

**St Monica's Catholic
Primary School**



**Anti Bullying Policy
2026-2028**

Approved by:	Governing Body	Date: July 2026
Created by:	Headteacher	
Next review due by:	July 2028	



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Statement of intent

At St Monica's Catholic Primary School, every child is created in the image and likeness of God and is entitled to dignity, respect and safety. Our mission, 'Success for all within a Christ centred community', requires us to build a culture in which kindness, justice, forgiveness and courageous action are visible in everyday relationships.

Bullying is never accepted. Every report will be listened to, recorded and considered carefully. We will act promptly to protect children, establish what has happened, address harmful behaviour and provide appropriate support. We recognise that children may find it difficult to speak, particularly when they have communication needs, SEND, a disability, a medical condition or previous experience of trauma. Reporting arrangements will therefore be accessible, child-centred and flexible.

The school works in partnership with pupils, parents and carers, staff, governors and external agencies to prevent bullying and to respond effectively when concerns arise. We will challenge prejudice, discrimination and harmful language, while ensuring that our response is fair, proportionate, evidence-informed and consistent with safeguarding duties.

1. Purpose and scope

This policy explains how the school prevents, identifies, records and responds to bullying involving pupils. It applies to conduct:

- on the school site and during the school day;
- on educational visits, residential visits, sports fixtures and other school-organised activities;
- when pupils travel to or from school or are identifiable as pupils of the school;
- outside school where behaviour has an impact on pupils, staff, school discipline or the orderly running of the school; and
- online, including activity that begins outside school but affects a child in school.

The policy applies to all pupils, including children in the Early Years Foundation Stage. The school will make reasonable adjustments to reporting, investigation, support and consequences where a pupil has SEND or a disability. This policy should be read alongside the Behaviour and Relationships Policy and the Child Protection and Safeguarding Policy.

2. Legal and policy framework

The policy has been prepared with regard to relevant legislation and national guidance, including:

- Education and Inspections Act 2006, particularly the requirement for maintained schools to have measures that encourage good behaviour and prevent all forms of bullying;
- Education Act 2011;
- Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments for disabled pupils;
- Children Act 1989 and Children Act 2004;
- Human Rights Act 1998;
- Protection from Harassment Act 1997, Public Order Act 1986, Crime and Disorder Act 1998 and relevant offences under the Online Safety Act 2023;
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025;
- DfE, Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (2017);
- DfE, Behaviour in Schools: Advice for Headteachers and School Staff (February 2024);
- DfE, Keeping Children Safe in Education 2025, and the 2026 guidance which comes into force on 1 September 2026;
- DfE, Working Together to Safeguard Children (2026);



- DfE, Searching, Screening and Confiscation (2022, updated 2023);
- UKCIS, Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (updated 2024);
- DfE, Relationships Education, Relationships and Sex Education and Health Education statutory guidance, including the revised guidance for introduction from 1 September 2026;
- DfE, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including pupil movement, effective from 26 July 2026; and
- DfE digital and technology standards, including the Filtering and Monitoring Core Standard.

Related school policies and documents

- Behaviour and Relationships Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy and Acceptable Use Agreements;
- Relationships and Health Education Policy;
- SEND Policy and Accessibility Plan;
- Equality Information and Objectives;
- Searching, Screening and Confiscation Policy;
- Suspension and Permanent Exclusion Policy;
- Complaints Policy;
- Data Protection Policy and Records Retention Schedule.

3. What bullying means

Bullying is behaviour by an individual or group that is repeated over time, intentionally causes physical or emotional harm, and usually involves a real or perceived imbalance of power. The imbalance may arise from physical strength, popularity, group size, access to information, age, confidence, status, disability, communication ability or control of an online space.

Bullying may be direct or indirect, obvious or subtle. It can be carried out by one child or by a group. It may involve several children taking separate actions that together create a repeated pattern of harm. Online, a single post or image can have a repeated impact if it is copied, shared, commented on or remains accessible.

