

# Anti-Bullying Policy



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|--------------|---------------------|
| Approved by: | LGB                 |
| Date:        | 29th September 2026 |
| Next Review: | July 2026           |

## **Values**

*We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.*

## **Vision**

*To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.*

## **Aims**

*Create a safe, enjoyable and nurturing learning environment Provide outstanding pastoral care for everyone Value, encourage and equip every member of the school team in their respective roles Create a culture of high expectations through all areas of school life Create a motivating learning environment through inspirational teaching Support all children to engage fully in their own learning and promote a love of learning Encourage each child to develop self-confidence, practise care and respect for others Welcome difference and celebrate all that we can learn from each other.*

This policy has been created with input from staff, children, parents and governors.

# Behaviour Expectations

Positive and respectful relationships that reflect the core Christian values of the school are expected. Children will

- Speak politely to each other
- Demonstrate good manners
- Walk around the school quietly and calmly
- Respect property belonging to others, including school property and the building
- Listen to and follow instructions first time
- Take action if another person is upset or sad
- Play with each other in a friendly and safe manner

All adults in school are expected to consistently model these expectations.

At North Hinksey C E School, we understand the definition of bullying as any repeated intimidating behaviour with the intention of causing emotional or physical harm. The intimidating behaviour continues when asked to stop.

Bullying can include:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging 2 of 8 someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Prejudiced bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived identity; it can be based on characteristics unique to a child's identity or circumstance. This can include protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation as well as appearance, behaviour or physical traits.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.
- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- Physical: pushing, poking, kicking, hitting, biting, pinching.
- Verbal: name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional: isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual: unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber: posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect: can include the exploitation of individuals.

What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

Bullying may happen in or out of school. The head teacher has the legal power to make sure pupils behave outside of school premises, and reported incidents will be followed up, as detailed below. This includes bullying that happens anywhere off the school premises. School staff can also choose to report bullying to the police or local council.

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

## System for reporting by children

- Worry boxes
- Talk to their buddy
- PSHE lessons
- Talk to any member of staff

## Systems for reporting by parents/carers

- Speak to the class teacher
- If bullying is identified, there will be a meeting with the Head Teacher and the next steps will be clarified

- In more serious situations when no agreement can be reached, parents may request a copy of the Complaints Policy

## Systems for reporting by staff and visitors

- We expect staff to be vigilant for signs of bullying, including early signs such as a child becoming more isolated or withdrawn, and for staff to report these concerns on the online reporting system, CPOMs.
- If bullying is suspected, complete behaviour form and pass onto Headteacher immediately
- Use the Checklist for Managing a Bullying Incident (Appendix 1) and below guidance.

## Dealing with a reported bullying incident

- Bullying is reported to a member of staff, via a parent/carer, child or member of staff.
- Incident is recorded on a behaviour form.
- Appropriate adult in school meets with the child accused of doing the bullying. A record of the conversation is kept.
- Appropriate adult in school meets with the child who is the target of the bullying. A record of the conversation is kept.
- Appropriate adults in school meets with any bystanders or witnesses. A record of the conversation is kept.

*A senior member of staff will review the situation and decide if it is appropriate and supportive for the same school adult to meet the accused child and the target, or if it is necessary for two different school adults to meet the children separately.*

- Conversations with children are reviewed by the Headteacher. If there is evidence of bullying, the behaviour policy will be followed. Bullying falls into the category of 'Unacceptable Behaviour'. Parents of all children involved will be contacted for a meeting in school with the Headteacher. If there is no evidence of bullying, children involved will be provided with 1:1 adult support to discuss their feelings and future actions to ensure all children feel safe and happy in school.
- Recording prejudice-related incidents and bullying (appendix 2) will be used to report the bullying incident.
- Sanctions will be implemented for children involved, depending on the type of bullying carried out.
- All children involved in the bullying will be given the opportunity to meet together with a school adult to discuss their feelings, actions and how to improve future relationships.
- Each child involved in the bullying will be provided with 1:1 sessions with a school adult to further explore feelings and actions. Support provided will be dependent on the needs of child and may also include appropriate support from other children in school, facilitated by school staff.

- If the impact of bullying is deemed to be severe enough to warrant it being a safeguarding issue, this will be reported to the Designated Safeguarding Lead (head teacher) and followed up appropriately.
- If a criminal offence has been committed, the headteacher will decide if the incident should be reported to the police, or will inform the parents of the target of the bullying that they may wish to do so.
- Parents will be kept fully informed throughout each of the above steps.
- The situation will continue to be monitored and reviewed with all children involved.

Staff should refer to the Checklist for Managing a Bullying Incident (Appendix 1) when following up a bullying incident.

