

TANKERSLEY C of E (A) PRIMARY SCHOOL

ANTI-BULLYING POLICY



“Guide me in your truth and teach me, for you are God my saviour and my hope is in you all day long.”

Our vision is to:

- *To love our learning.*
- *Know that God is with us, loves us and has a plan for us.*
- *To make the world a better place.*

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2025

Next review September 2026

Anti-Bullying Policy

Introduction

At Tankersley St Peter's C of E (A) Primary School we have full regard of our duties under the **2010 Equality Act**. Our Anti-Bullying Policy outlines our responsibilities and duties to eliminate discrimination, ensure equality of opportunity and continually promote excellent relations. Our policy is written including guidance from **'VALUING ALL GOD'S CHILDREN - Challenging homophobic, biphobic and transphobic bullying. (Church of England Education Office – Aut 2017.)**

This policy is to inform everybody about Tankersley C of E (A) Primary school's procedures to prevent and deal with bullying. It outlines our definition of bullying, reporting and recording procedures, our responses to bullying and how we aim to prevent bullying. All bullying, including homophobic, biphobic and transphobic bullying causes profound damage and can lead to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. Our policy intends to ensure that our pupils' well-being is central to everything that we aim to achieve in school. We regard all bullying incidents as a very serious matter and we do not tolerate them. We believe that all of our children and staff have the right to feel happy and secure in school.

Our policy is also underpinned by our vision of *'Guide me in your truth and teach me for you are my God my Saviour and my hope is in you all day long'* and our school aims of *'Aiming High, Self-Belief, Community Spirit, Enterprise, Enquiry and Respect.'* We aim daily to promote tolerance and kindness in school, through our interactions, activities, and learning. Positive behaviour management is an important part of our daily school life and is seen to be a whole school approach, including teachers, support staff, parents/carers, children and governors. At Tankersley C of E (A) Primary School we believe that our children will flourish, love learning and achieve well, as a result of being safe, healthy and part of a positive environment where staff and children are able to work and learn effectively to achieve their potential. This is underpinned by our high expectations for children's spiritual, moral, social and cultural development, whilst promoting British values and an outward looking ethos.

The main Aims and purposes of our Anti Bullying Policy:

- To reinforce within the school community that **no forms of bullying are acceptable.**
- Everyone within our school community to be alert to signs and evidence of bullying whether as observer or the person being bullied.
- To ensure that the whole school community is clear that we are a "telling school."
- To ensure that any incidences of bullying are followed up.
- To stress the importance of pupil / parent and teacher communication, seeking parental, pupil, peer-group and community support / co-operation at all times.

Other linked policies

The pupil version of our Anti bullying Policy is shared with pupils and is displayed in every classroom.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986

- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'

Definition of bullying and types of bullying

This definition of bullying has been written in agreement with staff, parents, pupils and governors so there is a clear understanding of different forms of bullying. The school council has also agreed on this, as outlined in our Tankersley Primary Anti-Bullying Pupil's Policy.

Bullying is a behaviour by an individual or group, usually **repeated** over time, that intentionally hurts another individual or group, being either physical, verbal, emotional and/or psychological. Occasionally, the distress this causes is not consciously intended by all of those who are responsible.

Bullying is based on the imbalance of power and can be intended to hurt, intimidate, frighten, harm or exclude and it can be direct or indirect. At Tankersley C of E (A) Primary School we are aware that not all conflict between children is bullying. Children of a similar age or size may have arguments or fight, without imbalance of power, repetition and / or intent. It is our duty to deal quickly and effectively with any conflicts, to make sure that situations do not escalate and that bullying does not develop. Our school recognises the importance of recording ongoing incidents to build up a picture and to intervene promptly and appropriately according to the situation. Bullying leaves someone feeling helpless to prevent it or put a stop to it. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Bullying can be explained to pupils as a person or group of people who make you feel:

- 'Different', alone, unimportant and/or unvalued
- Physically and/or mentally hurt or distressed
- Unsafe and/or frightened
- Unable to do well and achieve
- Unable to see a positive future for yourself

Who can be bullied?

Tankersley St Peter's Primary recognises that bullying occurs across all backgrounds, religions, cultures, races and genders. Bullying can be experienced by child-to-child, adult-to-adult (staff or parent/carer), adult-to-child or child-to-adult. It can be linked to SEN or disabilities, appearances, health conditions, sexual orientation, sexist, sexual bullying or home circumstances. Bullying can occur outside of the school day.

