

Anti-Bullying Policy 2024

Hathern C of E Primary School

Our School Ethos

At Hathern CofE, we aspire to be a community where the spirit of the Good Samaritan Parable shines brightly. We envision a school where every member, regardless of background or circumstance, is inspired to be a compassionate neighbour. Our vision is rooted in the belief that by practicing Cooperation, Awareness, Respect, and Enjoyment (our CARE code), we can create an inclusive, nurturing, and thriving educational environment, free from the fear of intimidation or abuse.

We do not tolerate any behaviour within our school community that allows an individual or group to intimidate others. In alignment with the Church of England guidance (Valuing all God's Children, May 2017), we aim to protect our pupils from having their self-worth diminished and their ability to achieve impeded by bullying. Through our strong Christian ethos and school CARE code, we aim to be proactive in our approach and use Religious, Personal, Social and Health Education (PSHE) programmes to celebrate differences between all people, promote self-esteem and encourage co-operation and peaceful resolutions to conflict. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person.

This policy works in conjunction with the school's Child Protection Policy, Behaviour Policy, Equality Policy, Safe use of ICT Policy and SMSC Policy.

Definition of Bullying Behaviour

The school adopts the Anti-Bullying Alliance definition of bullying:

the repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power.

This behaviour may occur face-to-face or online.

For our children, we use the definition from our KAPOW PSHE programme, which articulates that:

bullying is behaviour that is repeated and intended to hurt or frighten someone, either physically or emotionally.

We explain this to the children as '**STOP**' (**Several Times On Purpose**)

Through our PSHE programme and daily Collective Worship, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour.

Different Types of Bullying

Bullying manifests in various forms—each carrying distinct characteristics that can impact our pupils profoundly. These include, but are not limited to, physical, verbal, emotional, indirect, and cyberbullying:

- **Physical:** Hitting, kicking, stealing, hiding belongings, anything physically unpleasant.
- **Verbal:** Name-calling, insults offensive remarks, teasing, using language which is threatening/coercive.
- **Emotional bullying:** rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.

- **Indirect:** Spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another pupil.
- **Cyber:** All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities.

NB Though still unacceptable, incidents of the above that occur as 'one off' isolated incidents are not bullying and will be dealt with using our Positive Behaviour Policy.

Forms of bullying (as referred to in our Equality policy) could be considered as:

- **Racial, religious, cultural bullying** - is where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- **SEN and disability bullying** - where an individual or group are targeted because of a special educational need or disability which 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, severe skin condition.
- **Home circumstance** – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.
- **Homophobic and Biphobic bullying** – relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.
- **Transphobic bullying** – 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.
- **Sexual bullying** – can relate to the target's gender or body, this can have a sexual and/or sexist element.

Other forms of bullying, including that which includes age, marriage and civil partnership, pregnancy and maternity will also not be tolerated by school (as referred to in our Equality policy and in line with the Equality Act 2010).

What Should Children Do If They Think They Are Being Bullied or Witness Bullying?

- Tell an adult - this should be their teacher, parent/carer, or any other adult in school.
- Write or draw about the incident and put it in the class Worry Box if they feel unable to share verbally.

What Should Parents and Staff Do About Bullying?

Parents should:

- Talk about the definition of bullying to their child and try to establish the facts.

- In the first instance speak to the class teacher, who will then inform a member of the Senior Leadership Team.

The Senior Leadership Team of Mr Bailey, Miss Smith and Mrs Scott have the lead responsibility for incidents involving bullying.

School staff should:

- Be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy, supporting the child who is the target of bullying behaviour by offering reassurance and support to help restore their self-esteem and confidence.
- Spend time talking to the child identified as displaying bullying behaviour, discussing the incident and explaining why their actions were not in line with the school CARE code.
- If a staff member becomes aware of any bullying taking place between members of a class, they must deal with the issue immediately and inform the Senior Leadership Team.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. Teachers should record incidents managed within the behaviour policy on CPOMs. When the Senior Leadership Team lead on a case, this will be recorded onto CPOMs in the appropriate section.

How Will the School Deal with an Incident?

(See appendix 1 for Bullying Prevention Procedure flow chart)

School will always endeavour to work with both parties involved to offer support and change behaviour.

1. If bullying is reported or suspected, the member of staff who has been approached (either by a parent, child or staff member) will respond to the incident immediately.
2. A clear account of the incident(s) given by the parent, child or staff member will be recorded onto a blue concern form (Appendix 2) and the Senior Leadership Team will be informed immediately.
3. A member of SLT leads the case and gathers further facts and information if/where necessary. Parents are informed if they are as yet unaware.
4. All parties agree ways forward, and consequences are used where necessary and in line with relevant policies. Restorative conversations are had with both the young person displaying the bullying behaviour and the target of the behaviour.
5. A review meeting is planned and a date is set (within 14 days).
6. A risk assessment will be put into place for repeated incidents.

