



ST. CATHERINE'S BRITISH SCHOOL

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Whole School Anti-Bullying Policy

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This Policy is in line with the strategy of the school.

- Purpose: To empower young people to understand, care and create a better future.
- Mission: Foster learning with a rich curriculum that develops intellectual, social, physical and creative skills, preparing students for global citizenship.
- Our Values of care, integrity, dedication and curiosity, from which everything flows:
 - o Care – compassion, empathy, looking after each other, asking difficult questions with respect, wellbeing and happiness.
 - o Integrity – honesty, fairness, transparency, doing our part, respect.
 - o Dedication – commitment, putting my all, going the extra mile, consistency, showing up when things get tough, striving for excellence.
 - o Curiosity – keep asking questions, drive to evolve, inquisitive, explore ways to do things better, keep learning, be creative.

The Anti-Bullying Policy should be read in conjunction with the following school policies:

- Values, Character and Behaviour Policy
- Mobile Device Policy
- Exclusions Policy
- SEND Policy
- Safeguarding Policy
- Online Safety Policy

These documents collectively underpin the expectations and standards of conduct across the school community and support a consistent, whole-school approach to behaviour, wellbeing and safeguarding.

This policy should also be read alongside Keeping Children Safe in Education (KCSIE) (latest version). In accordance with KCSIE, the school recognises that bullying — including child-on-child (peer-on-peer) abuse — may constitute a safeguarding concern.

All staff are required to consider bullying incidents through a safeguarding lens and to act in line with the school's safeguarding procedures where there is evidence or risk of harm. Any concerns must be reported without delay to the Designated Safeguarding Lead (DSL) and managed in accordance with KCSIE statutory guidance.

Staff should be aware that not all concerns about a child will begin as a safeguarding matter; bullying must always be taken seriously and never as "banter" or "kids being kids," unreported abuse may still be happening and staff must remain vigilant. Behaviour or bullying incidents may, upon consideration, meet the threshold for a safeguarding referral where there are reasonable grounds to believe a child is suffering, or is at risk of suffering, significant harm. In such cases, staff must report their concern to the Designated Safeguarding Lead (DSL) immediately and must not seek to investigate the matter themselves.

Introduction

St. Catherine's British School endeavours to foster a love of learning. We strive to provide an inclusive environment that respects all cultures, promotes excellence, and enables all students to reach their full potential. Our aim is to develop lifelong learners and responsible global citizens.

In line with Keeping Children Safe in Education (KCSIE), the school recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Bullying is not only a behaviour concern but may also be an indicator of underlying safeguarding issues and must be addressed accordingly.

1. Aims

The school recognises that it has a duty of care to maintain a working environment for its staff and a learning environment for its students in which honesty, integrity and respect are reflected in personal behaviour and standards of conduct, where the welfare of students is paramount and where the working environment is safe.

At St. Catherine's British School, we believe that all members of the school community (students, teachers and support staff) should be free from fear of bullying. Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated.

Our whole school approach to anti-bullying is cohesive, collective and collaborative and has been strategically constructed to remove any bullying behaviour from our community and if any instances do occur, to respond to it appropriately.

2. What is bullying?

Bullying is behaviour by an individual or group that is intentional, hurtful, and usually repeated over time, where there is an imbalance of power between those involved. This definition reflects Department for Education (DfE) guidance and underpins our approach to preventing and responding to bullying.

Bullying involves the deliberate use of hurtful behaviour to cause physical or emotional harm. It is often a pattern of behaviour, where the person or people engaging in bullying may hold power through physical strength, social status, popularity, numbers, or access to personal information. This behaviour can happen face to face or online and may include physical actions, verbal abuse, emotional harm, social exclusion, or cyberbullying, such as messages, images, videos, or online posts.

While bullying is commonly repeated, a single serious incident can also be considered bullying if it is intentional and harmful, particularly in online situations where the impact can be immediate, shared widely, and long-lasting.