Specific types of bullying behaviour other than verbal and physical:

Bullying can be face to face or through electronic means. It can involve extortion.

Cyber Bullying – See also our Internet and e-safety policy

Cyber bullying involves all forms of electronic bullying. It is when a person, or a group of people, use the internet, mobiles phones or other digital technologies to threaten, tease / abuse someone, for example:

- **Social networking sites** Posting inappropriate or hurtful images/photos on Snapchat, Instagram or apps. Videos, texts and uploads posted.
- **Sending abusive emails** to someone, or to a group of people, who may then join in the bullying. Sending inappropriate videos and other content or computer viruses by email.
- **Instant messaging and chatrooms** Using instant messaging and chatrooms to send threatening or abusive messages to someone and asking others to join in.

- **Mobile phones** Sending abusive text, video or photo messages as well as sharing videos of physical attacks on individuals.
- **Abusing personal information** Posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without your permission. Creating fake profiles for people or leaving abusive messages on existing profiles for others to see.

At Tankersley St Peter's C of E (A) Primary School, we recognise that the disinhibiting effect of the screen and the instant audience is a conducive platform for bullying. Our school is committed to delivering an ongoing age appropriate online safety curriculum, which changes to accommodate the developing child. It is our responsibility to help prevent bullying through this curriculum and to have open discussions about safe use of technologies, for example the rules of taking photos of one another. The aim is to support children's self-esteem, assertiveness and participation, whilst developing friendships. Children are more likely to report the misuse of technology in an environment where positive use is promoted.

What should pupils do if they are subjected to cyber bullying?

- Tell an adult in school
- Don't reply to any messages received
- Keep a copy of abusive emails, texts or messages that they receive and log when they were sent
- Never give out any personal details on the internet such as their real name, address, age or telephone number

Prejudice driven bullying:

Bullying involving children with special educational needs and disabilities

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities, discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference
- find it more difficult to resist bullies
- be more isolated, not have many friends
- not understand that what is happening to them is bullying
- have difficulties telling people about bullying

Health conditions or appearance

Children with some health conditions may be bullied as a result of a specific condition or bullying may be related to their appearance or home circumstances.

Racist, religious and cultural bullying

The Stephen Lawrence Inquiry, 1999, defined racism as:

Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.

Racist, religious and cultural bullying is:

- When a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background.
- When people are stereotyped by their colour or religion
- When a person is rejected or excluded from a group because of their colour or religion
- When people make fun of a person's family
- When a person is treated unfairly because of their way of life.

All instances of racist bullying in school are racist incidents. Not all racist incidents, however, are necessarily instances of racist bullying.

Homophobic, biphobic and transphobic bullying

Homophobic, biphobic and transphobic language is a common form of bullying. Inappropriate and discriminatory language and abuse can start in primary schools where pupils may call each other 'gay' or 'lesbian' without really understanding what it means. Such language is often a reaction to seeing behaviour that is counter to the stereotypical view of gender, for example, in reaction to boys who don't like football or girls who are good at sport or have short hair. In order to make sure that pupils do not progress to secondary schools thinking discriminatory language and behaviour is acceptable all forms of HBT bullying must be challenged at primary school. Pupils at primary or secondary school may also use biphobic language such as referring to a bisexual person as 'greedy' or transphobic language, for example referring to someone as a 'tranny', 'it' or 'he-she'. HBT language, such as these examples, can often be considered as casual and it is therefore often dismissed as 'harmless banter'. As a school we will make it clear that every use of HBT language is wrong and adults working in the setting should take a consistent approach in challenging and addressing all such incidents. As well as direct HBT language, pupils may also experience indirect HBT language. For example, language that is not directed towards a particular person or group but that is used to make remarks to pass a negative judgement, such as 'your bag is so gay'. It is important for all staff to challenge pupils, explaining the consequences of using words such as 'gay' in a derogatory way. Bullying can also be emotional or indirect: ignoring someone, leaving them out of activities, purposefully not communicating with them or spreading rumours.

Sexual or Sexist bullying

Sexual bullying is a serious issue that needs to be tackled. Although there is no official definition, sexual bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressure to act promiscuously and to act in a way that makes others uncomfortable. Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or

menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, worship and PSHE lessons..

