Sleights Church of England (Voluntary Controlled) Primary School

Anti-Bullying Policy

Reviewed: April 2025

Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and **trust.**

This policy intends to outline the policy and procedure for anti-bullying at Sleights Church of England (Voluntary Controlled) Primary School. It has been established through consultation with staff, governors and children.

In our Church school, our vision is to "work together to be happy; to flourish; to succeed". This policy intends to outline how our whole school community lives this out in relation to tackling anti-bullying, including lesbian, gay, bisexual and transgender. Our policy reflects Church of England guidance "Flourishing for All: Anti-Bullying Guidance for Church of England Schools" (September 2024)

Our Christian Values of are firmly rooted in this policy. This information is created from staff discussion, ideas and feedback.

Christian Value	How is this value lived out in our anti-bullying policy?
Perseverance	*I can do all things through Christ who strengthens me* (Philippians 4.13) We recognise that maintaining promoting anti bullying and equality across school is an ongoing process, reliant on the dedication and commitment of all stakeholders. Perseverance involves not giving up and trying our very best to model, promote and maintain positive behaviour and an anti-bullying culture. Demonstrating and ensuring equality for all at all times requires perseverance from everyone involved at Sleights.
Respect	*So in everything, do to others what you would have them do to you* (Matthew 7:12) The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. This is a key driver for this policy, as we believe that children deserve both dignity and respect when learning about equality and anti-bullying education. In turn, respect for all adults within the school community is promoted. We recognise that for some children, there could be a number of barriers or issues causing a child to bully another and it is our role as a school to identify these and implement strategies to remove these.
Trust	*My God is my strength in whom I trust* (Psalm 18:2) Our behaviour and anti-bullying policies are built on the foundations of trust, dignity and respect for our children. Children are trusted to 'do the right thing' and staff are equally trusted to offer fair, dignified treatment for all children. At Sleights, we establish environments and relationships based on trust to treat each other as we would wish to be. Furthermore, children trust that their problems are dealt with, their voices heard and they can see things improved and supported for them.

Rationale

"So in everything, do to others what you have them do to you" (Matthew 7:12) firmly roots our approach and teaching at Sleights. It underpins all actions taken by children, staff, governors and families. Our school values are rooted deeply in the teaching of Jesus Christ.

The Church of England's Vision for Education references whole heartedly the aspiration to educate the whole child: "*I came that they might have life, and have it abundantly and in all its fullness*" (John 10:10) The same Vision articulates the principle of education for **dignity and respect,** referencing:

> "*the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth*" (Church of England, Vision for Education)

The key principle and rationale of this policy is to outline how anti-bullying is tackled and challenged across Sleights Church of England (Voluntary Controlled) Primary School. This approach is deeply rooted within the teaching of Jesus and the Church of England's Vision for Education, alongside "Flourishing For All" (September 2024)

"Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected." Bishop Frost, "Flourishing for All: Anti-Bullying Guidance for Church of England Schools" (September 2024)

We believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about anti-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 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.

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.

Types of bullying

Bullying can take a range of forms, including:

Actions on the school site:

- Use of discriminatory or offensive language, name-calling
- Physical harm, including threats of physical harm
- Coercive and harmful sexual behaviour
- Damage to property or stealing
- Repeated exclusion from groups, games and other activities
- Intentional ignoring to cause hurt
- Sharing of untrue or private information without permission

Off school site:

- Bullying actions (such as those above) which occur off the school site. This includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site

Online:

Bullying actions which occur online, such as through social media or messaging apps. These can include:

- Use of discriminatory or offensive language, name-calling
- Threats of physical harm
- Attempts to coerce another into unwanted sexual activities
- Repeated exclusion from groups, games and other activities
- Intentional ignoring to cause hurt
- Sharing of untrue or private information without permission
- Creation and sharing of images intended to denigrate or shame another person
- Inappropriate or unkind commenting on social media posts

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 are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

A prejudice-based incident is an 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. Records are made and kept on CPOMS. The Headteacher 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.

Reporting bullying

Ensuring a trusted adult for every child at Sleights. Enabling children with a key member of staff to confide in, or share worries with is an essential part of our role. Activities in the classroom, such as circle time, are used to address and unpick issues that may impact upon a group of children, or an individual.

Being available to hear worries or reports of bullying is something that is an important role for all staff in school, including lunchtime, after school and office staff.

Reporting bullying – roles and responsibilities

Staff

- All staff at Sleights have a duty to challenge bullying (including HBT – homophobic, biphobic and transphobic bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

Headteacher

- 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/Families

- 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.
- Parents and carers can contact any member of school staff to share their concerns.

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.

Responding to bullying

Staff

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

1. Staff will record the bullying incident and pass this to the Headteacher, who will store it centrally on CPOMS.
2. The Headteacher will monitor incident reporting forms and information recorded and analyse the results.
3. Where applicable, termly reports summarising this information will be reported the Governing Body.
4. Support will be offered to the target of the bullying from the class teacher, support staff etc.
5. All staff will proactively respond to the bully who may require support.
6. All staff will assess whether parents and carers need to be involved. Staff will ensure a brief record of conversations is kept.
7. The Headteacher, in conjunction with others, will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

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 revered and respected as members of a community where all are known and loved by God.
- Ensure all children have a secure definition of bullying.
- Where appropriate and possible, ensure children know how their concerns will be dealt with and that they are being taken seriously.
- All staff will be visible, listen and educate.

- 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 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.
- Daily circle 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.
- Restorative justice systems approaches within the behaviour policy provides 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.
- Liaise with other members of staff to share details about specific incidents and pupils.
- Ongoing education of online safety and how this could become a platform for cyber bullying.

Training

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

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.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via relevant termly reports. The governors are, in turn, responsible for evaluating the effectiveness of the policy via any 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 three years, or sooner if required, in consultation with the whole school community including staff, pupils, parents, carers and governors.

- Policy updated to reflect guidance changes: [Flourishing for All (September 2024)](#) Church of England Guidance.
- Policy updated to reflect different types of bullying (pages 3-4)
- Policy updated to reflect CPOMS as recording mechanism.