Bullying may be motivated by actual or perceived differences between children. This may include prejudice related to race, religion, gender, sexual orientation, disability, special educational needs, family circumstances, caring responsibilities, or because a child is

adopted or in care. At its core, bullying causes distress and undermines a child's sense of safety, belonging, and wellbeing.

Our pastoral approach recognises the impact bullying has on those who experience it, while also supporting those who engage in bullying behaviour to understand its consequences, take responsibility, and make positive changes.

2.1 Types of bullying

The behaviours outlined below describe different ways bullying may present; however, they should always be considered alongside the definition of bullying outlined in section 3.0. For a behaviour to be classified as bullying, it must involve intentional harm, be repeated (or have the potential for repeated impact), and include an imbalance of power between those involved. Isolated incidents or behaviours without these elements, while still unacceptable, may not meet the threshold of bullying within this policy.

There are many different types of bullying that can be experienced by children and adults; some are obvious to spot while others can be more subtle. The different types of bullying below are some of the ways that bullying could happen.

- a. Physical bullying - using violence to cause physical harm.
- b. Verbal bullying - using words to cause emotional harm.
- c. Social bullying - using various means to damage the victim's social reputation or relationships.
- d. Cyberbullying - using digital means to bully.
- e. Emotional/psychological bullying (extra categories) - using repeated actions, words, or behaviours to undermine a person's sense of safety
- f. Discriminatory Bias-Based Bullying - using prejudice or bias related to a person's identity to cause harm or exclusion
- g. Sexualised bullying- using sexual comments, gestures, images, or behaviours to humiliate, intimidate, or degrade a person.
- h. Relational bullying-using manipulation of friendships or social connections (e.g. exclusion, spreading rumours) to harm someone's relationships and sense of belonging.
- i. Indirect or non-verbal bullying-using actions rather than direct words (e.g. ignoring, eye-rolling, exclusion, or hostile body language) to hurt or undermine someone.
- j. Prejudicial language and microaggressions-using subtle or overt comments, stereotypes, or assumptions based on identity (e.g. race, gender, disability, religion) to demean or marginalise a person.

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying includes name calling, insults, teasing, intimidation, sexist, racist or HBT remarks (homophobic, biphobic, transphobic), or verbal abuse. While verbal slurs can start off harmless, it can escalate to levels which start affecting the individual target.

Social bullying sometimes referred to as covert bullying, is often harder to recognise and can be

carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Examples include:

- a. Lying and spreading rumours.
- b. Negative facial or physical gestures, menacing or contemptuous looks.
- c. Playing nasty jokes to embarrass and humiliate.
- d. Mimicking unkindly.
- e. Encouraging others to exclude someone socially.
- f. Damaging someone's social reputation or social acceptance.

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:

- a. Spreading lies about or posting embarrassing photos or videos of someone on social media.
- b. Sending hurtful, abusive or threatening messages, images or videos via messaging platforms.
- c. Impersonating someone and sending mean messages to others on their behalf or through fake accounts.

Emotional / Psychological Bullying: involves behaviour that causes **ongoing emotional distress** or undermines an individual's sense of safety, confidence, or self-worth. It often overlaps with verbal and social bullying.

Examples include:

- Persistent criticism or humiliation
- Intimidation or manipulation
- Threats (explicit or implied)
- Deliberately making someone feel frightened or insecure

Discriminatory Bias-Based Bullying: motivated by **prejudice or discrimination**, whether perceived or actual, related to a protected or personal characteristic.

This may include bullying related to:

- Race or ethnicity
- Religion or belief
- Disability or special educational needs
- Sex or gender
- Sexual orientation (including homophobic, biphobic, transphobic bullying)
- Cultural or socio-economic background

This form of bullying can be **verbal, physical, social, or online** and is treated particularly seriously.

Sexualised Bullying: involves unwanted behaviour of a sexual nature that causes distress, embarrassment, or intimidation.

Examples include:

- Sexual comments, jokes, gestures, or rumours
- Comments about someone's body or appearance

- Sharing sexualised images or messages
- Pressuring someone to engage in sexualised behaviour

Sexualized bullying may overlap with safeguarding and child-on-child abuse concerns and should always be reported and escalated appropriately.