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened. Staff will be trained on using the Brook Traffic Light tool on Sexualised behaviours.

PROCEDURES FOR DEALING WITH INCIDENTS AT TANKERSLEY SCHOOL

Reporting bullying – Pupils and parents

What should pupils do if they think they are being bullied?

Pupils are encouraged to **tell someone they trust and to speak out as soon as possible**– it could be their teacher, support staff, parent/carer or any other adult in school. All classes have a worry box so a child can leave a note if they wish to. Worry boxes need to be checked regularly by the class teachers.

Pupils are encouraged to tell an adult if they feel they are being bullied. Adults can respond using these questions with the main aim to find out facts about the victim and perpetrator/s.

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

What should a pupil do if they witness bullying?

- Tell an adult in school
- Use the class 'Worry Box'

What should a parent do if they feel their child is being bullied?

- Contact the school-face to face or by phone to meet with the teacher, inclusion team, member of the SLT or Head Teacher, if they think their child is being bullied or is bullying other children.
- Complete the school website reporting form

We ask that parents and carers:

- Be aware of the early warning signs of bullying.
- Listen to their child, without putting words into their mouths.
- Encourage their child to tell a member of staff immediately of any incidents of bullying
- Inform the school immediately of any concerns and not take issues into their own hands.
- Support their child with difficulties they may have experienced in school.
- Attend any workshops and meetings that support this policy.

Staff response to incidents of bullying- Procedures

Tankersley C of E (A) Primary ensures that all incidents of bullying will be dealt with promptly in accordance with procedure. We are committed to challenging prejudice driven bullying through our school ethos and positive

environment. **A CPOM's record of any reported incidents that could be deemed as bullying are added to the system and are kept for individual pupils (also detailing linked pupils and the type of bullying). This allows a picture to form for a child over time. Paper back up recordings are also uploaded to CPOMS when appropriate or necessary.**

Once an incident has been reported and recorded, the responsible person (usually the teacher depending on each case) will meet with the children involved and it will be discussed, including talks with related bystanders. Should a pattern occur with these forms, support will then be given to the child and monitored by a responsible member of the safeguarding team – Usually the Headteacher or Inclusion lead (Mrs M.Hartley).

At Tankersley Primary, our approach is a 'collective no blame approach' where we dislike the child's behaviour but we do not dislike the child-there is scope for the child to change. A 'no blame' approach sees the bullying as the focus not the bully. The aim is to reform the child's behaviour and supporting them to manage their emotions, learn empathy and improve their behaviour leading to repair, reconciliation and lasting change.

The no-blame approach adopts a seven-step response to any incidents where bullying may have occurred:

1. The teacher talks to the pupil/s who have been bullied (victim/s), to find out their concerns and issues.
2. The teacher convenes a meeting with all the pupils involved (victim/s and perpetrator/s.)
3. Record information for steps 1 and 2 on CPOMS – see allocated boxes to record specific bullying type on the CPOM Log
4. The teacher discusses the problem with the pupils and the nature of the bullying – reinforcing why this is not acceptable – see policy definitions of different bullying types where appropriate. There needs to be thorough investigation, speaking to all the parties involved individually.
5. The teacher asks the pupil/s for their ideas on how to repair and reconcile and suggests strategies for reconciliation- to proceed positively, in the particular situation. If appropriate, the parties may be brought together to suggest strategies and move closer to resolving the issue.
6. The teacher enables and facilitates pupils to implement these. The teacher meets with the pupil who has been bullied first and then the other pupil, after a few days, to review the progress made.
7. The teacher will decide, at this stage, if the bullying is still an issue and whether any further interventions or sanctions are required- for the child/ren who have bullied, to improve the situation. The teacher will also assess whether the child/ren who have been bullied need extra support and pass information to a member of the SLT (usually headteacher or inclusion lead).

If bullying continues following the 7 step approach

For the child or children who have been bullying- Intervention programmes and identified needs of the child/children who have been bullying will be addressed in a whole hearted attempt to challenge any prejudice-driven bullying and to further unpick reasons for its occurrence. There may need to be social skills and self-esteem programmes used where appropriate or it may be that a whole year group needs a specific programme of learning, in order to learn from the bullying incidents. Withdrawal of privileges and counselling type interventions will be part of the responses to the child/ren who have been bullying but the focus will be on the immediate gaining of the wider group to consider and take responsibility, considering the whole area of 'Rights and Responsibilities'.