If a problem persists, the SLT will seek advice from the appropriate external agencies.

Extreme cases may result in exclusion of school, for instance, if a serious act of violence is committed against a pupil. In these cases, the school will follow the Local Authority's Exclusion Policy and the police may be contacted if a criminal offence has been committed.

Proven bullying incidents will be logged on CPOMS and monitored to identify trends or issues that are arising.

What Will the School Do to Stop Bullying?

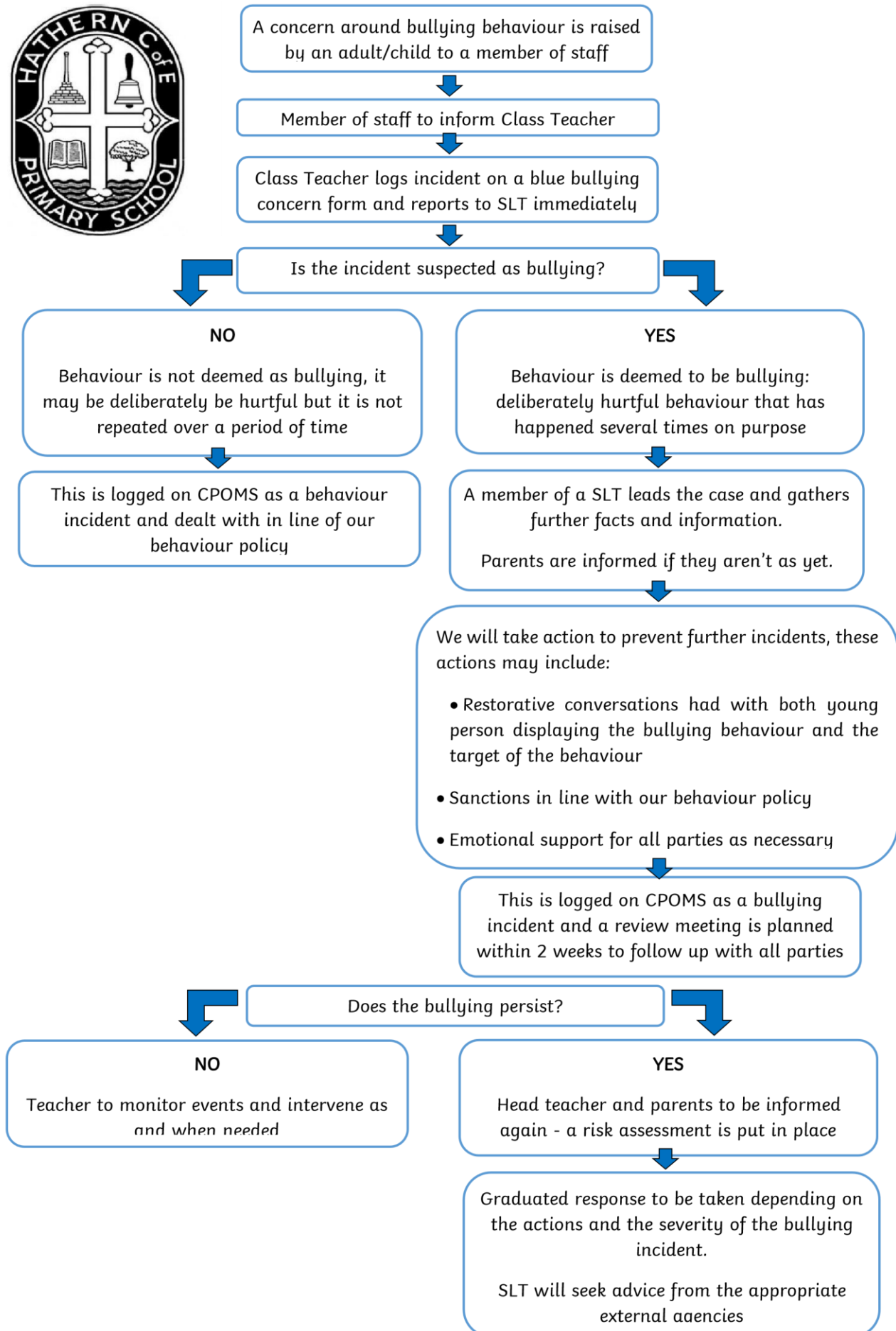
In order to reduce bullying incidents as far as possible, the school will ensure that the children receive the following proactive steps:

