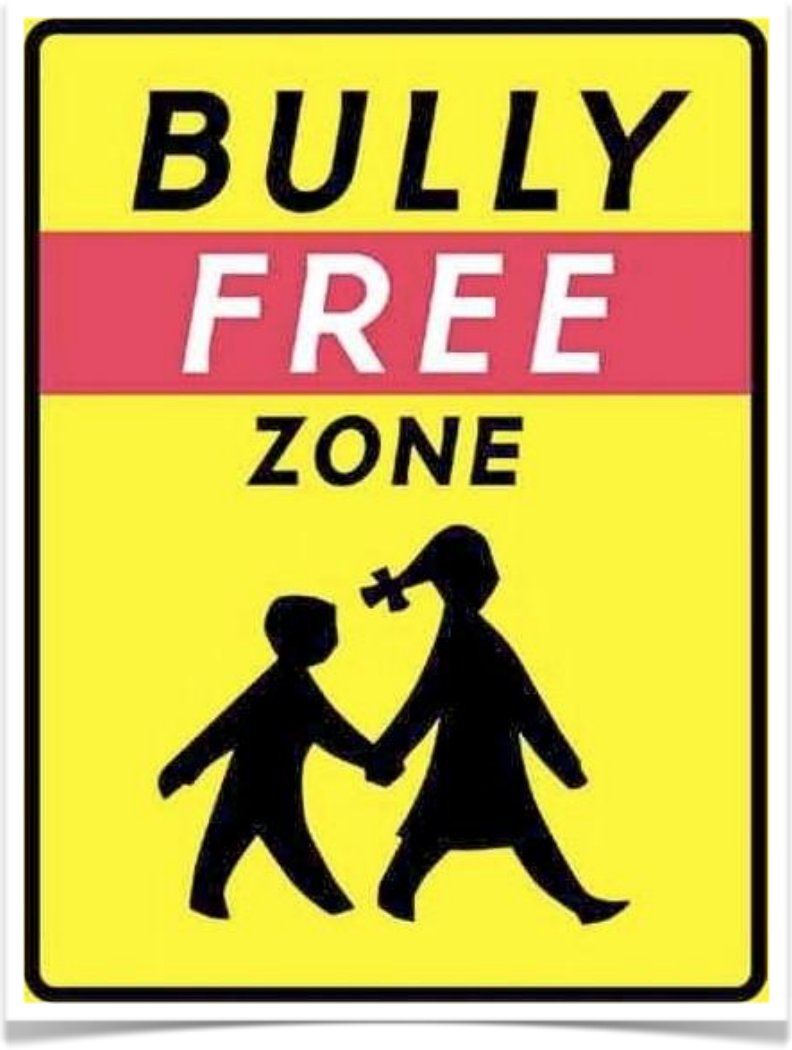
Anti-Bullying Policy



Reviewed: July 2026 **Next review: July 2027**

1. STATEMENT OF INTENT

1.1 We are committed to encouraging positive working relationships by providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. All children are to be treated with dignity and respect whilst at school.

2. OBJECTIVES OF THIS POLICY

2.1 All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

2.2 All governors, and teaching and non-teaching staff should know what the School policy is on bullying, and follow it when bullying is reported.

2.3 All pupils and parents should know what the School policy is on bullying, and what they should do if bullying arises.

2.4 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

2.5 Bullying will not be tolerated.

3. WHAT IS BULLYING?

3.1 Bullying can be: -

- ***Emotional***- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ***Physical-*** pushing, kicking, hitting, punching or any use of violence
- ***Racist-*** racial taunts, graffiti, gestures
- ***Homophobic-*** because of, or focusing on the issue of sexuality
- ***Verbal-*** name-calling, sarcasm, spreading rumours, teasing

3.2 A bully is someone who sets out to do the following Several Times On Purpose (STOP): -

- be unkind
- name calling
- frighten or intimidate
- hurt
- upset
- threaten
- tease/taunt
- spread rumours
- isolate children
- cause unhappiness

3.3 Bullying causes unhappiness. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaviour.

4. VALUES

4.1 In order to achieve this aim, the Governing Body and staff of Harbury C of E Primary School are committed to providing an excellent education for all their children. Specifically in the curriculum we aim to: -

4.1.1 Create a happy, caring and secure environment promoting an ethos which reflects the school's commitment to high achievement, good relationships and the equality of opportunity for all children.

4.2 We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging gender stereotypes, as well as gender-based harassment and bullying. Schools also need to be at the forefront of promoting gender equality in terms of outcomes of pupils.

4.3 We aim to promote high standards of morals, values and behaviour, we encourage children to take responsibility for their actions, co-operate with and respect others as they would themselves.

4.4 We are proud of the rich diversity of our communities and it is this diversity which is at the heart of the scheme. Our response to the individual needs of all our stakeholders is a vital part of personalised learning for all.

