



Anti-Bullying Policy

December 2024 -26

School Vision

“Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth.” Genesis 9 v16

Every time we see a rainbow in the sky, we can remember that God loves us and will always look after us.

School statement on bullying

For I am the LORD your God who takes hold of your right hand and says to you, ‘Do not fear; I will help you’.

Isaiah 41:11-13

Within our school, we actively promote Christian values and believe that all people are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school’s expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property

- Threat with a weapon
- Theft or extortion
- Persistent bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

2. Reporting bullying

All pupils are taught to inform an adult within school about any instances of bullying. A key strategy to support this in Key Stage 2 is through the use of planners. These are books that the children use at any time in school and at home. They allow the children and parents/carers to have a dialogue with an adult in school and explain any concerns that they have. Staff ensure that concerns within planners are addressed promptly.

Reporting – roles and responsibilities

Staff – All staff have a duty to challenge bullying, report bullying, be vigilant to the signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff- The Headteacher has overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents/carers – Parents and carers also have a responsibility to look out for signs of bullying (eg distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Pupils – Pupils should not take part in bullying of any kind and should watch for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the alleged bullying on CPOMS.

2. The Headteacher and DSLs will monitor CPOMS to ensure that they are aware of issues and that actions are being taken to address this.

3. The Headteacher will report an anonymised termly summary of any confirmed bullying incidents to the Governing Body.

4. Support will be offered to the target of the bully. This may be through a member of staff. A restorative conversation may be facilitated, in line with our behaviour policy.

5. Staff will proactively respond to the bully who may require additional support from staff. Staff may also facilitate a restorative conversation with the victim, in line with our behaviour policy.

6. Staff will assess whether parents and carers need to be informed.

7. Staff will assess whether any other authorities need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff will also respond appropriately to the casual use of derogatory language.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Headteacher reporting confirmed incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision and values are at the heart of everything we do and ensure that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time and planners provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative systems provide support to targets of bullying and those who show bullying behaviour.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8.Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the Anti-Bullying Policy.

9. Monitoring the policy

The Headteacher is responsible for monitoring the policy on a day-to-day basis. The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The Headteacher is responsible for reporting to the Governing Body on how the policy is being enforced and upheld, via the Headteacher's Report to the Governing Body. The Governors are in turn responsible for evaluating the effectiveness of the policy via the Headteacher's report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.