



Horndon-on-the-Hill Church of England Primary School

Anti-Bullying Policy

September 2023

We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.

1 Corinthians 12:27 - All of you together are Christ's body, and each of you is a part of it.

Respect, Honesty, Thoughtfulness, Courage, Responsibility

Signed-----

Chair of Governors

Date approved-----September 2023

Date to be reviewed-----September 2024

Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity

Anti-bullying Policy

School statement on bullying

Our aim is to create an atmosphere in which children feel safe and comfortable to meet their academic and emotional challenges in productive ways. We work diligently to protect children from **bullying** and other forms of cruelty. As a school we take bullying and its impact seriously. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and continue to build an anti-bullying ethos in the school. This document outlines how we make this possible at Horndon on the Hill Church of England Primary School.

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 that helps to maintain a bullying-free environment.

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.

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 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 (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out or being unkind”.

Reporting bullying

- Staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying.
- Senior staff 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.
- Parents/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.
- 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.

Responding to bullying

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

1. Staff will record the bullying on CPOMS and ensure that the incident is assigned to a member of SLT
2. Designated school staff will monitor incident reporting forms on CPOMS and analyse the results.
3. Designated school staff will produce termly reports summarising the information, which the Head of School will report to the governing body.
4. Support will be offered to the target of the bullying from the class teacher or senior leader.
5. Staff will proactively respond to the bully who may require support from the class teacher or senior leader.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as the police or local authority) need to be involved, particularly when actions take place outside school.

Bullying outside 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, carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

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 attitude, belief or view 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 Head of School regularly reporting 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 anti-bullying interventions.

School strategies to prevent and tackle bullying

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

- Our school vision is at the heart of everything we do and ensures that all members of the school community are respected as members of a community where we are all known as being part of God's family.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to 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 provides 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.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council or pupil surveys.
- Working with parents and carers to tackle bullying.

Training

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

Monitoring the policy

The Head of School is responsible for monitoring the policy on a day-to-day basis and is responsible for monitoring and analysing the recorded data on bullying. Any trends will be noted and reported to the local governing body.

Evaluating and reviewing

The Head of School is responsible for reporting to the local governing body on how the policy is being enforced and upheld, via the termly report. The governors 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.

This policy is seen as an integral part of our Behaviour and Discipline Policy and is reviewed every 12 months.

Head of School signed: _____ Date: _____

Chair of governors signed: _____ Date: _____