This aligns with KCSIE expectations regarding sexual harassment and sexual violence between children. All such incidents must be recorded, risk-assessed, and reported to the DSL immediately.

Relational Bullying: focuses on **manipulating or controlling friendships and relationships** to hurt, isolate, or dominate another person.

Examples include:

- Threatening to end friendships
- Controlling who someone is “allowed” to be friends with
- Deliberately excluding someone from a group repeatedly
- Using friendship as a tool for power or control

Indirect or Non-Verbal Bullying: uses **actions rather than words** and may be harder to identify.

Examples include:

- Silent treatment
- Deliberate ignoring
- Hostile body language
- Eye-rolling or mocking gestures
- Repeated purposeful avoidance

Prejudicial Language and Microaggressions: persistent use of language or behaviour that may appear subtle but contributes to **hostile or exclusionary environments**.

Examples include:

- Stereotyping
- “Jokes” that target identity or background
- Dismissive or belittling comments that are repeated

Bullying can take many forms, may overlap across categories, and can occur face-to-face or online. Any behaviour that is repeated, intentional, and causes emotional or physical harm will be treated as bullying and responded to in line with this policy

In accordance with KCSIE, particular attention should be given to behaviours that may constitute child-on-child abuse, including sexualised bullying, discriminatory bullying, and online abuse. Such incidents must be reported and managed through safeguarding procedures, not solely behaviour systems.

2.2 Signs and Symptoms of Bullying

Physical Indicators

- Unexplained injuries (e.g. bruises, cuts, scratches)
- Damaged, missing, or frequently lost belongings
- Frequent physical complaints (e.g. headaches, stomach aches)
- Evidence of not eating (e.g. returning home hungry)

Emotional and Mental Health Indicators

- Persistent sadness, distress, or tearfulness
- Anxiety, nervousness, or heightened vigilance
- Low self-esteem or loss of confidence
- Withdrawal, becoming unusually quiet or isolated
- Negative self-talk or feelings of worthlessness

Behavioural Indicators

- Reluctance or refusal to attend school or specific activities
- Avoidance of certain people, places, or routes
- Increased reliance on adults for reassurance
- Reduced classroom participation or engagement
- Aggressive behaviour or uncharacteristic outbursts

Social Indicators

- Difficulty forming or maintaining friendships
- Sudden changes in friendship groups
- Social withdrawal or spending time alone
- Loss of interest in previously enjoyed activities

Academic Indicators

- Decline in attainment or engagement with learning
- Reduced concentration or motivation
- Frequent requests to leave lessons

Attendance Indicators

- Increased absence or persistent lateness
- Repeatedly asking to go home or avoid school

Online Safety Indicators

- Distress linked to phone or online use
- Secrecy around online activity or social media

Additional Safeguarding Concerns

- Frequent requests for money or unexplained loss of money
- Changes in eating or sleeping patterns
- Signs of self-harm or expressions of wanting to harm themselves (*requires immediate safeguarding response*)

These indicators should not be viewed in isolation. The presence of one or more signs may not confirm bullying; however, any concerns should be recorded, monitored, and reported in line with the school's safeguarding procedures.

Parents/guardians, who are concerned that their child exhibits any of the above at home, are encouraged to contact the school to arrange an appointment to discuss the problem. Through dialogue, a bullying problem may come to light.

KCSIE emphasises that changes in behaviour, mental health, attendance, or presentation may indicate safeguarding concerns. Staff must remain vigilant and follow safeguarding procedures where concerns arise.

3. Preventing bullying and raising awareness

Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts.

Under the **United Nations Convention on the Rights of the Child**, schools have a formal duty to protect children from all forms of violence, both physical and psychological.

'Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.'

We believe that a whole school approach where the community, including the students, teachers, support staff, parents and governors, are involved in confronting the issue of bullying is the most effective approach to tackling bullying in school.

