



*We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.*

*I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5*

## Goring Church of England Primary School **Anti-Bullying Policy**

Policy Approved by the Governing Body on ...26 April 2023

Signed ..... **Chair of Governing Body**

Review Date ...April 2025

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

### **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**

This Policy has been developed using the guidance in the Church of England Education Office document *Valuing All God's Children* (<https://www.churchofengland.org/more/education-andschools/education-publications>).

- 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:

- Safeguarding
- Equality and Accessibility
- Peer-to-Peer Child-on-Child Abuse Guidance
- Mental Health and Wellbeing
- PSHE
- Pupil Behaviour
- Relationships and Sex Education

### **1. 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.

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

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

## 2. Reporting bullying

Pupils should inform their class teacher directly if they feel they are being bullied. If the class teacher needs to talk to the teacher of another class, this will be carried out promptly on the day of the alleged incident.

In serious cases the headteacher, member of the senior management team or SENCO may also become involved and parents notified. All staff members will be informed, via email, so that monitoring of both parties can take place. See section 3 for further details.

The Anti-Bullying Ambassadors are also aware of what bullying looks like and how this is different to a simple falling-out or friendship issue. The bus stop (on the top playground) is available for anyone who needs help with finding someone to play with or a peer to talk things through with.

Trained pupil peer mediators deal with low-level friendship issues on the playground at lunch times. They know to refer more serious incidents to a member of staff on duty or the class teacher.

Worry boxes are used in classes if the victim would prefer to write their concerns down rather than approaching someone face to face.

Teaching assistants inform class teachers of any incidents which occur during lunch time if a child is still upset or if a follow-up discussion is needed.

At afternoon registration the 'feelings register' is carried out in all classes; the purpose of this is to be aware of any new incidents or repeated patterns of behaviour which may require prompt attention and may lead to bullying. More serious or repetitive behaviours, or potential bullying, are written in the class behaviour book and this is regularly monitored by the headteacher. Staff feel this procedure acts as an early warning system and keeps them aware of class or cross-year group issues. It also allows children to talk about their feelings soon after the incident and allows a discussion to take place.

If a concerned parent contacts the school about alleged bullying, this will be followed up immediately. Agreements will be made, and support will be put in place until the pupil and parents concerned feel that the matter has been resolved.

Serious alleged bullying issues will be reported formally on the report form, available in the staffroom. Appendix F of *Valuing All God's Children* (at the end of this document) will be used as the template for staff to report incidents of bullying.

### **Reporting: roles and responsibilities**

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying. The school will ensure there are a variety of opportunities taken to educate children about bullying during the academic year – e.g. Anti Bullying Awareness week.

The headteacher is ultimately responsible for the wellbeing of all pupils and staff. All staff, pupils, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in the school.

## **Staff**

All staff will:

- Treat each other respectfully
- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act immediately to support and protect them
- Record and report suspected cases of bullying to a member of the Senior Leadership Team and/or the headteacher
- Attend appropriate training

## **Parents/carers**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Taking appropriate responsibility for the use and misuse of technology, including social media
- Advising their children to report any bullying to a member of staff and explaining the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate verbally or physically to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken, whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school if their children are accused of bullying and trying to ascertain the truth
- Speaking respectfully when talking to all members of school staff

Should a parent wish to complain about how a matter of alleged bullying has been dealt with by members of school staff, they should refer to the Raising Concerns Policy which is on the school website.

## **Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring unpopularity
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying and intentionally not reporting it will be regarded as offering tacit support for the bully and effectively joining in

with the bullying in the role of bystander. Pupils will be able to anonymously communicate their concerns through a worry box in class

**Anyone who becomes the target of bullying behaviour should:**

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets
- Not use bullying tactics themselves as retaliation

### **3. Responding to bullying**

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the headteacher. If a member of staff feels that they are being bullied, they should report it to their line manager or the headteacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

The headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Staff investigate alleged bullying by consulting the victim(s). See Appendix F of *Valuing All God's Children*
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach the relevant class teacher in the first instance
- The member of staff and the class teacher should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour
- If deemed to be bullying, the class teacher will speak to the pupils involved and proceed accordingly. Where minor matters can be resolved in school without the need for parental contact, then this will happen and will be monitored by the class teacher and, if appropriate, the headteacher
- However, it may be decided that parents should be informed and this will be carried out by the headteacher. A written copy of events will be kept, and this will be updated until the situation has been resolved. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the headteacher to discuss the incident
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's Pupil Behaviour policy
- Bullying incidents will be discussed regularly at staff meetings
- The headteacher will report on serious bullying incidents to the school governors

- If necessary and appropriate, the teacher and governor who have responsibility for safeguarding in the school will be consulted along with Social Services or police

### **Support:**

Support for the target of the bullying is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the target of the bullying does not suffer any long-term effects.

After a period of time staff will meet with the target of the bullying to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. An annual anti-bullying week is also organised with particular input from the Healthy Schools group.

It is recognised that support must be given to the child or children who is/are doing the bullying. Disciplinary procedures against such a child or children are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist, Community Police Officer or GP

## **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 about 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 in the behaviour book, 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.

## 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 governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

## 7. 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
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. The policy is available to all on our school website
- 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
- Class teachers provide regular opportunities to discuss issues that may arise in class. Staff are always available to listen to pupils' concerns. This is supported by the feelings register and allows teachers to target specific interventions
- Stereotypes are challenged by staff and pupils across the school, and adults model appropriate behaviour towards each other and to pupils
- Peer mediators, anti-bullying ambassadors, mental health ambassadors and playground leaders, along with the friendship bench and friendship bus stop, offer support to all pupils. These schemes also provide support to targets of bullying and those who show bullying behaviour

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups – e.g. Anti-bullying Ambassadors, School Council, W-Squad, Ecoteam and Healthy Schools group
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate
- An Equality and Accessibility policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents

## **8. Training**

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

## **9. Monitoring the policy**

The headteacher is responsible for monitoring the policy on a day-to-day basis, and for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

## **10. 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 the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by inschool 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.



## Appendix F: Bullying and prejudice related incidents report form template

Every bullying or prejudice related incident should be recorded on a form such as this or directly on the school database. The categories on the form should match the categories for selection on the central log/database.

This form is for staff to complete but schools can also provide report forms for pupils to complete and hand to staff or put in a problem or bullying box.

---

### Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: Angela Wheatcroft, Headteacher.

---

### 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:					