



Anti-Bullying Policy

Heighington CE Primary School celebrates each person's achievements and their passions. God recognises individuality and this is an example for us all to follow. The school caters for the whole child, challenges each and every child's thinking, whilst developing an insatiable desire to enquire. A nurturing and vibrant environment necessitates the very best teaching to equip the children with the enduring skills needed to be a life-long learner.

There will be a greater emphasis on children's accountability to themselves, each other and adults. We accept that spiritual, social and emotional needs will need guidance from informed empathetic adults and from Jesus' teaching in the gospels.

Children will increasingly control the curriculum content through their interests, local, national or international events. They will be taught how to safely access and critically examine the information using traditional sources and every available form of technology.

Successful, enthused learners will be equipped to explore and experience the wider world as part of their journey to adulthood within an eternal perspective.

School statement on bullying

We believe that all people are made in the image of God and 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.

Related policies:

Behaviour and Rewards Policy

Equality Policy

Safeguarding Policy

Child on Child Abuse Policy

SEND Policy

Staying Safe Online Policy

Curriculum Overview

I. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is **deliberate** and **persistent**. Bullying can be carried out by an individual or a group of people towards another individual or group. Whether real or perceived, bullying is generally based on unequal power relations. If bullying is allowed, it harms the target, the perpetrator 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, using prejudice language, ridicule, sexualised language or inappropriate comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading gossip or rumours, dead-naming or using wrong pronouns)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

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

Bullying can be generally characterised as **direct or indirect acts** with the **intention to harm** that are **repeated** and result in **a harmful outcome**.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils with a social worker
- Pupils who are adopted
- Pupils with medical needs
- Pupils with caring responsibilities

2. Responding to bullying

It is our intention to create an environment in which all of our children and adults feel valued, safe and cared for so that they are able to flourish. We take our statutory responsibility to show due regard to the Equality Act (2010) seriously too, ensuring that we work to eliminate discrimination, harassment and victimisation, that we advance equality of opportunity for all and foster good relations across all characteristics. We acknowledge the importance of recognising and responding to all forms of prejudice and of tackling 'low-level' incidents early to prevent longer lasting consequences.

The first stages of our response to bullying, therefore, are preventative and begin with the embedding of our core Christian values, the most important of which is love. Our school vision 'Life in all its fullness' (John 10:10) is at the heart of everything we do and we are committed to ensuring that all members of our school community are revered and respected as members of a community where all are known and loved by God.

Throughout our curriculum, then, opportunities are provided to embed diversity and to challenge stereotypes. Through a variety of planned activities across the curriculum, pupils are given the opportunity to gain self-confidence and to develop strategies to speak up for themselves and express their own thoughts and opinions. Dedicated PSHE lessons each week provide opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. These lessons also include opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Alongside this, our collective worship explores the importance of inclusivity, dignity and respect – encouraging us to acknowledge our differences and to celebrate each other as individuals.

We acknowledge that, where bullying occurs, we have a responsibility both to the intended target and to the perpetrator. To ensure that we are able to deal with the immediate issue but also prevent further issues arising, our response to incidents will follow this model:



We are keenly aware of the importance of working with parents and carers too in both preventing and responding to bullying. In support of this, we will endeavour to share the work that we are doing in school and make resources that we use in school available via our Class Pages on the website. Through our safeguarding partners, Clennell Education Solutions, there are regular opportunities for parents and carers to take part in 'Anti-Bullying' workshops too.

The key information in this policy is, of course, also shared with our children through curriculum work, PSHE and collective worship, ensuring that all of our children are confident to identify bullying, know who they can speak to if they or any of their friends experience bullying and how to report it.

3. Reporting bullying

If pupils are being bullied, they should try to talk to their teacher or another adult in their classroom. Their friends may be able to help them to do this if they are worried. All staff in school value and care for our children, though, and so will all always take the time to listen and to help.

If children don't feel confident to speak to us, each classroom has a 'Worry box' which is regularly checked, where children can write down any concerns that they have.

Reporting- roles and responsibilities

- **Staff** - all staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to the signs of bullying and play an active role in the school's efforts to prevent bullying.
- **Senior Leadership Team** - The Senior Leadership team and the headteacher have 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.
Headteacher – Mrs C Stonier
Deputy Headteacher – Mrs M Wallis
Assistant Headteacher – Mrs V Peters
- **Parents/carers** - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.
If they are concerned, they should contact their child's class teacher as soon as possible.
- **Pupils** - Pupils should not take part in any kind of bullying and should watch out 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.

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

1. Staff will record the bullying using the Incident Reporting form in Appendix I and upload to CPOMS.
2. Support will be offered to the target of the bullying from their class teacher or other staff working in their classroom. Where appropriate, additional support from the Mental Health Support Team may be offered. Restorative justice practices may also be used.
3. Staff will proactively respond to the perpetrator, too, who may require support, including the use of restorative justice practices.
4. Staff will assess whether parents and carers need to be involved.
5. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Designated school staff will monitor CPOMS, analysing the results and any patterns that can be identified (for example, in particular classes or year groups) so that support can be directed effectively. The Headteacher will produce termly reports summarising the information and present these to the Academy Council.

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 consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

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 regularly reporting incidents to the Academy Council (Local Governing Body). This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

8. 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.

9. Evaluating and reviewing

The headteacher is responsible for reporting to the Academy Council (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The Academy Council are in turn responsible for evaluating the effectiveness of the policy via the termly 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.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:

Headteacher signed:

Date:

Chair of Academy Council signed:

Date:

Appendix I - Bullying and prejudice related incidents report form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to scanned and uploaded to CPOMS.

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

- Bullying**
- Prejudice related incident**

Nature of incident: Tick all that apply

- 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**

Form of bullying or incident: Tick all that apply

- Race** – racist bullying
- Sexual orientation – **homophobic**
- Sexual orientation – **biphobic**
- Special educational needs (**SEN**) or **Disability**
- Culture** or **class**
- Gender identity** – transphobic
- Gender** – sexist bullying
- Appearance or health conditions**
- Religion or Belief** related

- Related to home or other personal circumstances
- Other** or non-specific

Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations.

	Name:	Age/year group:	Form/tutor group:	Other relevant information (e.g. gender, SEN, disability, religion):
Target of bullying/incident				
Person responsible for bullying/incident				

Details of incident

Date:		Place:		Time:	
Witnesses:					
Repeat incident or serious incident:					
Any relevant supporting information e.g. witness accounts/screen grabs:					
Action taken:					
Details of others involved or notified:					
Actions for follow up:					
Date for reviewing:					