Anti-bullying Policy

Date: October 2026

Review Date: October 2029

"We aim high in hearts and minds as we blossom in God's garden."

School Vision

We aim high in our hearts and minds as we blossom in God's garden.

Blessed is the one who trusts in the Lord and whose confidence is in Him. They will be like a tree planted by water... and never fail to bear fruit. – Jeremiah 17:7-8

Our school vision enables the flourishing of all pupils, gives pupils a sense of their own dignity and ensures that our school is inclusive. Our pupils are always encouraged to make wise choices – 'we make good choices' – which underpins our school relationship policy.

Statement of Intent:

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. We are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

Shocklach Oviatt Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Just as God welcomes everybody into his family, at our school there are 'no outsiders' – everyone is welcome.

Aims and Objectives of this Policy:

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.

- Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

Bullying is hurtful, unkind or threatening behaviour which is deliberate, repeated and carried out with intent. 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.

When using the term bullying with our children, we use the acronym **STOP – it happens Several Times On Purpose**).

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)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biophobic)
- Special Education needs or disability (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance of health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to

learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms:

A child may indicate, by different signs or behaviour, that they are being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened to go to school
- changes their usual routine
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you do not feel you can talk to someone about it, write it down and post it in the ‘Worry’ box.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what has been happening and refer to it when you tell. Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.

- Do not suffer in silence.
- Do not blame yourself for what is happening.
- Call a helpline.

What can you do if you see someone else being bullied? *(The role of the bystander)*

Ignoring bullying is cowardly and unfair to the target. Staying silent means that those with the bullying behaviour have won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage those with the bullying behaviour to stop bullying.
- If you can, let those with the bullying behaviour know you do not like their behaviour.
- Shout for help.
- Let the target(s) know that you are going to get help.
- Tell someone in your family or a member of staff as soon as you can.
- Try and befriend the person being targeted.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

Our children's thoughts about bullying:

What is bullying? Does the school take bullying seriously?

- Bullying is being mean, name calling, constantly, non-stop. Stop (several times on purpose)
- Bullying is to hurt someone on purpose with intent or malice
- If someone is repeating a physical, verbal, cyber or mental action it counts as bullying.
- Cyber bullying someone online is like texts, face time, video games and spam calls.
- When I've fallen out with my friend it was close to bullying. I told the teacher and it got better.
- The teacher's keep it with the people involved and it stops people talking about it so the bully doesn't get embarrassed. That resolves it in a good way.
- I've not heard of any. Adults don't share it out loud.
- Teachers deal with it instantly and not leave it. They do it calmly.
- Teachers resolve problems calmly by giving you a chance to talk about it.
- We have multiple opportunities and time together to sort out any problems.
- Parents are involved if bullying happens.
- Banter can be hard to get right. It can hurt peoples' feelings if you get it wrong.
- Don't be a by stander.
- When it happened to me, the teacher talked to me, then to the other person then talked to us together and that sorted it out.

- I think the school does it well. I haven't been bullied since I joined the school and that's 'wow'. The teacher sorted it out (for me) by talking to me and letting it come out. I trusted him and it was sorted out.

Procedures for reporting and responding to bullying incidents:

All staff will respond calmly and consistently to all allegations and incidents of bullying at Shocklach Oviatt CofE Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. A bullying allegation or incident is reported to a member of staff.
2. All allegations/incidents are reported on CPOMs.
3. The allegation/incident is reported to the Head of School or Executive Head teacher.
4. Bullying allegation/incident shared with all staff during morning briefing/email.
5. All staff will make sure the target(s) is and feels safe.
6. Our ELSA will give appropriate advice to help the target(s).
7. The allegation/incident is investigated: the Head of School or Executive Head teacher will listen and speak to all children involved about the incident(s) separately.
8. The problem will be identified and possible solutions suggested. At this point, a decision will be made as to whether the problems identified constitute bullying. The outcome will be shared with parents who raised the concern.

