. Adults can take action to help keep the person safe and provide support.



Who can I talk to?

It is important you **tell someone** as soon as you are being abused, or you notice someone else being abused.

Speaking to someone like your parent, carer or a member of staff means that we can listen to you, help keep you safe and take appropriate action.

You can speak to your Form Tutor, Pastoral Leader, any member of the Safeguarding Team, any member of SLT or any other adult in school you trust. Current members of the Safeguarding Team are displayed around school and on the school website.



How can I help to stop abuse from happening?



We can all help stop abuse at our school by:

- Making sure we **understand** how we should **act** towards others.
- **Helping** others when they are in need.
- Being **kind**, **friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **school activities**, like assemblies, PSHE lessons and circle time, which talk about child-on-child abuse.
- **Talking to someone** when we are worried.



You should know that abuse is never OK and it is serious. It is not funny, or part of growing up.

Organisations that can offer support:

The Anti-bullying Alliance (ABA): the Anti-bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: A charity established to prevent bullying and promote child protection. It offers advice to young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Childline www.childline.org.uk

Bullying Help www.youngminds.org.uk/bullying Bullying Advice www.bullying.co.uk

Kooth: free, safe and anonymous online support for young people.
www.kooth.com