



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Our School Aims state *"Within a Christian ethos we strive to create a caring community. We encourage all members of our school to respect themselves and each other. We establish high standards of behaviour, reinforced by praise and underpinned by Christian values."*

We believe that children cannot fully flourish when they are the victim of bullying or the perpetrator of it. We strive to embed a culture of mutual respect where bullying, in any form, will not be tolerated. We continually reinforce our School Vision and our Values of Love, Courage and Respect. All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child.

Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

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 community have the responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

Why do we need an Anti-Bullying Policy?

At Andrews Endowed CE Primary School, we acknowledge that bullying can and does happen from time to time. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. We take all incidents of bullying seriously. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. Our school strives to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. We are committed to inclusion, equality and justice. Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.



What is bullying?

At Andrews' Endowed CE Primary School we use the shared definition of bullying researched from The Anti-Bullying Alliance:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

There are four key elements to this definition:

hurtful
repetition
power imbalance
intentional

Whatever the reason, bullying is never acceptable and will not be tolerated in Andrews' Endowed CE Primary School.

Bullying can take many forms, but four main types are:

Physical – hitting, kicking, spitting, demanding money or belongings.

Verbal – name calling, insults making racist, sexist, homophobic or offensive remarks.

Indirect – excluding or 'blanking', spreading gossip, damaging property, offensive or abusive emails, text messages or posts on websites.

'Cyber bullying' - posting on social media, sharing photos, sending nasty text messages, social exclusion.

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.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns.

Signs and Symptoms of bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a child:

Is frightened of walking to or from school.
Begins truanting.
Becomes withdrawn, anxious or lacking in confidence.
Feels ill in the morning.
Begins to under perform in school work.
Has possessions go 'missing'.
Asks for money or starts stealing money (to pay the bully).
Is frightened to say what's wrong.



NB this is not a definitive list but suggests some of the signs and symptoms.

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 a child do if they are being bullied? (Appendix 2)

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. If a child is being bullied, it is important to remember that it is not their fault and there are people that can help them. We encourage children to tell someone they trust, giving them as many facts as they can (Who? Where? What? Why? When? How?). All pupils know that if they are experiencing bullying they should tell a trusted adult in the school.

What can a child do if they see someone else being bullied? (The role of the bystander)

At Andrews Endowed CE Primary School we strive to achieve a community which is proactive and caring. We work to help children to understand that ignoring bullying is unfair and staying silent means that the bully has been given more power. Children are encouraged to help without putting themselves in danger, for example by telling a member of staff as soon as possible or asking someone they trust about what to do.

Strategies in school for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class charter
- Making national anti-bullying week a high profile event each year.
- Raising awareness through assemblies, work in PSHE lessons and circle time discussions.
- Setting up circle of friends support network to support individuals experiencing difficulties.
- Supporting children who experience difficulties with planned ELSA sessions.
- Use of playground Angels during lunchtime.
- Year 6 children are buddies to children in Acorns.
- We have a Buddy Bench on the playground where children can sit if they need a friend.
- We award a 'Buddy-like Behaviour' cup every term to a child or group of children who have consistently supported others in their play or learning.
- We use systems in class and around the school where children can alert an adult if they are feeling worried, including the use of the 'Worry Box' outside the Headteacher's office.
- We encourage an atmosphere where we talk about our feelings and listen to other people's feelings.
- The use of School council to voice children's thoughts and create actions.
- Working in partnership with all of the stakeholders of the school to ensure they understand the policy.

In addition, staff need to feel safe in order to help make the children feel safe. Staff are aware of procedures to follow in such an instance or they can contact their union for advice and support. The Equality Policy and Dignity at Work Policy also link with this policy.



Procedures for reporting and dealing with bullying incidents

At Andrews' Endowed Primary School all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will support all those involved whilst allegations and incidents are investigated and resolved.

The following step by step procedures will be followed in all cases:

- Initially, staff will listen and speak to all children involved about the incident separately. Appropriate action will be taken quickly to end the bullying behaviour.
- Records of the incident will be made on the [Hampshire Bullying and prejudice-based incident report form](#) (Appendix 4) and will be given to the Headteacher.
- Appropriate advice will be given to help the child who is being bullied.
- Staff will reinforce to the child or children who are showing bullying behaviours that their behaviour is unacceptable and they will be given a warning. The child/children will be asked to genuinely apologise for what they have done. Support from members of staff will be given to both the child who is being bullied and the child/children who are showing bullying behaviour.
- Work will be done with the bully/ies (for example with the learning mentor or in circle times) to help him/her/them understand and change his/her/their behaviour including investigating the underlying reasons as to why they are bullying.
- In serious cases e.g. when threatening behaviour is involved, parents will be informed and invited into the school to discuss the problem. This meeting will be with the class teacher and/or Head teacher and Deputy Head teacher present.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Should the bullying continue the Head teacher may make a decision to exclude the child. The parents then have the right to appeal to the Governing Body and the LEA.
- Appropriate records will be kept of all incidents.

What constitutes serious bullying?

All incidents of bullying are painful and have consequences, and are taken seriously by us. Very occasionally incidents occur in schools that are so serious that they may result in exclusion, a criminal investigation and/or a referral to a specialist agency such as social care teams within the local authority. They might occur despite prolonged involvement and support from a range of agencies for a bullying pupil and his/her parents or carers, and where a pupil is old enough to fully understand the consequences of their continued unacceptable behaviour.