## Preventing Bullying

Positive attitudes are fostered amongst pupils, to encourage the development of good inter-personal skills and to develop an environment where mutual respect is highly valued.

This is through:

- The termly value, explored through collective worship and class sessions
- Behaviour policy, followed and consistently implemented by all members of staff
- Weekly PSHE lessons
- Anti-Bullying weeks
- Small group and 1:1 support for children identified as vulnerable to bullying
- Use of friendship bench at break times
- Buddy system with all younger children paired up with an older 'buddy'
- Encourage a range of activities at break times

## Checklist for Managing a Bullying or Prejudice related Incident

|                                                                                                                                                                                                                                                                                                                                                                                               |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                                                                                                                                                                                                                                               | ✓ |
| 1. Young person tells you he/she is being bullied or has been involved in a prejudice related incident, or an incident is observed                                                                                                                                                                                                                                                            |   |
| 2. Report to headteacher                                                                                                                                                                                                                                                                                                                                                                      |   |
| 3. Record incident using 'bullying and prejudice related incidents' form                                                                                                                                                                                                                                                                                                                      |   |
| 4. Ensure that an appropriate adult meets with the target of the bullying/incident. Follow interview guidelines and record.                                                                                                                                                                                                                                                                   |   |
| 5. Listen to other young people who may have observed the bullying/incident. Follow interview guidelines and record.                                                                                                                                                                                                                                                                          |   |
| 6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.                                                                                                                                                                                                                                                               |   |
| 7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying Policy and Behaviour Policy.                                                                                                                                                                                                                                                            |   |
| 8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.                                                                                                                                                                                                                                 |   |
| 9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned                                                                                                                                                                                                                                |   |
| 10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support                                                                                                                                                                                                                                                                                  |   |
| 11. Inform the young person responsible of outcomes and actions taken, keep them informed throughout. Provide on-going support                                                                                                                                                                                                                                                                |   |
| 12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.                                                                                                                                                                                                                                        |   |
| 13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.                                                                                                                                                                                                                     |   |
| 14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.                                                                                                                                                                                                                                   |   |
| 15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate |   |
| 16. Monitor the situation and review with all parties to ensure the bullying has stopped.                                                                                                                                                                                                                                                                                                     |   |
| 17. Review how successful your approach has been. What additional preventative measures need to be in place?                                                                                                                                                                                                                                                                                  |   |

# Bullying and prejudice related incidents report

## Staff details

Name: .....

Date: .....

## Details of incident

Bullying or prejudice related? .....

|                                                                                                                          |  |                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------|--|
| Nature of incident (if you are unsure of the category, then please tick all you think may apply and explain the details) |  | Form or bullying or incident (tick all that apply) |  |
| Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)                                     |  | Race – racist bullying                             |  |
| Verbal (e.g. name calling, ridicule, comments)                                                                           |  | Sexual orientation – homophobic                    |  |
| Cyber (e.g. messaging, social media, email)                                                                              |  | Sexual orientation - biphobic                      |  |
| Emotional/indirect/segregation (e.g. excluding some, spreading rumours)                                                  |  | SEN or disability                                  |  |
| Visual/written (e.g. graffiti, gestures)                                                                                 |  | Culture or class                                   |  |
| Damage to personal property                                                                                              |  | Gender identity – transphobic                      |  |
| Threat with a weapon                                                                                                     |  | Gender – sexist bullying                           |  |
| Theft or extortion                                                                                                       |  | Appearance or health conditions                    |  |
| Persistent bullying                                                                                                      |  | Religion or belief related                         |  |
|                                                                                                                          |  | Related to home or other personal circumstances    |  |
|                                                                                                                          |  | Other or non-specific                              |  |

## Details of those involved

|                                 | Name | Year | Class teacher | Other relevant information |
|---------------------------------|------|------|---------------|----------------------------|
| Target of bullying              |      |      |               |                            |
| Person responsible for bullying |      |      |               |                            |

## Any other persons involved, including adults, pupils, visitors, external organisations

| Name | Group/organisation |
|------|--------------------|
|      |                    |

## Details of incident

|                                                                 |                                            |       |  |      |
|-----------------------------------------------------------------|--------------------------------------------|-------|--|------|
| Date                                                            |                                            | Place |  | Time |
| Witnesses                                                       |                                            |       |  |      |
| Is this a repeat incident?                                      |                                            |       |  |      |
| Note any relevant supporting information, e.g. witness accounts | <i>Attach witness accounts to document</i> |       |  |      |
| Action taken                                                    |                                            |       |  |      |
| Details of others involved                                      |                                            |       |  |      |
| Details of those notified of this incident                      |                                            |       |  |      |
| Actions for follow up                                           |                                            |       |  |      |
| Review date                                                     |                                            |       |  |      |