To ensure that bullying prevention efforts are successful, all school staff are trained on bullying is, what the school's policies and rules are, and how to enforce the rules. Training may take many forms: staff meetings, one-day/week training sessions, and teaching through modelling preferred behaviour. Examples include: bullying is, what the school's policies and rules are, and how to enforce the rules. Training may take many forms: staff meetings, one-day/week training sessions, and teaching through modelling preferred behaviour. Examples include:

- a. Promotion of anti-bullying initiatives
- b. Encouraging students to report incidents and support victims.
- c. Integrating anti-bullying material into the curriculum.

- d. The PSHCE curriculum addresses the topic of bullying.
- e. E-safety and cyberbullying are also explored as part of the Computing curriculum.
- f. Assemblies to address relationships, behaviour and citizenship.
- g. Activities on celebrating different cultures and diversity.
- h. Classroom meetings and circle-time to talk about peer relations.
- i. Communicating anti-bullying policies to staff, parents and students.
- j. Partnerships with parents to discuss behaviour and anti-bullying policies.
- k. Annual Staff training

We create an atmosphere in which any member of the school community who is being bullied, or others who know about it, feel that they will be listened to and believed and that the action taken will be swift but sensitive to their concerns. Everyone needs to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in this way.

In line with KCSIE, staff training includes recognising signs of abuse, understanding peer-on-peer abuse, and responding appropriately to disclosures. Prevention work includes educating students about healthy relationships, respect, consent, and online safety.

4. Implementation

All incidents of bullying must be considered through a safeguarding lens in line with KCSIE. Where there is risk of harm, incidents must be referred to the DSL and recorded on the school safeguarding system.

All those involved in the school (staff, students, parents and governors) have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example which reflects this view.

The following steps will be taken when dealing with suspected or disclosed incidents of bullying:

- When bullying is suspected or disclosed, the member of staff must report the concern immediately to an appropriate colleague, such as the relevant class teacher or form tutor, who will act promptly.
- Parents of all students involved will be contacted within 24 hours, or sooner where appropriate, by the relevant Upper School Head of Year/Head of Key Stage or, in the Lower School, the Phase Leader or Deputy Head.
- A clear and accurate account of the incident will be provided to the Head of Year/Key Stage and/or the Head/Deputy Head of School and formally recorded.
- The Head of Year/Key Stage or Head/Deputy Head of School will investigate the incident by interviewing all students involved. They will consult with the school counsellors as appropriate and maintain a written record of the investigation, which will be securely filed.
- School counsellors will play an integral role in the restorative and supportive process. Where appropriate, they will provide targeted support sessions for all students involved.
- Parents will be informed of the outcomes of the investigation in a timely manner.
- Class teachers and form tutors will be kept fully informed of the progress and outcomes of the inquiry to ensure consistent support for students.

- Comprehensive records will be maintained to enable the identification of patterns and to inform ongoing support and intervention strategies.
- Any sanctions will be applied in accordance with the school's Behaviour Policy.

In responding to incidents of bullying, the school adopts a restorative approach in line with the Values, Character and Behaviour Policy. This approach supports students in understanding the impact of their actions, taking responsibility, and engaging in meaningful reflection to repair relationships where appropriate. While sanctions may be applied where necessary, the focus remains on promoting positive behaviour, rebuilding trust, and ensuring that all students feel safe and supported. This ensures a consistent and values-driven approach across both behaviour and anti-bullying practices.

5. The role of parents

The school aims to involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the student. The school expects all parents to reinforce the value of good behaviour at home.

Parents who have concerns about bullying should tell an appropriate person. In most cases this is likely to be a member of the senior leadership team.

6. The role of students

There are two parties to bullying: the victim, the perpetrator, and the bystander. Even if children are not victims of bullying, they can prevent bullying by being inclusive, respectful and kind to their peers. If they witness bullying, they can stick up for the victim, offer support, and/or question bullying behaviours.