Bullying is different from ordinary conflict

Friendship difficulties, disagreement, falling out and isolated unkind behaviour are not automatically bullying. However, they still require an appropriate response. Staff will consider the pattern, intention, impact, context and power relationship rather than relying on a label used by any one person.

Important safeguarding distinction

Sexual harassment, sexual violence, serious assault, discriminatory abuse or another safeguarding concern does not need to be repeated to require action. A single incident may trigger the school's safeguarding procedures and referral to external agencies.

4. Forms of bullying and prejudice-related behaviour

Bullying can take many forms, including:

- **Physical:** hitting, kicking, pushing, unwanted touching, damaging or taking property, intimidation, blocking movement or encouraging another child to cause harm.
- **Verbal:** name-calling, threats, insults, mocking, taunting, spreading rumours, making offensive comments or repeatedly using language intended to humiliate.



- **Relational or emotional:** deliberate exclusion, isolation, manipulating friendships, public humiliation, controlling behaviour, coercion or encouraging others not to associate with a child.
- **Online:** harmful messages, posts, images, videos or livestreams; impersonation; fake accounts; exclusion from online groups; disclosure of private information; repeated unwanted contact; threats; coercion; or manipulated and AI-generated content.
- **Sexualised:** sexual comments, jokes, rumours, gestures, harassment, unwanted touching, pressure, coercion or the making or sharing of nudes or semi-nudes. These behaviours will be addressed as safeguarding concerns and may not be treated solely as bullying.

Bullying may be motivated by, or targeted at, an actual or perceived difference. This includes behaviour linked to:

- race, colour, nationality, ethnicity, language or culture;
- religion, belief or lack of belief;
- disability, SEND, medical conditions, neurodivergence or communication needs;
- sex, sexual orientation, gender reassignment, gender expression or failure to conform to stereotypes;
- pregnancy or maternity, where relevant;
- appearance, body size, clothing or personal characteristics;
- family circumstances, including adoption, care experience, parental separation, bereavement, imprisonment of a family member or being a young carer;
- socioeconomic circumstances, housing, poverty, food, possessions or parents' occupations; or
- association with a person or group who has, or is perceived to have, a protected characteristic.

All prejudice-related and discriminatory incidents will be challenged and recorded, whether or not they meet the definition of bullying. The school's Catholic character is never a reason to permit discrimination, harassment or humiliation. Every person must be treated with dignity.

5. Roles and responsibilities

The governing body will:

- ensure that the school has effective measures to prevent bullying and that these are reflected in the Behaviour and Relationships Policy;
- approve and periodically review this policy, or ensure that approval is exercised through an appropriate scheme of delegation;
- hold leaders to account for implementation, staff training, record keeping and the effectiveness of prevention work;
- receive anonymised information about patterns, protected characteristics, locations, repeat concerns and actions taken; and
- ensure that the school meets its equality, safeguarding and reasonable adjustment duties.

The headteacher will:

- promote a culture in which bullying is reported, challenged and addressed consistently;
- ensure staff understand this policy and receive appropriate induction and refresher training;
- ensure investigations are fair, timely and proportionate;
- determine appropriate consequences under the Behaviour and Relationships Policy;
- ensure parents and carers receive clear communication, subject to confidentiality; and
- analyse bullying and prejudice-related incident data at least termly and report themes to governors.

The DSL and deputy DSLs will:

- advise on safeguarding thresholds, risk assessments and referrals;
- ensure child-on-child abuse, sexual harassment, sexual violence, serious online harm and discriminatory abuse are addressed under safeguarding procedures where appropriate;
- coordinate support and safety planning for affected children;



- ensure records are accurate, secure and linked where patterns emerge; and
- liaise with children's social care, the police and other agencies when required.