Race Equality/Inclusion Statement

The policies, system and practices at Andrews' Primary CE School set out to promote community cohesion and to provide a high quality educational experience for all children. We do not tolerate any form of racism, bullying or harassment. We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Monitoring and evaluation of the policy

To ensure the policy is effective, it will be regularly monitored and evaluated. The governing body monitors the impact of all policies. We aim to monitor the policy through the Bullying



and prejudice-based incident report form, the annual questionnaire and work completed during Anti-Bullying week.

Control Box

Version		Date/Effective from	Summer 2021
Author	Maria Lloyd	Review Date	Summer 2024
		Responsibility	Head Teacher

Associated Policies, Documents, Agencies:

Behaviour Policy

See Appendix 1 for Legal Framework



Appendix 1 – Legal Framework

Since September 1999 all **schools** have been required to have an anti bullying policy in place.

All agencies working with children and young people (including schools and colleges) must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination (Children Act 2004).

Human Rights Act 1998

Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination.

Race Relations Act 2000

Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.

Employment equality (Religion or Belief) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of religion or belief.

Employment equality (Sexual Orientation) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.

Disability Equality Duty 2006

Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.

Gender Equality Duty 2007

Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women.

Equality Act (Sexual Orientation) Regulations 2007

Outlawed discrimination on the grounds of sexual orientation in the provision of goods and services.

There are some cases when bullying stops being bullying and becomes a **crime**. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity, under the **Harassment Act 1997** or of the **Offences Against the Person Act 1861** for example.



Appendix 2 INFORMATION FOR CHILDREN – What we tell our children

What should happen if you are being bullied?

The most important things to know and do are these:

- It's important to tell someone – a friend, a teacher, your parents – someone you trust. Don't suffer in silence – that is what the bully wants.
- It is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

You could also think about these things:

- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully likes to see that they have made you unhappy.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – say "No" loudly and clearly. Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.

What should you do if you think someone is being bullied?

- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Look out for people and stick up for them. If you think someone is being left out, offer to let them join your game.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

What will we do for children who are being bullied?

- We will listen to you and take seriously what you say.
- We will make sure that you always have an adult to turn to if you need to talk or need help.
- We will make sure that you have someone to be a friend to stick with you though this.
- We will make sure that we talk to the person who is acting in a bullying way towards you and help them to change their behaviour. We will not give up until the bullying has stopped.
- We will talk to your parents to let them know what is happening and how we are helping you. We will ask them to help you and to support us to stop this bullying.

What will we do for children who are bullying?

- We will talk to them and their parents about their behaviour.
- We will explain to them the effects of their behaviour and help them to change their behaviour. This may involve providing them with an older buddy.
- We will listen to them, as there may be reasons why they are acting in the way they are. We will never condone or agree with their action.
- We will try and find someone that they can talk to that they trust.



If things don't change and the behaviour continues, we will follow the procedures set out in our Behaviour Policy.

Appendix 3 INFORMATION FOR PARENTS

What can parents do to help?

Parents and carers have an important part to play in our bullying policy. We ask parents to:

- Help children understand the difference between falling out with someone and being bullied. Don't jump to conclusions or use the bullying label to describe unkindness. Encourage children to be ready to make up and resolve issues, with appropriate support.
- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child or his/her parents on the playground or involve an older child to 'deal' with the bullying behaviour. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

How do we deal with a bullying incident?

We take each reported incident seriously. We ask our class teachers to complete a Bullying and prejudice-based incident report form and notify the Head Teacher if incidents are reported to them, so that we can ensure that there is plenty of awareness from the outset. Whether it is reported by a child or an adult, we will make notes of the incident being reported, and spend time talking to both parties to get information about what has happened, and try to find out why. We spend time talking to both families, keeping them informed of what has happened and how we are dealing with it. We then agree a plan going forward, which we monitor over a period of time. We try to ensure that all parties are satisfied with the outcome, and encourage families to continue to touch base with us so that bullying behaviour does not recur at a later date.

What if parents aren't satisfied with the way we have dealt with a bullying incident?

Although we do our very best to reach a point at which all parties are satisfied, this may not always be possible. We have a formal Complaints Policy which details the procedures parents can follow if they remain unsatisfied with the way we have dealt with an incident. The Complaints Policy is available on our school website.



Appendix 4 **HAMPSHIRE BULLYING AND PREJUDICE BASED INCIDENT REPORT FORM**

(NB Appendix Numbers in blue within this form refer to the form's appendices at the end of the document)

Bullying and prejudice-based incident report form

Report form completed by: _____

Date of report: _____

Time of incident: _____

Type of report/incident:

Bullying Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff

Child/young person Parent/carer Other

Where did the incident take place? Tick all that apply.

Bus Corridor Park

Taxi Classroom Playground

Toilets/Cloakroom Locker/changing room Online/social media

On the way to/from school Other (please describe below)

Other _____

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age/year/tutor group of perpetrator/s:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race



Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe): _____

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe): _____

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe): _____

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:



Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- **teachers**, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.



Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

<https://www.stonewall.org.uk/>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<http://www.educateandcelebrate.org/>

<https://www.theredcard.org/>

<https://www.mermaidsuk.org.uk/>

www.hants.gov.uk/emtas

<https://www.stophateuk.org/>

<http://report-it.org.uk/home>

<https://tellmamauk.org/>

<https://cst.org.uk/antisemitism/hate-crimes>

<http://www.qalop.org.uk/>

<https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>