



Anti-bullying Policy

*Becoming the person God made me to be:
living, learning, loving.*

*"I praise you because I am fearfully and
wonderfully made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Agreed: September 2024

Review: September 2025

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives and learning**. We seek **justice** for all, embracing those who face challenges in their **lives and learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

DEFINITION

In our school, bullying is when someone does something deliberately to another person to hurt, threaten, frighten or upset him or her, and does it repeatedly over a period.

To make this easily understandable to the children we have adopted the simple acronym - **STOP** – Several Times on Purpose.

There are different types of bullying

- ❖ Emotional: for example, leaving you out or hiding your things, this can be done through a third person who may spread rumours about you or get someone else to give nasty messages.
- ❖ Physical: for example, punching or kicking you.
- ❖ Verbal: for example, calling you names or being sarcastic.
- ❖ Cyber: for example, sending you nasty texts, emails or messages on social media platforms

Bullying can take different forms

- ❖ Racial, religious or cultural bullying where the motivation is based on someone's skin colour, culture, nationality or faith.
- ❖ Sexual: can relate to the target's gender or body, this can have a sexual and/or sexist element.
- ❖ Homophobic and Biphobic: relates to a person's sexual orientation. It is based on prejudice or negatives, beliefs or views about lesbian, gay or bi people. Individual or groups can be targeted because of their actual or perceived sexuality.
- ❖ Transphobic: relates to gender identity, it is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also

affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

- ❖ SEN and Disability: where an individual or group are targeted because of a special education need or disability that includes learning difficulties, sensory impairments and mental health conditions.
- ❖ Appearance or health conditions: where an individual or group are targeted because of their physical appearance or a health condition, for example a disfigurement, a traumatic injury or severe skin condition.
- ❖ Home circumstances: where the motivation for bullying is based on the person's living arrangements, for example, young carers, children in care of geographic locality, i.e. where they live.

It is important to distinguish between bullying and other kinds of behaviour, which we see in young children.

Bullying or bossiness? Some young children can be very bossy, but this will be done indiscriminately, and they will usually grow out of it as they develop better social skills and more self-control. Bullying usually targets children who are younger, smaller, more timid or simply 'different' and will not necessarily diminish with age.

Bullying or boisterous play? Young children often enjoy quite rough, physical and boisterous play, even though it is discouraged and even when it sometimes results in others or themselves getting hurt. This often takes place between friends who are relatively equal in size and strength. Bullying on the other hand is intended to intimidate and hurt and often involves children who are quite different in size and strength.

All of these kinds of behaviour are unacceptable, but when they are targeted at an individual and occur repeatedly, they are bullying.

SUPPORTING PUPILS IN THEIR UNDERSTANDING OF BULLYING

It is important that pupils have a firm understanding of what bullying is and the difference between bullying and 'falling out' with other pupils. This is taught throughout the school year through the use of:

- ❖ our PSHE curriculum
- ❖ our daily act of worship
- ❖ RE to encourage acceptance of people of other faiths and backgrounds
- ❖ participation in the national Anti-Bullying Week.
- ❖ the importance of online safety (cyber- bullying)

Through these experiences, the children will be actively taught to speak out if they are worried about being bullied or about any of their friends.

Our schools also take active steps to support those affected by bullying such as:

- ❖ Seeking to make playtimes more constructive and organised using play leaders and lunchtime supervisors.
- ❖ Ensuring 'vulnerable' children are known by staff, so that their participation in playtime activities can be closely monitored and supported as required.
- ❖ Nurture groups and Forest School to provide support for vulnerable children.
- ❖ Providing mental health support for pupils as appropriate

It is vital that we ensure that the children at our schools know that the school will not condone bullying in any form.

What pupils should do if they have concerns about bullying:

- ❖ Ignore the person and walk away.
- ❖ Inform any adult in school as soon as possible or ask a friend to do this on their behalf, you could talk to an adult, or write down your concerns and give it to them.
- ❖ Remember that it is not your fault and they are not alone
- ❖ Go to an adult if you see anyone else showing bullying behaviour, it is not ok to see this and then do nothing about it.
- ❖ Talk to your adults at home

Good practice for staff:

- ❖ All adults in our school have the responsibility for keeping children safe, if any adult is made aware that bullying has taken place, appropriate action **MUST** be taken in line with this policy and the school behaviour policy.
- ❖ Class teachers and SLT must be made aware of and tackle any incidences of racist, disablist, homophobic, biphobic, transgender, sexist language or religious discrimination.
- ❖ The school has clear systems in place for the whole school community to report bullying.
- ❖ All concerns must be reported to and recorded by SLT promptly
- ❖ Class teachers and senior leaders will investigate and follow the school behaviour policy to apply sanctions depending on the severity, circumstance and persistent nature of the incident. This will include speaking to the parents of any pupils involved as soon as possible
- ❖ School staff will work with and support both parties involved to facilitate a change in behaviour
- ❖ All staff should be vigilant to the effects of bullying between pupils outside of school including the possibilities of cyber bullying through text and instant messages and through comments on social networking sites. Schools have the power to intervene in instances of bullying outside of school.
- ❖ The Headteacher will report to the Chair of Governors, any persistent, repeated incidents of bullying by an individual or groups. Incidents of this type will result in the Headteacher contacting parents and - if a criminal act has occurred - the police.
- ❖ Ultimately, repeated incidences of bullying behaviour may result in fixed term or permanent exclusion of the pupil(s) concerned.

What should you do if you think your child is being bullied?

- ❖ Parents who believe their child has been harmed as a result of bullying, or believes their child is harming others, should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep the children safe.
- ❖ They should read this policy and have a clear understanding of the definition of bullying.
- ❖ The first port of call should be to meet with the class teacher, all expressions of concern will be taken seriously and investigated thoroughly, and bullying concerns will be shared with the senior leadership team.
- ❖ The school behaviour policy will be followed and appropriate sanctions will be used.
- ❖ The school will keep in touch with you as we support your child and work to address any issues, this may be by speaking to you informally, having a home/school communication book or by having regular meetings.

- ❖ If parents continue to be concerned, contact should be made with the Headteacher or Deputy Headteacher.

CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL HARASSMENT)



In line with KCSIE 2022, all staff understand the importance of challenging inappropriate behaviour between children and young people. Staff recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff understand that even if there are no reports of child-on-child abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about child-on-child abuse, they will speak to the designated safeguarding lead (DSL) or a deputy DSL. This will then be dealt with under the school’s safeguarding procedures.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>