Students are actively encouraged to share their views on a range of school issues, including bullying, through class-based activities and representative groups such as the School Council. In the Lower School, the School Council regularly discusses matters related to behaviour and anti-bullying and provides feedback to staff. Similarly, in the Upper School, the School Council and School Senate play an active role in discussing, promoting, and reviewing behaviour.

In the Upper School, students are further supported to take an active role in promoting positive behaviour by mentoring groups or individual students in relation to behaviour and bullying. Additionally, in both the Upper and Lower Schools, structured opportunities are provided during playtimes for students to model positive behaviour, support friendships, and contribute to a respectful and inclusive school environment.

We create an atmosphere in which students who are being bullied, or others who know about it, feel that they will be listened to and believed and that the action taken will be swift but sensitive to their concerns. Students need to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in

this way.

7. Students Reporting Bullying Concerns

The school encourages all students to report any incidents of bullying, whether experienced directly or witnessed, and to seek support for themselves or others. Reports can be made through the following channels:

- Reporting to a Trusted Adult: Students are encouraged to speak directly to a trusted member of staff. This may include a teacher, tutor, pastoral lead, or any other adult within the school with whom they feel comfortable.
- 'Speak Up' Boxes: Students may submit written concerns via the Speak Up boxes located around the school site. Submissions can be made anonymously if preferred and are regularly reviewed by designated staff to ensure timely and appropriate intervention.
- Online Reporting (MyConcern – Upper School Only): Students in the Upper School may report concerns electronically through the MyConcern platform. Reports may be submitted anonymously and are automatically directed to the Designated Safeguarding Leads (DSLs) for review and follow-up.

All reports are taken seriously and will be handled in accordance with the school's safeguarding and behaviour policies.

8. Monitoring and Tracking

All incidents of bullying, regardless of how or by whom they are reported, must be recorded in the Upper School (US) and Lower School (LS) Bullying Logs on iSAMS. The pastoral teams and the Head of School are responsible for maintaining these records, ensuring they are kept up to date, and systematically monitored to identify any emerging patterns. This process enables the school to implement appropriate interventions and provide targeted support for students.

During transition periods, the Head of Year 7 and Key Stage 2 staff are responsible for sharing all relevant information and discussing any identified or potential student needs to ensure continuity of care and support.

With regard to online bullying, digital monitoring systems are used to support safeguarding. In the Lower School, where the use of digital devices on the school network is limited, Securly enables staff to monitor, track, and log any incidents that arise. In the Upper School, Securly is used more broadly to monitor, track, and respond to incidents involving inappropriate online interactions on the school network, ensuring timely and effective intervention.

Wellbeing

St Catherine's aims to build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).

9. Monitoring, Evaluation and Review

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the whole St Catherine's British School community.