- Weekly PSHE lessons and more specifically taught units to support children in their understanding of bullying
- Half-termly Everyone's Welcome lessons
- Whole school Collective Worships throughout the academic year will concentrate on key elements designed to enhance understanding of themes linked to anti-bullying, such as the importance of friendships, mental health awareness, British values, and the long-lasting impacts of bullying.
- Participate in the National Anti-Bullying Week
- Internet Safety Week to make children aware of the dangers of cyber bullying
- Anti-bullying training for Governors and relevant staff plus in house staff training to ensure school adults are aware and kept up to date with the guidance on bullying
- Within school, we actively promote a culture where children can 'tell' in a supportive environment, without fear of reprisals. We use PSHE, mindfulness and resilience techniques to help promote this philosophy.
- This policy will be discussed with all pupils and be made available to parents on request. This is to ensure that all pupils understand the school's policy of zero tolerance of bullying and their role in making it a success.
- The School Council will include bullying as an agenda item regularly.
- On a daily basis numerous, structured, lunchtime activities for all pupils to participate in will be provided.
- Provide opportunities for children to voice their opinions and concerns on a personal level such as class worry boxes and ELSA support.
- Uphold a culture of ongoing monitoring and professional curiosity where changes to children's general wellbeing and behaviour are noted, monitored and acted upon in a timely manner.
- Promote a culture of positive relationships and behaviour in school.
- Promote and model the school's Christian values.

This policy will be reviewed by the senior leadership team alongside pupils, parents, governors and staff every two years. The SLT monitor and review CPOMs monthly; this will be reported to governors.

As part of our safeguarding training, all staff will undergo regular updates on our anti-bullying policy, ensuring an informed and cohesive approach to tackling this challenge collectively.

Appendix 1: Bullying Prevention Procedure



Appendix 2: Concern Form

Hathern C of E Primary School

Record of Bullying/Racist/Homophobic Incident

Incident Type

Bullying

Racist

Homophobic

Date of incident reported: _____ **Name**

of person reporting: _____ **Details of**

those allegedly involved:

Name	Perpetrator (P), Target (T) or Bystander (B)	Age	Gender (M or F)	Ethnicity (see below for codes)	Religion (see below for codes)

Type/Nature of Incident:

Written E.g. graffiti, written notes, ridicule through drawings		Isolation Shunned by peers, rejected, left out of groups or activities	
Verbal E.g. name-calling, threatened, discriminatory comments, 'roasting'		Incitement Encouraging others to bully, repeatedly behaving in a discriminatory manner	
Physical Pushing, shoving, fighting, tripping up		Using technology Anonymous phone calls, offensive/threatening messages	
Damage to property Theft of bags, clothes, money, ripping books, deliberately hiding belongings		Other: please specify	

When did the incident occur?

Before start of school	<input type="checkbox"/>	During lessons	<input type="checkbox"/>	During morning break	<input type="checkbox"/>
At lunchtime	<input type="checkbox"/>	After School	<input type="checkbox"/>	Other: please specify below	<input type="checkbox"/>

Where did the incident occur?

In class	<input type="checkbox"/>	In school (not classroom) Where?	<input type="checkbox"/>	Outside school	<input type="checkbox"/>
In school grounds	<input type="checkbox"/>	Other: please specify			

Who reported the incident?

Reported by:	(tick)	Full name(s)
Target	<input type="checkbox"/>	
Other pupil	<input type="checkbox"/>	
Visitor	<input type="checkbox"/>	
Parent/carer	<input type="checkbox"/>	
Member of staff	<input type="checkbox"/>	
Other: please specify	<input type="checkbox"/>	

Please indicate the investigative procedures carried out

Investigated incident	<input type="checkbox"/>	Interviewed pupils	<input type="checkbox"/>
Interviewed parents of target (s)	<input type="checkbox"/>	Interviewed parents of perpetrator (s)	<input type="checkbox"/>
Other: please specify			

Please tick if there is any suspicion that the alleged incident may have been influenced by any of the following:

Race	<input type="checkbox"/>	Social Class	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>	Other: please specify	<input type="checkbox"/>

Was the allegation substantiated? (circle)

Yes/No

Signed: _____

Date: _____

Please pass a copy to the Headteacher

Appendix 3: Incident Investigation Form

Record of Bullying/Racist/Homophobic Incident Investigation Form

Date:	Time:
What happened? (details of incident)	
Comment (interviewee 1)	
Comment (interviewee 2)	
Comment (interviewee 3)	

Comment (interviewee 4)

Agreed Action

After investigation, was the allegation substantiated? (circle)

Yes/No

Signed: _____

Date: _____

Please pass a copy to the Headteacher