If bullying has been identified, the following steps will be taken:

1. Parents will be informed of those children who are displaying the bullying behaviour.
2. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. Such as; separation, alternative provision at playtimes, loss of privileges e.g. not playing for the football team or not being able to attend trips or residential.
3. The Head of School or Executive Head teacher will reinforce to those with the bullying behaviour that their behaviour is unacceptable.
4. Those with the bullying behaviour may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
5. Every attempt will be made for the pupils to be reconciled remembering that we are a Christian school and we practise forgiveness including restorative conversation and relationship building activities supported by a member of staff who specialises in conflict resolution.
6. An attempt will be made, and support given by our ELSA, to help those with the bullying behaviour understand and change their behaviour.
7. Any actions taken will be recorded on CPOMs and through ELSA records.
8. Each case will be monitored to ensure repeated bullying does not take place. Initially this will be daily, moving to weekly. This will often take place with one of our ELSAs.
9. If necessary and appropriate social care or police will be consulted.
10. All allegation/incidents are reported to the Governing Board as part of the termly Executive Head teacher's report to governors with names redacted.

The following sanctions may be used:

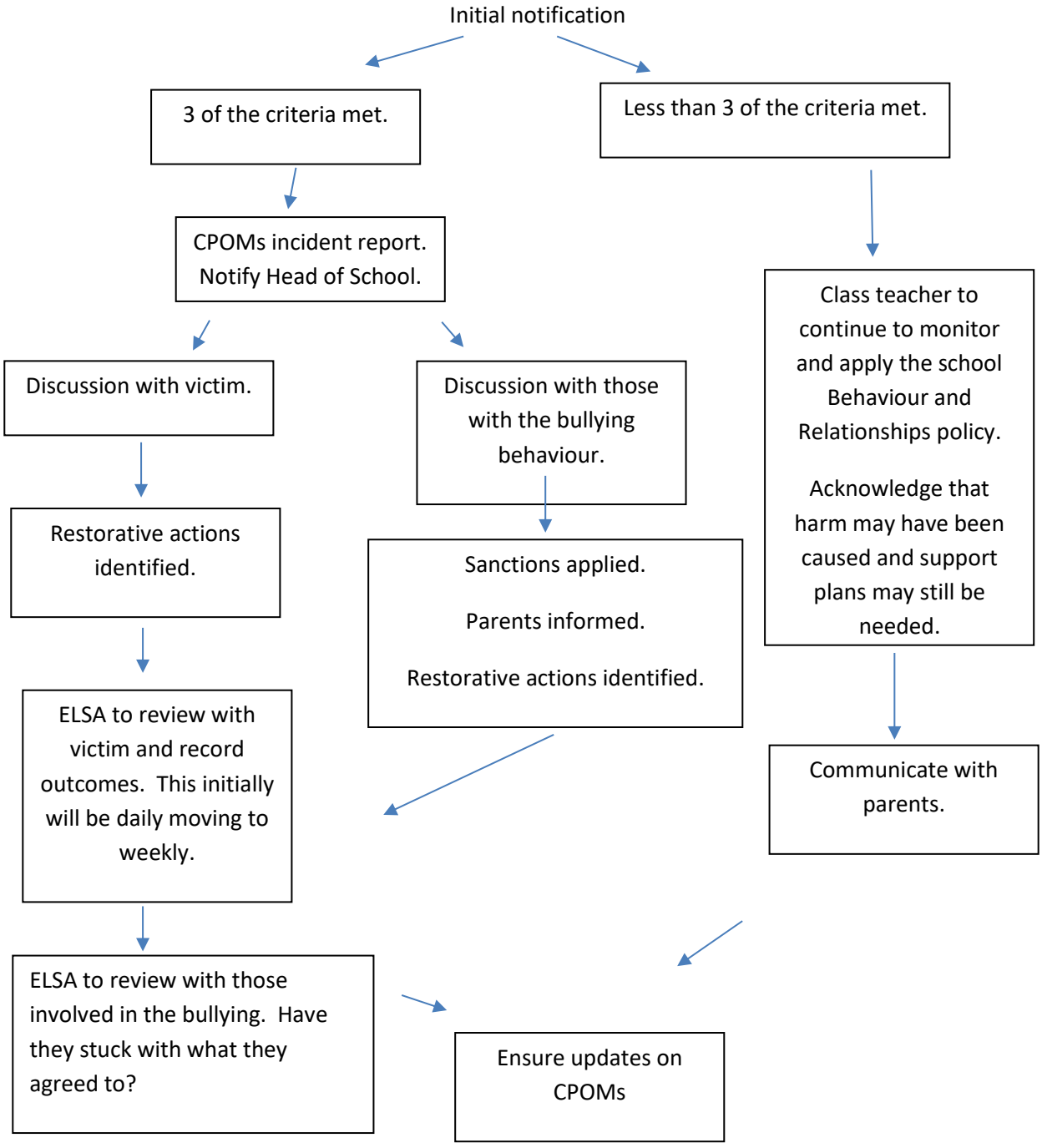
- Apologise to the target(s) verbally or in writing
- Lose privileges
- Lose break times
- Work in the Head teacher's office
- Report to the Head teacher or Deputy Head teacher
- Be withdrawn from participation in school visit, clubs and events
- Fixed term exclusion
- Permanent exclusion