The SENCO will:

- advise on reasonable adjustments and communication support during reporting and investigation;
- consider whether SEND, unmet need or disability has affected vulnerability, behaviour or the child's ability to understand events; and
- help coordinate appropriate provision without excusing harmful behaviour.

All staff will:

- model respectful behaviour and challenge unkindness, prejudice and discriminatory language;
- take all reports seriously and act promptly, even where they are uncertain whether the behaviour meets the definition of bullying;
- listen without blame, avoid leading questions and never promise absolute confidentiality;
- record concerns factually and inform the appropriate senior member of staff or DSL;
- avoid dismissing behaviour as banter, a joke, part of growing up or a normal friendship problem; and
- remain professionally curious and alert to children who may communicate distress indirectly.

Pupils will be encouraged to:

- treat others with dignity and respect;
- report bullying or unsafe behaviour involving themselves or another child;
- not retaliate, threaten or share harmful content;
- preserve appropriate evidence of online bullying without forwarding illegal or sexual imagery; and
- cooperate honestly with staff and seek help from a trusted adult.

Parents and carers will be expected to:

- report concerns promptly and provide relevant information or evidence;
- avoid approaching or confronting other children or families directly;
- support agreed safety plans and reinforce respectful online behaviour;
- encourage their child not to retaliate; and
- use the school's complaints procedure if they remain dissatisfied after the school has had a reasonable opportunity to respond.

6. Prevention

Prevention is a whole-school responsibility. The school will use the following approaches:

Culture and curriculum

- make expectations for respectful conduct explicit through the school mission, Catholic social teaching, collective worship, assemblies and the Behaviour and Relationships Policy;
- teach age-appropriate content through Relationships Education, health education, PSHE, computing and online safety, including respectful relationships, consent, boundaries, stereotypes, prejudice, reporting, bystander action and safe use of technology;
- teach pupils that difference is not a reason for disrespect and that protected characteristics and disability-related needs must never be used to target another person;
- use stories, discussion and carefully selected resources to build empathy and moral courage; and
- ensure pupils know whom they can speak to and what will happen after a report.



Supervision and environment

- identify higher-risk times and places, including playgrounds, corridors, toilets, dining areas, changing areas, immediately after school and online spaces connected with school life;
- deploy supervision and adapt routines where patterns are identified;
- provide proportionate transition and induction support for pupils joining the school, particularly where vulnerabilities are known;
- make suitable safe spaces and trusted adults available according to individual need; and
- ensure reasonable adjustments are made so that children with SEND can participate safely in social and unstructured times.

Training, pupil voice and data

- provide staff training at induction and regular updates on bullying, child-on-child abuse, prejudice-related incidents and online harm;
- seek pupil views through class discussion, school council activity, safeguarding conversations and age-appropriate surveys;
- use incident data to identify repeat children, groups, locations, times, motivations and online platforms;
- engage parents and carers through accessible information and communication; and
- review prevention strategies after serious incidents or where patterns emerge.

7. Recognising possible bullying

Children respond to bullying in different ways. No single sign proves that bullying is taking place, and some children show no outward signs. Staff and families should remain alert to changes such as:

- fear or reluctance about attending school, travelling to school or joining particular activities;
- persistent absence, lateness or requests to avoid certain lessons, spaces or people;
- unexplained injuries or damage to clothing, equipment or possessions;
- money, food or belongings going missing;
- changes in mood, confidence, sleep, appetite, friendships, concentration or attainment;
- distress after using a device, reluctance to go online or unusually secretive online behaviour;
- withdrawal, anger, anxiety, tearfulness, physical complaints or a marked change in behaviour; or
- changes in play, drawings, language or communication that suggest fear, shame, exclusion or coercion.

These indicators may also reflect bereavement, family difficulty, abuse, mental health needs, SEND, medical needs or other concerns. Staff will investigate sensitively and consider safeguarding and pastoral needs rather than making assumptions.