Wherever appropriate, the parents of the child who is being bullied and the child who is doing the bullying will be informed by the Head Teacher or other member of the Senior Leadership team. These parents will be invited to a meeting to discuss and will be supported by the SLT until the issue is fully resolved. In some circumstances, the Chair of Governors would be involved. If bullying continues and is reported to the Chair of Governors, it may result in a suspension or exclusion. The aim though is to use various interventions to deal with bullying and gain restoration, to prevent any escalation to exclusion.

RESPONSIBLE PERSONS

The Head teacher has overall responsibility for recording and monitoring incidents of bullying at Tankersley C of E (A) St Peter's Primary School. The Chair of Governors (George Kilburn) is the appointed Governor for responsibility for monitoring bullying incidents.

RECORDING, EVALUATING AND MONITORING

All incidents of bullying are logged by the teacher or TA on behalf of themselves or any other adult, on CPOMS. They are recorded immediately and include as much detail as possible, using the child's own words where necessary. The reoccurrence and types of Incidents of bullying are monitored and logged in order to review practice and to increase awareness of any patterns of behaviour emerging or to identify any trends. Intervention strategies are also reviewed regularly to appraise our school's strategy and to check that it is working. It is closely monitored by the Head Teacher and SLT, being checked termly by governors, in particular our governor responsible for behaviour and bullying.

All incidents of bullying are treated with sensitivity and discretion. It is the Head teacher's responsibility to ensure that information is shared with relevant teachers, support staff and where appropriate, the parents of the bullied and bullying child/ren. Lunch time supervisors (SMSAs) will be informed where appropriate so that they can also monitor issues during lunch time. They also know who to report incidents to, which will also be logged on CPOMS.

This policy has been written by the PSHCE co-ordinator and Head teacher, in conjunction with children's views from pupil questionnaires, group discussions and parent survey feedback. Such discussions have also informed the children's writing of their own Pupil's Anti-Bullying Policy. It will be reviewed and updated at least annually by a steering group, including staff, governors, parents, pupils and other members of the community.

An Inclusion/Anti-Bullying steering group is being established to ensure that our policy and procedures are effective. We aim to ensure that consultation is inclusive, by making any reasonable adjustments so that everyone can be included. Children are given regular opportunities to discuss bullying and talk about whether our interventions and prevention strategies are working. This is achieved through circle times, PHSCE and 1 Decision learning, plus school council evaluations and Anti-Bullying/Inclusion weeks. At Tankersley St Peter's C of E (A) Primary School, parent and pupil surveys are completed annually about bullying and feeling safe at school. The data that is collected from these surveys helps us to see what is working well and which areas need development.

We have achieved our BIG (Bullying Intervention Group) Award and always strive to continually improve our practice.

ALL INFORMATION AT EACH STAGE IS RECORDED ON CPOMS (IDENTIFYING TYPE OF BULLYING) AND IS MONITORED REGULARLY.

Information regarding bullying is shared with school governors and comprehensive records are kept annually on incidents of bullying.

REASONS FOR BULLYING

Reasons for bullying could include: to feel powerful, in control or good about themselves because of jealousy or they want something (attention, possession or friends). They may bully to feel popular or due to peer pressure or because they are being bullied themselves. They may be motivated by wider prejudice and discrimination. A child may bully because of one or more of these reasons.

SIGNS AND SYMPTOMS OF BULLYING

Possible signs of a person being bullied may include:

- Unwilling to go to school / claiming to feel ill
- Starting to truant
- Changing usual routines or how they get to and from school
- Giving improbable excuses for their behaviour
- Coming home with missing or damaged property
- Being withdrawn, anxious or lacking in confidence
- Becoming aggressive, disruptive or unreasonable

- Starting to stammer
- Threatening or attempting to run away or self-harm
- Crying self to sleep at night or has nightmares
- Less consistent school work or effort dropping
- Asking for money or starting to take money
- Having unexplained cuts / bruises
- Beginning to bully others

All staff are to proactively identify early signs of bullying and address them promptly. Staff must be alert to any potential or developing issues and be confident to follow reporting procedures in a timely manner, using a range of methods, to feed into our CPOMS system. Communication is key throughout, ensuring that the appropriate people know what is going on and to ensure that there is no over- reaction.