Sanctions are not communicated with the target's parents.

Bullying Incident Process

Criteria to indicate a bullying incident has taken place:

1. The target is targeted by an individual or group on a regular basis.
2. There is intention to harm or humiliate (harm can be physical or emotional).
3. There is a power imbalance: the target is fearful of those targeting them.



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 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 to bullying outside of school and report and respond accordingly. Any reported bullying incidents outside of school will still be addressed in school due to the potential impact on the children's mental health and wellbeing.

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 attitude, belief or view 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 Executive Head teacher regularly reporting incidents to the governing board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Strategies for the prevention and reduction of bullying:

We use a range of measures to prevent and tackle bullying including:

- Our school vision which 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;
- Our relationships policy is used as a tool to promote positive relationships, so that people can work collectively with the common purpose of helping everyone learn together.
- Encouraging the whole school community to make wise and positive choices and to model appropriate behaviour towards one another.
- Our continual reference to Christian values, such as kindness, respect and forgiveness;
- Our PSHE curriculum, including our 'No Outsiders' approach, includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and respect difference;
- Collective Worship which 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 where pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions;
- Circle time in class which provides regular opportunities to discuss issues in class;
- Stereotypes are challenged by staff and pupils across the school;
- Making national anti-bullying week a high profile event each year;
- Where appropriate, setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Children's-bullying Policy displayed in each classroom (See Appendix One);
- Where appropriate, Friendship Ambassadors to help those who may be struggling with friendship issues.

- E-safety lessons, which explore the impact that negative messages, comments, photos and videos posted online, are regularly taught in all classes.
- All children annually sign the Shocklach Oviatt E-safety path, committing to be kind online.

Responsibility for the Policy and Procedure

The Governing Board has:

- delegated powers and responsibilities to the Executive Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Executive Head teacher, Head of School and the Senior Leadership Team will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- investigate and record allegations/incidents of bullying;
- assess whether parents or carers need to be involved;
- assess whether other authorities (e.g. police) need to be involved, particularly when actions take place outside of school;
- report to the Governing Board bullying allegations and incidents.

All school staff will:

- comply with all aspects of this policy;
- report all allegations/incidents of bullying and/or discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Pupils should:

- not take part in any kind of bullying behaviour and watch out for signs of bullying amongst peers;
- never be bystanders to incidents of bullying – they should offer support to the target and encourage them to report it;
- treat others with respect;
- liaise with the School Council;
- take part in questionnaires and surveys.

Parents/carers will:

- be aware of and comply with this policy;

- look out for signs of bullying;
- support their child to report bullying to the school;
- allow the school to deal with any allegations/incidents of bullying and not to 'take matters into their own hands';
- have respect for the professional judgement of teaching staff.

Monitoring the Policy

The Head of School is responsible for monitoring the policy on a day-to-day basis and monitoring and with the Executive Head teacher analysing the recorded data on bullying. Any trends are noted and reported to governors.

Evaluating and Reviewing

The Executive Head teacher is responsible for reporting to the governing board (and local authority where applicable) on how the policy is being enforced and upheld, via the termly Executive Head teacher's report. The governors are in turn responsible for evaluating the effectiveness of the policy via the 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.

PERSON RESPONSIBLE FOR POLICY:	***MICHAEL HEATHCOTE***
APPROVED:	
SIGNED:	
TO BE REVIEWED:	**OCTOBER 2029**

APPENDIX ONE

Children's Anti-bullying Policy