8. Reporting concerns

A pupil may report bullying to any trusted adult in school, including their class teacher, teaching assistant, phase lead, SENCO, DSL, deputy DSL or headteacher. Reports may be verbal, written, drawn, communicated through symbols or made with support from a parent, carer or trusted peer.

Parents and carers should normally contact the class teacher or phase lead first. Serious, sexual, discriminatory or safeguarding concerns may be raised directly with the DSL or headteacher. Reports made anonymously will be considered, although anonymity can limit the school's ability to investigate and provide feedback.

A member of staff receiving a report will:

- listen calmly and take the child seriously;
- thank the child for reporting and reassure them that they are not to blame;
- check immediate safety and medical needs;

- avoid promising secrecy and explain that information will be shared only with people who need to help;
- record the child's words as accurately as possible on CPOMS; and
- inform the DSL immediately where there is a safeguarding concern, sexual behaviour, serious violence, a threat with a weapon, discriminatory abuse, significant online harm or risk of further harm.

Emergency action

Where a child is in immediate danger, staff will take urgent protective action and contact emergency services or children's social care as appropriate. The child's safety takes priority over completing a full school investigation.

9. Responding to a report

The response will be proportionate to the seriousness, context and safeguarding risk. The school will not wait for a behaviour to be formally labelled as bullying before taking action.

1. Secure immediate safety. Separate children where necessary, arrange first aid or medical attention, remove harmful content from view where safe to do so and put temporary supervision or contact arrangements in place.
2. Record and triage. Create a factual CPOMS record, identify whether the concern may involve bullying, safeguarding, discrimination, sexual behaviour, criminal conduct or SEND-related vulnerability, and allocate an appropriate lead.
3. Listen to the children. Obtain separate accounts using open, non-leading questions. Provide communication support and reasonable adjustments. Children may have a trusted adult present where this helps them participate.
4. Gather relevant evidence. This may include witness accounts, staff observations, attendance or behaviour information, screenshots, messages or other digital evidence. Staff will not ask children to forward sexual images or illegal content.
5. Assess the pattern and impact. Consider repetition, intention, power imbalance, motivation, vulnerability, previous incidents, group dynamics and whether online sharing has amplified the harm.
6. Decide findings. The school will determine whether the allegation is substantiated, unsubstantiated or inconclusive on the information available. An inconclusive outcome does not prevent safety measures or support.
7. Agree actions. Put in place protection, support, consequences, education, reasonable adjustments and review arrangements. Safeguarding referrals will be made when thresholds are met.
8. Communicate. Inform parents or carers at an appropriate stage unless doing so would place a child at increased risk or conflict with safeguarding advice. The school will explain its findings and actions but cannot disclose confidential information, personal data or the specific sanction imposed on another child.
9. Review. Check that the behaviour has stopped, safety arrangements are effective and affected children are able to participate in school life. Further action will be taken if concerns continue or re-emerge.

Fairness and safeguarding during an investigation

- The school will avoid premature conclusions and will not publicly label a child as a bully or perpetrator while an allegation is being investigated.
- Children will not be instructed to keep concerns secret. They may seek support, but will be asked not to retaliate, intimidate witnesses, circulate accounts or interfere with the investigation.
- Where police or children's social care are involved, the school will coordinate its actions so that it does not compromise an external investigation.
- Reasonable adjustments will be made for age, developmental level, SEND, language and communication needs.
- The school may use two members of staff for serious or complex interviews, but this is not required for every conversation.

10. Safeguarding and child-on-child abuse

Serious bullying can constitute emotional abuse and some bullying forms part of child-on-child abuse. Child-on-child abuse can occur inside or outside school and online. It is a safeguarding issue for both the child who has been harmed and the child whose behaviour is alleged to have caused harm. It is preventable and must never be dismissed as banter, part of growing up or boys being boys.