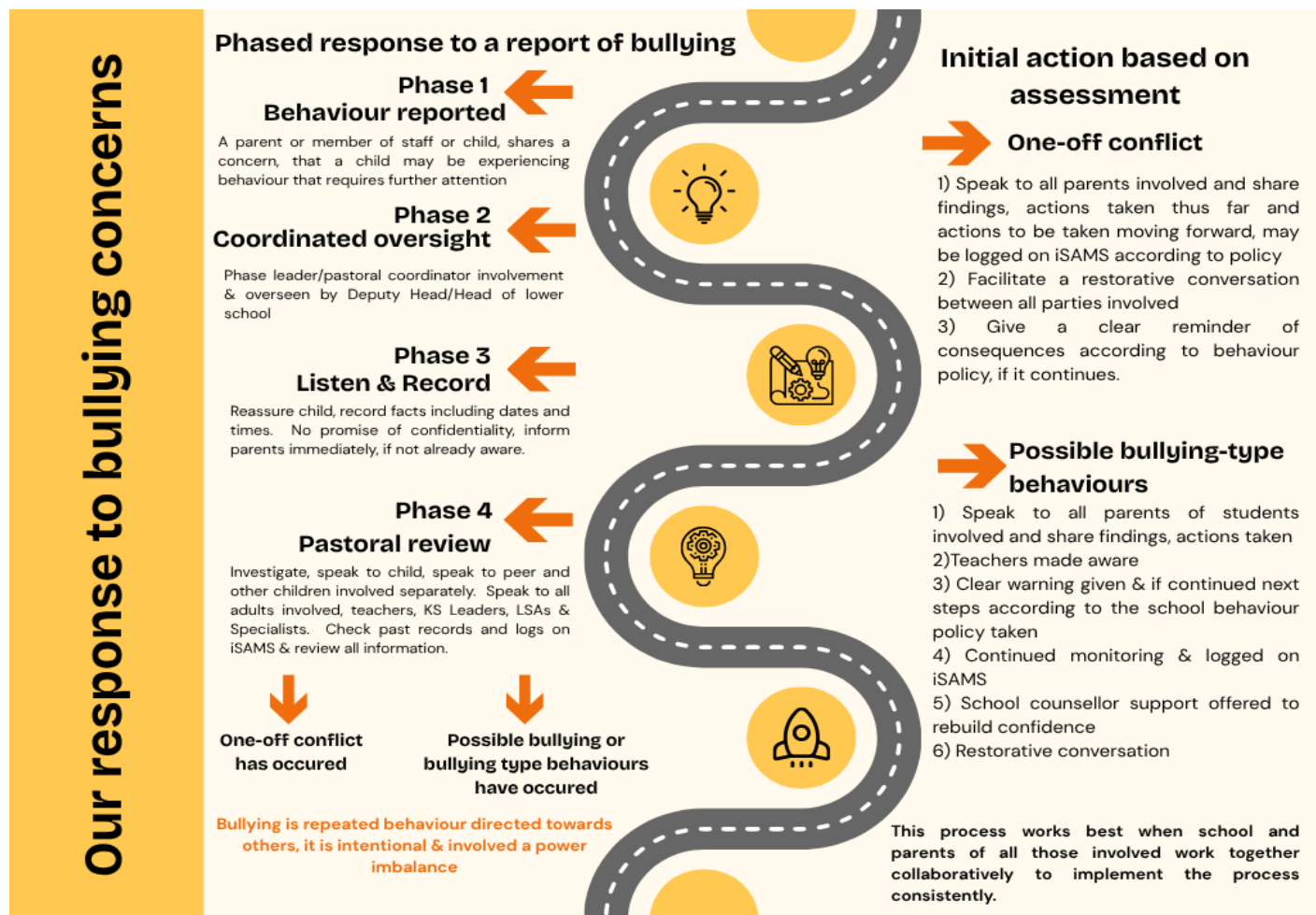
This policy will be reviewed alongside KCSIE updates to ensure ongoing compliance with statutory safeguarding requirements.

