



Goring C E Primary School
Faith, Love and Learning

PREVENTING BULLYING POLICY

2025-26

Review: Autumn 2026

“So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

Matthew 7:12

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

Our 2025 Vision

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.
- as a community demonstrates love and respect for all of God's creation.
- provides an exciting, broad and ambitious curriculum that equips learners for the future.

Reviewed by:	R Ireland - Acting Headteacher
Date:	January 2025
Agreed by Governors:	January 2025
Discussed with staff:	January 2025
Next review date: Agreed by Governors: Discussed with staff:	Autumn Term 2026

Values and Beliefs

Like our 'Positive Behaviour Policy', the 'Prevent Bullying Policy' at Goring Church of England (Aided) Primary School is informed by Christian values, which underpin every aspect of our school's mission and vision. We are committed to creating an environment that is safe, stimulating and where everyone feels respected and able to engage in their learning. Central to how we support and address all behaviours are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

Goring Church of England (Aided) Primary School firmly believes that:

- All bullying is unacceptable, regardless of how it is delivered, who it is aimed at or what excuses are given to justify it
- All acts of bullying have a harmful effect on pupil development, both educational and social
- The needs of both the "bullied" and the "bully" should be identified and addressed in a prompt and supportive manner
- Dealing proactively with bullying encourages an ethos that promotes respect, co-operation and understanding of others, thus preparing children for a life in a diverse society

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is Goring C of E Primary School's first priority. Our PSHE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Objectives of this Policy

The aim of this 'Preventing Bullying' policy is to ensure that all children can learn in a supportive, caring and safe environment without fear of being bullied. We strive to ensure the safety and well-being of all our pupils and we do not tolerate bullying in any form. This policy outlines what Goring C of E Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults, between adults and children and between children will be tolerated.

Definition of Bullying

The language used around bullying can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way it is the behaviours and roles that are being labelled, not the children.

Friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying involves dominance of one student by another, or a group of others, is premeditated and usually forms a pattern of behaviour. It is behaviour which is intended to hurt, threaten or otherwise intimidate another person and can result in pain and distress to the victim in a physical or mental form.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

It can take many forms but the main types are:

- Physical - hitting, kicking, and taking another's belongings
- Verbal - name calling, insulting, making offensive remarks
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of rumours in any form
- Cyber – name calling, insulting others, spreading rumours or images
- Psychological bullying - defined as any kind of intentional and purposeful mental abuse

Some forms of bullying are attacks not only on the individual, but also on the group to which the victim may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual and gender-based bullying
- The use of homophobic language, including biphobic and transphobic references including deadnaming
- Bullying of students who have special educational needs or disabilities

Students may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves

Cyberbullying

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include, but is not limited to:

- **hacking into someone's accounts/sites**
- **Posting prejudice / hate messages**
- **Impersonating someone on line**
- **Public posting of images**
- **Exclusion**
- **Threats and manipulation**
- **Stalking**

When responding to cyberbullying concerns, we will:

- **Act as soon as an incident has been reported or identified**
- **Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again**
- **Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation**
- **Take all available steps where possible to identify the person responsible. This may include:**
 - **looking at use of the school's computing system**
 - **identifying and interviewing possible witnesses**
 - **Contacting the service provider and the police, if necessary**
- **Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: -**
 - **Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content**
 - **Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance**
 - **Requesting the deletion of locally-held content and content posted online if they contravene academy behavioural policies**
- **Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.**
- **Inform the police if a criminal offence has been committed**
- **Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:**
 - **advising those targeted not to retaliate or reply**
 - **providing advice on blocking or removing people from contact lists**
 - **helping those involved to think carefully about what private information they may have in the public domain**

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour. At the start of each half-term, children are taught a specific internet safety lesson, focusing on one of our six online safety themes. There is also a regular online safety item in school newsletters.

Preventing Bullying

We have a proactive approach towards promoting anti-bullying in our school through assemblies, themed weeks, PSHE lessons and displays. As part of our PSHE curriculum, we follow the Jigsaw programme's units, but also discuss friendship issues and tackle issues that arise both in school and outside the school gates. Through Collective Worship, PSHE lessons and themed weeks, we promote equality and ensure prejudice is challenged and differences are celebrated. Our aim is to create a climate where it is accepted that, because bullying is wrong, it is essential to speak up if it is witnessed. We promote awareness of the impact that bullying can have on children's behaviour.

Identifying and Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteachers or senior member of staff.

The school community will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Train all staff (including teaching staff; support staff; administration staff; lunchtime support staff; site support staff; and pastoral staff) to identify all forms of bullying, and to follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- Actively create "safe spaces" for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- Work with other agencies and the wider school community to tackle concerns
- Celebrate success and achievements to promote and build a positive school ethos

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
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead via CPOMS
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers will be kept informed
- Where the bullying takes place outside of the school site, the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Parents/carers will be kept informed

- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice who will listen carefully to their concerns
- Acknowledgement by the adult of the serious nature of the situation
- Being given reassurance given that the situation will be addressed
- Being assigned a named member of staff to whom they know they can go to and who they know is carefully monitoring the situation
- Agreeing the steps that will be taken to address the situation
- Being involved in review meetings to monitor how well the situation has been resolved and to assess the child's well-being
- The involvement of their parents who can give emotional support and reassurance at home, restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with the school's Positive Behaviour Policy. This may include official warnings, natural consequences, fixed-term suspensions and permanent exclusions
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Being offered an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site, the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns

- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Sanctions

Whilst promoting a positive ethos, we recognise the need for an effective series of strategies and sanctions that identify, and deal with, bullying behaviour. Sanctions may be employed immediately after an incident, but in other cases an investigation will precede the implementation of sanctions. Our guidelines when sanctioning children are:

- To remind children of appropriate behaviour at the earliest opportunity
- Provide an opportunity for reflection and discussion
- To apply an appropriate sanction (e.g. redress the situation, reflection during playtimes, visit/check-ins with senior leaders/headteacher)

Throughout this process, parents/carers will be kept informed.

Monitoring and Review

The Governing Board receive regular reports on racist and homophobic incidents, as well as incidents of child-on-child abuse through Headteacher Reports. This information will be provided to governors on at least an annual basis.

Bullying incidents are recorded on CPOMS and discussed with senior leaders. Behaviour Incidents are regularly analysed and situations are monitored. Trends in behaviour and areas of action are identified across the school. The aim is to have a clear picture of bullying incidents through effective record keeping.

Legislation and Associated Policies

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010
- Public Sector Equality Duty
- Part 3 of the Children and Families Act 2014
- Children Act 1989
- The Children Acts 2004, 1989
- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Protection from Harrassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education September 2024
- Working together to Safeguard Children 2023

This policy links with several other policies, practices and action plans including:

- Acceptable Use Policies
- Staff Code of Conduct
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety policy
- Relationships and Sex Education (RSE) Policy
- Complaints policy
- Mobile Phone Policy

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, senior leaders, teaching and support staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com

- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability

10

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudsttrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-deshame