The DSL must be informed where a report includes or may include:

- sexual harassment, sexual violence or harmful sexual behaviour;
- consensual or non-consensual making or sharing of nudes or semi-nudes, including images altered or wholly generated using artificial intelligence;
- serious physical assault, threats of serious harm or a weapon;
- coercion, exploitation, blackmail, stalking or repeated harassment;
- hate-related abuse or a possible criminal offence;
- significant mental health risk, self-harm or suicidal ideation;
- a child who appears frightened to go home or whose family contact may increase risk; or
- any indication that another child or adult may also be at risk.

The response will follow the Child Protection and Safeguarding Policy, local multi-agency procedures and Keeping Children Safe in Education. The school will consider early support, targeted Family Help, children's social care and police referral according to need and threshold. The wishes and feelings of the child will be considered, but they do not override the school's duty to protect children.

11. Online bullying

Online bullying may take place through messaging services, social media, email, gaming, livestreaming, shared documents, websites or other digital services. It may involve anonymous accounts, impersonation, group exclusion, disclosure of personal information, sexualised content, threats, coercion, manipulated images or AI-generated material.

The school will respond to online bullying with the same seriousness as other bullying. It will consider the scale, persistence, audience, ease of sharing, anonymity, impact at home and school, and whether the content remains available.

Evidence and reporting

- Pupils and parents should preserve appropriate evidence, such as the date, time, username, URL and screenshots, where it is safe and lawful to do so.
- Sexual images of a child must not be copied, printed, saved, forwarded or deliberately viewed. The matter must be referred immediately to the DSL.
- The school may support a pupil or parent to use platform reporting, blocking and privacy tools and may request removal of harmful content.
- Where the person responsible is known and is a pupil, the school may apply consequences for conduct outside school where the legal threshold for school action is met.

Searching and examining devices

The school does not have a general power to search through any pupil's device. A search or examination may only be carried out by the headteacher or an authorised member of staff, where the device has been lawfully confiscated and there is a good reason to examine data, in line with the school's Searching, Screening and Confiscation Policy and DfE guidance. Safeguarding must be the first consideration. Staff will not view or forward illegal images of a child and will seek DSL advice immediately.

The school's filtering and monitoring arrangements will be reviewed at least annually and after significant incidents, while avoiding unreasonable interference with teaching and learning.

12. Outcomes, consequences and restorative approaches

Where bullying or other harmful behaviour is substantiated, consequences will be applied in accordance with the Behaviour and Relationships Policy. The response will be proportionate, consistent and informed by the child's age, intent, impact, previous behaviour, SEND, disability, safeguarding needs and any reasonable adjustments required.

Possible actions include:

- a clear instruction to stop the behaviour and an explanation of its impact;
- loss of privileges, detention, supervised social time or restrictions on contact or technology;
- repairing damage or completing an appropriate educational or restorative task;
- parent or carer meetings and an individual behaviour or safety plan;
- pastoral, SEND, counselling or external support based on assessed need;
- a managed change to groups, seating, routines or supervision where this supports safety;
- suspension and, in the most serious or persistent cases, permanent exclusion, in accordance with statutory guidance and as a last resort; and
- referral to children's social care or the police where required.

Support and disciplinary action are not mutually exclusive. A child may need help to understand or change harmful behaviour while also receiving a consequence. SEND, trauma or mental health needs may explain behaviour but do not make harm acceptable.

Restorative work and apologies

Restorative work, mediation or an apology may be considered only where it is safe, suitable and voluntary. The child who has experienced harm will not be pressured to meet, forgive or accept an apology from another child. Restorative work will not replace safeguarding action or an appropriate consequence.

13. Support and follow-up

Support for a child who has experienced bullying

- a named trusted adult and clear arrangements for seeking help;
- a proportionate safety plan covering lessons, unstructured times, travel, online contact and transitions;
- regular, agreed check-ins that reduce as confidence and safety improve;
- pastoral, SEND, counselling, health or external agency support where appropriate;
- help to rebuild confidence and participation without suggesting that the child is responsible for preventing further bullying;
- support to manage online accounts, block users, report content and preserve lawful evidence; and
- careful consideration of any changes to class, group or provision so that the child harmed is not unfairly displaced.