5. OUR AIM

5.1 Everyone has the right to be treated with respect and go home happy. We will do the following things to ensure everyone goes home happy: -

5.1.1 ***Children will: -***

- always share at work and play
- always say sorry when they hurt or upset anyone
- tell an adult if they see anyone hurting or upsetting anyone else
- have the opportunity to make use of the Peer Mediation support
- have the opportunity to inform a teacher through the 'Worry Box'

5.1.2 ***Staff will: -***

- look out for children who hurt or upset others
- encourage children to share at work and play
- listen carefully to all children
- become involved in Peer Mediation if necessary
- use circle time to focus on bullying issues
- endeavour to stop any bullying quickly
- attempt to help the bully change his/her behaviour

5.1.3 ***Parents and Carers will: -***

- encourage children to share at work and play

- support the school in promoting good behaviour
- inform the school immediately if they feel their child is being bullied
- support the school's actions based on the Anti-Bullying Policy

5.2 If a member of staff thinks a child is bullying this will be discussed with the child and all concerned. The headteacher must be informed. Monitoring will be started by the child's class teacher and parents will be given support if necessary.

5.3 If anyone continues to bully further action, including sanctions, will be taken. Ultimately this may result in: -

- withdrawal of privileges such as after school activities
- a letter of apology being required
- spending an allocated period of time reflecting on their behaviour
- in serious cases, fixed term exclusion or even permanent exclusion will be considered

6. INFORMING PARENTS AND CARERS

6.1 The class teacher will talk to parents at any stage. All parents will be informed if further action (see above) is required.

7. OUTSIDE SCHOOL HOURS

7.1 We want everyone to go home happy but cannot take responsibility for incidents which occur outside school. However, we are prepared to discuss any incidents and try to work out a solution. Incidents may include inappropriate mobile text messages/cyberbullying. In such instances, parents will be invited into school to discuss the problem and seek a solution. When appropriate, the school can discipline pupils for behaviour outside school, for example, where the behaviour could pose a threat to another pupil. Guidance of this is within the Education and Inspections Act 2006.

8. SPECIAL EDUCATIONAL NEEDS

8.1 In Harbury C of E Primary School, we believe that all children should be given opportunities to participate in and have their achievements and experiences in **Personal, Social and Health Education** (PSHE) anti-bullying lessons recognised and celebrated. It is the responsibility of the class teacher to provide appropriate access for any children with special educational needs.

9. EQUAL OPPORTUNITIES

9.1 In Harbury C of E Primary School, we strive to ensure that the culture and ethos of the school is such that, whatever the heritage and origins of members of the school community, everyone is valued and is treated with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

9.2 Harbury C of E Primary School fully supports the above inclusion principles in our key policies.

10. RECORD KEEPING

10.1 Any concerns regarding bullying which are raised by children, staff or parents are to be recorded either in the log which is kept in the Head of School's Office (appendix 2) or directly into the Child Protection Online Management System (CPOMS).

10.2 It is important that any allegation is taken seriously, recorded and investigated in a timely manner.

10.3 Any actions and support that are put in place as a result of the investigation must also be logged (either directly onto CPOMS or using appendix 2).

10.4 It is important that teachers are made aware of any friendship issues, allegations of bullying or incidents where bullying behaviours have been proven as part of the transition process.

11. CURRICULUM AND ASSESSMENT

11.1 Assessing children's progress in PSHE – Anti-Bullying is an ongoing process that takes place as a result of carefully planned learning outcomes. In the PSHE curriculum, learning outcomes in each unit show how children can demonstrate what they have learnt. These learning outcomes are planned for in medium and short term planning. The work the children do, serves as a record. It is not necessary to make detailed records in relation to these outcomes. However, strengths and areas for development may be noted by the teacher.

10.2 Effective marking of PSHE Anti-Bullying against specific objectives and a common standard provides both a record and a basis for feedback to the teacher and pupil.

10.3 In PSHE Anti-Bullying, teachers and teaching assistants routinely observe features of the pupils' learning but much of this is not recorded.

10.4 Reports are sent home annually during the summer term. These reports will contain a comment on pupil's progress in PSHE**.**

11. STAFF DEVELOPMENT

11.1 It is the responsibility of the Senior Leadership Team to be aware of the training needs of individual members of staff where Anti-Bullying is concerned and where priorities and finances permit, suitable courses will be offered. It may be appropriate, at times, to use staff meetings or INSET days to develop teaching and learning in PSHE Anti-Bullying.

Appendix 1

Signs and Symptoms

A child may indicate by signs of behaviour that s/he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child: -

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- self-harming
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- 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 INVESTIGATED.

Appendix 2

Logging a concern about bullying

Pupil of concern's name:	**Date:**
Name of person reporting the concern: **(if this form is being completed by a staff member following a concern from a parent/pupil, please put in their details here)**	**Position:** **(eg: are they a member of staff/parent/child)**
Nature of Concern	
Factual Record of event(s) leading to concern: Who? What? Where? When (date & time of incident(s))? Any witnesses?	
To be completed by a member of SLT	
Details following SLT investigation into the concern/allegations	
Actions/support put in place (by whom) and when this will be followed up/checked	
Parents Informed - When/how?	
SLT signature **Date**	