



Anti-Bullying Policy

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Rationale

Everyone at Canon Burrows C of E School has the right to feel welcome, secure and happy and to reach their full potential morally, academically, socially and physically. Bullying of any sort creates a barrier to achieving maximum potential, prevents equality of opportunity and can have serious consequences for mental health. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. We believe it is everyone's responsibility to safeguard and promote the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Aims

The policy aims to:

1. Prevent bullying behaviour for children and adults within school
2. To re-educate attitudes and behaviours for the future
3. To reconcile pupils involved if possible

Responsibility

Bullying is not an acceptable form of behaviour and will not be tolerated in this school. It is the responsibility of the whole school community to work together to prevent bullying and to

tackle it quickly as it occurs to ensure that all children are able to learn and fulfil their full potential and that all staff are treated with dignity and respect.

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that the safeguarding lead has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

Principles

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Canon Burrows C of E School. They are:

1. Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Pupils learn to be strong and independent through positive relationships.
3. Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Definition

At Canon Burrows C of E School, we discuss what bullying is, as well as incidents that we would not describe as bullying through an annual anti-bullying week, ongoing PSHE lessons and collective worship in order to ensure that the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement.

We agree that:

-Bullying is a deliberate attempt by a person (or persons), repeated over a period of time, to hurt, frighten or upset another person by physical, psychological or verbal actions.

We define cyber bullying as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing another bullying behaviour to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space.

There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

-It is often motivated on the basis of actual or perceived differences such as physical appearance, race, religion, gender, sexual orientation or special educational needs and can also include cyber-bullying. It usually happens when there is an imbalance of power in a relationship. This can relate to:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc

It can take the form of:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty phone calls, text messages or in emails/chatrooms/social media.)

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

Prejudice-based bullying

Bullying can also be prejudice-based or discriminatory. Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including:

- Looked After Children
- Children entitled to Free School Meals
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Those with Special Educational Needs or Disabilities (SEND)
- Those from ethnic minorities
- Those for whom English is an Additional Language

- Those who are perceived to be gay, lesbian, transgender, non-binary, transsexual or bisexual
- Those suffering from health problems, including mental health

Prejudiced based/hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying; however, we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Signs of Bullying

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Strategies to Prevent Bullying

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. All members of the school community promote our school ethos based upon Christian values at all times. Through collective worship, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, banter, or a one-off argument. All pupils are taught about the part they can play to prevent bullying, including when they find themselves as bystanders. PSHE and other curriculum areas are used to promote social and emotional skills, build friendships, develop an understanding of safety and how to stay safe; as well as teaching children about the protected characteristics. An annual 'Anti-bullying Week' is held to further raise awareness. We also raise awareness of other annual events such as Black History Month.

Digital Safeguarding is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

We try to offer an interesting play environment with good levels of supervision to minimise bullying behaviour. There are also playtime buddies and playtime leaders at dinner times to provide a rich menu of activities and reduce potential conflict; and there is playtime watch of any children experiencing difficulty, as well as "buddy stops" for children. Staff deal with incidents in the classroom, or on the playground, in a firm, friendly manner as they occur, ensuring that each party has the opportunity to share their version of events.

Code of Conduct

Our School Code of Conduct is regularly reviewed by the School Council and is promoted in collective worship and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- Treating one another equally and with respect.
- Being positive, kind and polite to others.
- Forgive and forget and start each day afresh.
- Treating equipment, plants and property with care and respect.
- Moving around school in a quiet and respectful way.
- Following instructions the first time.
- Following school codes.
- Keeping ourselves and others safe at all times.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to bullying (Including Cyber Bullying)

1. Children (victim or bystander to the incident) are told to report all anti-social incidents to a member of staff, including incidents that occur out of school. These are recorded on the school online reporting system and reported to the Headteacher/ Deputy Headteacher or a senior member of staff. All incidents involving racial harassment are also recorded and reported to Governors and the LA.
2. All reported incidents are taken seriously and action taken as quickly as possible.
3. In any case of alleged bullying, a member of staff will establish the facts in order to build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and witnesses.
4. Parents of both parties should be informed.

5. If the allegation of bullying is upheld, a restorative approach between the perpetrator(s) and victim(s) will be used. The 'victim' is counselled, offered advice and support.
6. The 'perpetrator' should be clearly informed of the consequences of their actions on the victim. Consequences for their behaviour will be based upon the behaviour policy. It is also important for staff to consider the motivations behind the bullying behaviour and whether it reveals any concern for the safety of the perpetrator.
7. Following a report, the school community remain vigilant, and observations are made of both children in various school situations to see if they are behaving normally and have friends. All staff are made aware of children to watch.
8. If the situation does not improve, the Headteacher (or senior leader) should meet with the parents of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.
9. This policy is reviewed annually.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have to the Safe Guarding Lead
- Take prejudice-based bullying seriously and listen to children affected by it

Appendix

Strategies for dealing with bullies for children:

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Do not use violence against a bully – you may be accused of being a bully yourself

- Tell an adult what has happened straight away
- If cyber-bullying - always save the message (social networking site or online chat room), email, text message, phone number etc and show an adult who you know and trust.
- Tell someone you trust
- Don't let it get to you

After you have been bullied:

- Don't retaliate.
- Tell a teacher or another adult who you trust
- Tell your family
- Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened. It is not your fault.
- Try to be friendly to the bully, but even if you can't be friends, being kind sets an example and can sometimes help the bully to stop bullying.
- Change contact details e.g. e-mail address, mobile phone number- keep personal details private.

When you are talking to an adult about bullying be clear about:

- What has happened to you?
- What did you do when it happened?
- How often it has happened?
- Who was involved?
- Who saw what was happening?
- Where it happened?
- What you have done about it already?

Bullying or Harassment of Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Communicating with the local Authority if further guidance is needed on how to deal with the incident(s).

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Links with other school Policies

This policy links with several school policies including:

- Dignity at work policy
- Equality and Objectives Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Behaviour and Relationships Policy
- Emotional Health and Wellbeing Policy

Links to Legislation

There are several pieces of legislation, which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Public Order Act 1986

Date of review: November 2025 Date of next review: November 2026