Support for a child responsible for harmful behaviour

- a clear explanation of the behaviour, its impact and the required change;
- help to identify triggers, beliefs, peer dynamics or unmet needs;
- teaching and practice in empathy, self-regulation, respectful communication and online conduct;
- SEND, pastoral, mental health or family support where assessed as necessary;
- monitoring and review of behaviour; and
- proportionate consequences and boundaries that protect others.

Review arrangements

Review times will be set according to risk and need. Serious cases will be reviewed quickly, commonly within the first school week, and again within two to four weeks. Monitoring will continue until the school is satisfied that the



harmful behaviour has stopped, safety has improved and support can be reduced. Any recurrence will be recorded as a linked incident and may require escalation.

14. Bullying outside school

The headteacher has a statutory power to respond to certain misbehaviour outside the school premises, including online behaviour, where it is reasonable for the school to regulate the conduct. This may include bullying:

- on the way to or from school;
- on public or school transport;
- during an activity not organised by the school where pupils are identifiable as members of the school;
- in the local community; or
- online where it affects the welfare of a pupil, the reputation of the school or the orderly running of the school.

The school will investigate reported off-site bullying where it has a connection with school and will apply consequences on school premises or while the pupil is under lawful school control. Where conduct may be criminal, presents a serious threat to a member of the public or creates a safeguarding risk, the headteacher or DSL will consider referral to the police, children's social care or another appropriate agency.

15. Recording, confidentiality and information sharing

All reported bullying, suspected bullying and prejudice-related incidents will be recorded on CPOMS. Records will distinguish allegation, evidence, professional judgement, finding, action and review. Related incidents will be linked so that patterns can be identified.

Records should include, as appropriate:

- the date, time, location, method of report and children involved;
- the child's account, witnesses and alleged form, motivation and impact;
- immediate safety, safeguarding and reasonable adjustment actions;
- evidence considered, interviews completed and agency advice;
- the finding, rationale, support, consequences and referrals;
- parent or carer communication and the staff responsible; and
- review dates, outcomes and closure.

Information will be shared on a need-to-know basis in accordance with safeguarding guidance and data protection law. Confidentiality will not be promised where a child may be at risk. The school will not disclose another child's private information, SEND, family circumstances or specific sanction.

The headteacher and DSL will review data at least termly, including patterns by type, motivation, location, vulnerability, repeat involvement and outcome, and will report anonymised themes and actions to governors.

16. Concerns and complaints

Parents and carers should normally raise concerns with the class teacher or phase lead, or with the DSL or headteacher where the matter is serious. The school will explain who is leading the response and when an update can reasonably be expected.

If a parent or carer remains dissatisfied after the school has investigated and responded, they may use the Complaints Policy. A complaint about the headteacher should be directed to the Chair of Governors. Safeguarding and statutory processes will continue regardless of a complaint, and immediate protective or reasonable adjustment action will not be delayed.



17. Monitoring and review

The headteacher and Safeguarding team will monitor day-to-day implementation. The governing body will oversee effectiveness through safeguarding and behaviour assurance, staff training, pupil voice and anonymised incident data.

The policy will be:

- reviewed formally by July 2028 and checked at least annually against current guidance and practice;
- reviewed sooner following a serious incident, identified pattern, complaint, safeguarding review or material legal change; and
- communicated to staff, pupils and families in an accessible form.

Keeping Children Safe in Education 2026 and the revised Relationships Education and Health Education guidance apply from 1 September 2026. The school will verify the final publications at implementation and amend this policy immediately if required.



Appendix A: Bullying incident and response record

This template may be used as a working record before information is entered on CPOMS. It must be stored securely and uploaded or transcribed promptly. Avoid keeping duplicate paper records longer than necessary.