Policy reviewed: September 2026

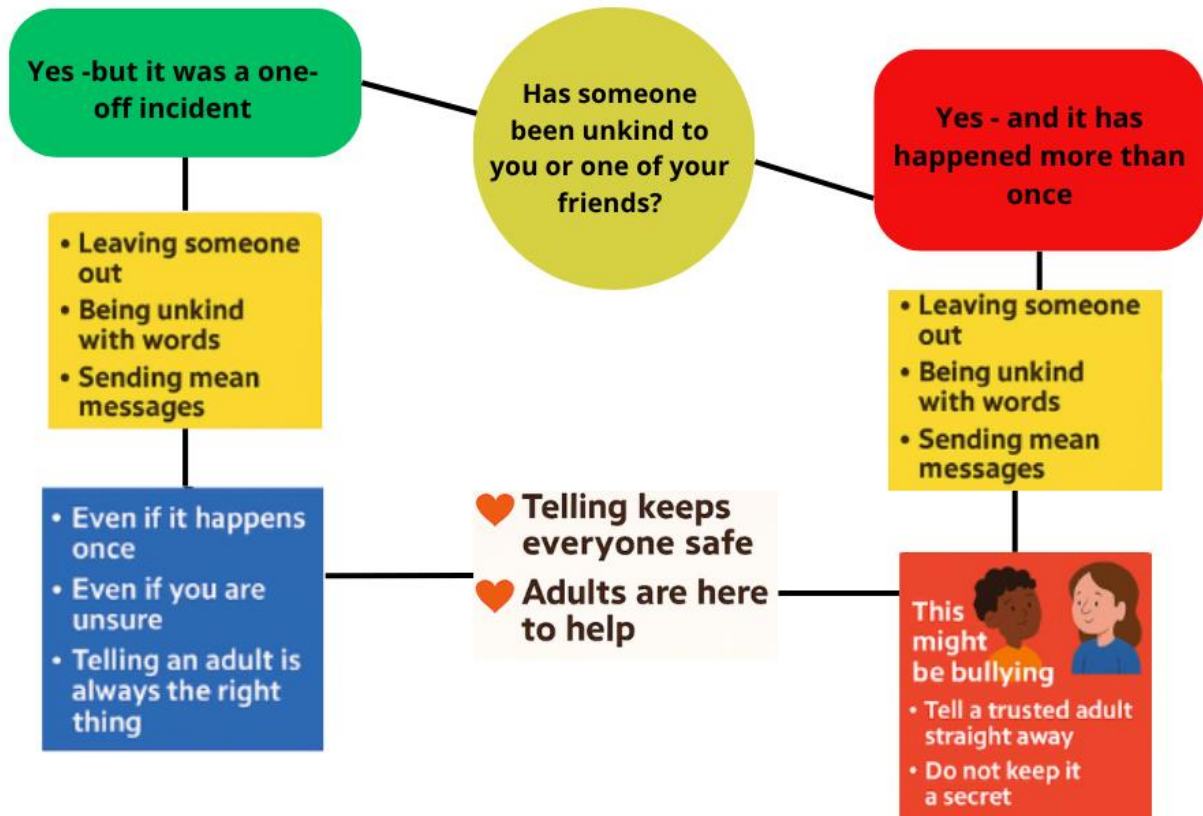
Next review: June 2027

Appendices

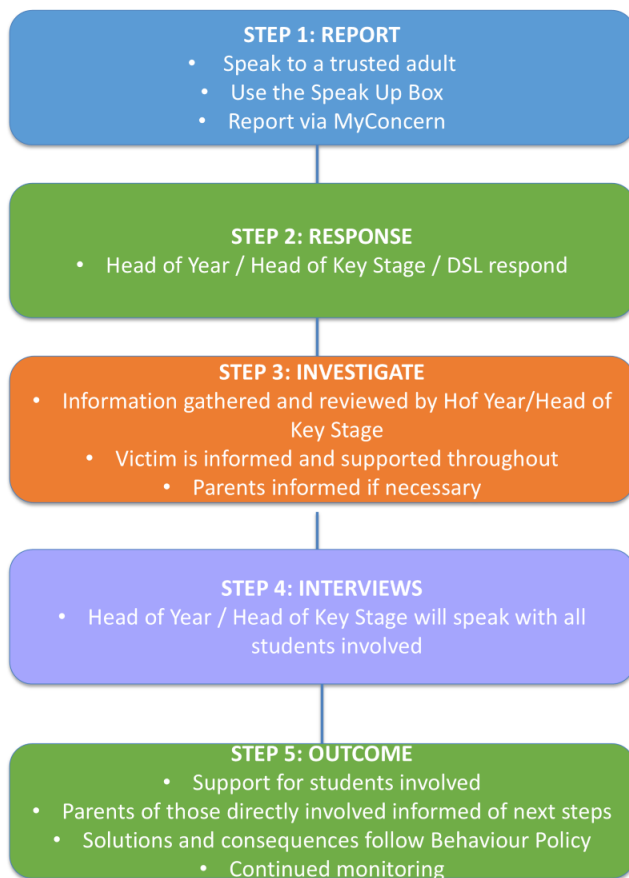
Appendix 1 - Lower School Bullying Reporting Process



How do I know if someone is being bullied?



UPPER SCHOOL STUDENT REPORTING PROCESS



UPPER SCHOOL PARENT REPORTING PROCESS