SCHOOL PRACTICES TO PREVENT BULLYING

At Tankersley C of E (A) Primary School we are committed to doing all that we can to minimise and help prevent bullying. This includes:

- Developing an effective Anti-Bullying policy and practice to ensure school is a safe and positive environment where everyone can learn and work.
- Explicit praise of positive behaviour and team spirit at all times, with positive behaviours modelled by all adults in the school community.
- Daily promotion and use of our whole school 'Christian Attribute' beads which praise children's kindness, patience, self-control for example. Ensuring that our positive school ethos and role modelling is consistent in all areas; the playground, dinner hall, classrooms and corridors.
- Embedded learning and application of good choices as part of the children's 1 Decision learning throughout school.
- Provide pupils with Anti-Bullying activities, supporting peers and challenging stereotypes or prejudices- through our creative curriculum - drama, Philosophy for Children (P4C) music, poetry, art and enterprise time.
- Promoting equality and celebrating difference in a positive way, such as in our classroom enquiry learning, e.g. 'How do people celebrate?' with visitors and community workshops-food tasting, dancing and linked art/crafts/story telling. This is also reflected through PSHE and Nurture and circle time activities. As a local 'Global Learning' hub we make sure that a celebration of difference and cultural diversity is embedded across our curriculum- with links to other schools abroad. The aim is to collaborate and learn more about each other's' cultures, foods, clothes and important celebrations.
- Challenging prejudice and discrimination through the curriculum and ethos, including collective worship themes and the activities detailed above. Ensure that all children know Bullying is not acceptable and promote kindness and tolerance through discussions, lessons and assemblies.
- Anti-Bullying staff meetings and all staff attending annual safeguarding and e safety training. Providing internet safety training workshops for parents.
- Raising awareness of bullying through whole school activities, such as Anti-Bullying Week, as well as assemblies, lessons and embedding e safety across the curriculum.
- Continuing to foster peer initiatives such as our Playground Buddies/Mental Health Ambassadors, our Playground Friendship Stop and friendship activities.
- Encouraging all children and staff to talk about concerns and to report bullying, knowing that we are a 'telling school' and knowing that anyone can have open dialogue with all staff. Encouraging all children to look out for each other and report any concerns.
- Having adult led interventions, including Nurture groups, playground Buddies, the Job Shop (children apply for jobs to assist around school), plus social skills, empathy, assertiveness and behaviour programmes when appropriate.

- Communicating with children, families and staff on the Anti-Bullying Policy and reinforcing the importance of reporting incidences of bullying.
- Develop an ethos of care and support and work with the wider community (having discussions with all stakeholders) to prevent and respond to bullying inside and outside school.
- Making sure that the Anti-Bullying Policy is on the school website as well as the pupil's Anti-Bullying Policy.
- Engage all children in co-writing and agreeing their own class charters, detailing rights and responsibilities.

DISSEMINATION AND DEVELOPMENT OF PRACTICE

The key messages of this policy will be shared with staff during meetings, with pupils as part of their learning through the curriculum and in assemblies/worship gatherings e.g. PSHCE lessons, circle time, RE lessons, computing lessons – safety, School and Class Council, Worship Council, Anti bullying and internet safety themed weeks held annually in school. They are also shared with governors and the wider community. Copies of the policy and the pupils' version are available for parents/carers at the school office and on the school website.

REVIEW

The Governing Body, headteacher and all staff view bullying as a very serious issue and the Anti-Bullying Policy will be reviewed every year. Parents/Carers will be consulted through our Anti-Bullying week letter with useful websites and explanations about our practice in school as well as through the creation of our steering group, website notifications and both pupil/parent surveys.

Other relevant linked policies and Guidance:

- Equality policy & Equalities Act 2010
- Valuing All God's Children - Challenging homophobic, biphobic and transphobic bullying (Church of England Education Office)
- Safeguarding and Child Protection policy + Keeping Children Safe in Education DFE
- E Safety Policy
- Behaviour Policy
- Inclusion & SEND policies
- Religious Education policy
- Acceptable use policies

Useful websites –

www.childline.org.uk

www.cybermentors.org.uk

www.kidscape.org.uk

www.besomeonetotell.org.uk

See also links from school website and Blog KEEPING SAFE:

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