A1. Report details	
Date and time reported	
Person receiving the report	
Person making the report	
Child or children affected	
Class / year group	
Child or children alleged to be responsible	
Location / online platform	
Date(s) and time(s) of incident(s)	
Witnesses or other children affected	

A2. Child's account and immediate response	
Child's account in their own words	
Immediate safety concerns	☐ None identified ☐ Yes - details below
Injury / first aid / medical action	
Immediate protective arrangements	
DSL informed	☐ No ☐ Yes Date/time: _____
Parent / carer informed	☐ No ☐ Yes ☐ Delayed on safeguarding advice Date/time and person contacted: _____



A3. Initial assessment	
Possible category	☐ Bullying ☐ One-off harmful behaviour ☐ Prejudice-related incident ☐ Child-on-child abuse ☐ Online harm ☐ Sexual behaviour ☐ Other
Possible motivation	☐ Race ☐ Religion/belief ☐ Disability/SEND ☐ Sex ☐ Sexual orientation ☐ Gender reassignment/expression ☐ Appearance ☐ Family/socioeconomic circumstance ☐ Other / unclear
Safeguarding / criminal threshold considered	☐ No referral indicated at this stage ☐ DSL assessment required ☐ Children's social care ☐ Police ☐ Other
Reasonable adjustments required	
Lead member of staff	

A4. Investigation and evidence	
Accounts obtained	Affected child: _____ Alleged responsible child: _____ Witnesses: _____
Evidence considered	☐ Staff observations ☐ CCTV ☐ Messages/screenshots ☐ Attendance/behaviour records ☐ Other: _____
Summary of evidence	
Pattern, intention, impact and power imbalance	
Safeguarding consultation / agency advice	



A5. Finding and action	
Finding	☐ Substantiated bullying ☐ Harmful behaviour, not bullying ☐ Unsubstantiated ☐ Inconclusive ☐ Safeguarding process supersedes school finding
Rationale	
Actions to protect affected child	
Consequences / education for responsible child	
Support / referrals for affected child	
Support / referrals for responsible child	
Communication with parents / carers	

A6. Review and closure	
First review date and outcome	
Further review date and outcome	
Child's views and wishes	
Has the behaviour stopped?	☐ Yes ☐ No ☐ Unclear
Further action required	
Case closure date	
Closed by	
Headteacher / DSL oversight	





Appendix B: Reporting guide for pupils and families

You do not have to deal with bullying alone

Tell a trusted adult. It is always right to report behaviour that makes you or someone else feel frightened, unsafe, humiliated or repeatedly left out.

For pupils

- Tell any trusted adult in school. You can speak, write, draw or ask someone to help you explain.
- Tell us what happened, where it happened, who was involved and whether it has happened before.
- Do not retaliate or threaten anyone. Move to a safe place and ask for help.
- For online bullying, save safe evidence such as usernames, dates, links and screenshots. Do not copy or forward sexual images.
- Keep telling an adult if the behaviour continues. Reporting again is not making a fuss; it helps us know that further action is needed.

For parents and carers

- Listen calmly, reassure your child and write down the key facts.
- Contact the class teacher or phase lead promptly. Serious safeguarding concerns can be raised with the DSL or headteacher.
- Share relevant evidence, but do not forward sexual images of a child.
- Do not confront another pupil or family. This can increase risk and make a fair investigation more difficult.
- Support your child not to retaliate and follow agreed safety arrangements.
- The school will explain its response but cannot disclose another child's confidential information or specific sanction.
- Use the Complaints Policy if you remain dissatisfied after the school has investigated and responded.

What the school will do

- listen and check immediate safety;
- record the concern and involve the DSL where safeguarding may be involved;
- investigate proportionately and make reasonable adjustments;
- decide what happened on the evidence available;
- put support, protection and consequences in place; and
- review whether the behaviour has stopped.

School contact: Headteacher / Designated Safeguarding Lead, St Monica's Catholic Primary School.