

Grazeley Church of England School

"Be courageous. Be strong. Do everything in love."

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

ANTI-BULLYING POLICY

DATE OF LAST REVIEW :

September 2026

REVIEWED BY :

Headteacher

APPROVED BY:

Headteacher

DATE OF NEXT REVIEW :

September 2027

Version	DATE	DESCRIPTION
10	June 22	Put onto new format and changes made in line with behaviour and mental health policy.
11	September 2023	Minor edits to terminology
12	September 2024	Minor edits
13	September 2025	Minor edits
14	September 2026	Minor edits

ANTI BULLYING POLICY

1 Policy: Anti-Bullying Policy

- To be read in conjunction with Behaviour and Mental Health Policy

2 Introduction

Grazeley Church of England Primary School has an anti-bullying policy to meet The Department of Health and The Department for Education and Employment requirements contained in 'Working Together' and 'Don't Suffer in Silence'. Also to comply with The Human Rights Act 1998.

The school is legally responsible for incidents of bullying which occur on school premises. It is also concerned about pupils' conduct and welfare outside school and will address issues that come to light from other sources.

3 Principles

- Bullying is unacceptable in any form.
- All children have a right to an education free from fear, harassment or degradation.
- Bullying is a problem for both the victim and the bully.
- Best outcomes follow when the school works with parents to address concerns about bullying, behaviour and victimisation.
- All victims should feel able to report bullying to a responsible adult and be confident that support will be given.

4 What is Bullying?

Bullying is defined as: deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- physical - hitting, kicking, theft;
- verbal - name calling, discriminatory remarks;
- indirect - spreading rumours, excluding someone from social groups;
- Cyberbullying - the use of technology (Text messages, emails, instant messaging, Social Networking sites) to harass, threaten, embarrass, or target another.

5 Prevention

At Grazeley Church of England Primary School we will not tolerate bullying. All staff have a responsibility for dealing with this problem. Children will have their awareness of the issue raised at a number of levels and be informed of the school's expectations about the unacceptability of bullying and what to do if they experience or are aware of bullying of others. (See also Behaviour and Mental Health Policy, E-Safety Policy and Acceptable Use policies).

At Grazeley Church of England Primary School we educate our pupils both in e-safety and about the serious consequences of cyber-bullying. Through PSHE, Computing lessons and Collective Worship we will continue to inform and educate our pupils in this fast changing area. To support parents/carers information is included within the school newsletter on a regular basis. There are clear systems in place to respond to reports of cyber-bullying or harassment (see also E-Safety Policy, Child Protection and Safeguarding Policy and Acceptable Use policies).

Children will have their awareness of the issue raised at a number of levels including through the PSHE curriculum, and be informed of the school's expectations about the unacceptability of bullying and what to do if they experience or are aware of bullying by others.

6 Parental Involvement

Grazeley Church of England Primary School recognises the important part parents or carers play in supporting their children and promoting change. School welcomes the active involvement of parents (of both the victim and the bully) in bringing this problem under control. Parents/carers will be kept informed of any concerns the school has about their children in relation to this issue. A written behaviour plan based on the principles of therapeutic thinking would be shared with parents of the bully to support them to improve their behaviour.

7 Implementation

All staff are responsible for the rigorous application of this policy and ensuring that the incidents falling within the school's definition are properly recorded on CPOMS.

Staff should refer directly to the school's behaviour and mental health and wellbeing policy when considering appropriate educational and protective consequences to respond to a bullying incident. The flowchart (Appendix A) explains the school's approach to negative behaviour including bullying.

8 Post Incident Responses

8.1 Post Incident Responses for the Victim

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. School will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure a child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Informing/involving parents/carers
- Reassurance that the victim is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling

- Befriending
- Assertiveness training
- Extra supervision/monitoring
- Creation of a support group
- Peer mediation/peer mentoring
- Arrangements to review progress
- Communication amongst staff
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)

8.2 Post incident Responses for the Bully

School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. School does not believe that the use of punishment is helpful in managing this problem but is of the view that the positive use of consequences can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change. School will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When consequences are felt necessary they will be applied consistently and fairly.

The following options will be considered:

- Immediate action to stop an incident of bullying in progress
- Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- Proactive measures including loss of lunch/break time privileges, removal from class/group, adult supervision
- Withholding participation in sports or out of school activity (if not essential part of curriculum)
- Parents informed
- Counselling/instruction in alternative ways of behaving
- Adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- Suspension
- Permanent exclusion (in extreme cases which may involve violence)
- Rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

A written behaviour plan may be put in place. These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the class teacher/Family Support Advisor /SENDCo/Headteacher, so that there is mutual understanding about any 'individualised' consequences that are put into place. The plan will follow the principles of therapeutic thinking.

In some cases, a risk assessment may be written. This would be put in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

In some cases, a Pastoral Support Plan: Children with serious or repeated behaviour difficulties may need to have a PSP to support reintegration following a reduced timetable or lunchtime or fixed term exclusion. This may also be supported by Foundry College.

8.3 For the Headteacher

- To ensure a record of the incident and all follow up actions are recorded on CPOMS
- To maintain and oversee a behaviour plan.
- To consider the need for a risk assessment following a bullying incident.

9 Monitoring and Evaluation

- Termly reports to the Governors.
- Biennial review of the policy.
- Informing parents and children of any changes to the policy or procedures.
- Feedback from parents, children, victim and bully.

Each incident of bullying falling within the school definition will be reported. Any incidents with a racist, sexist, disabilist, biphobic, transphobic or homophobic element will be identified and reported on CPOMS and to the Governors. Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and pupils.

10 Linked Policies

Safeguarding policy
Behaviour and Mental Health policy
Complaints policy
Abuse, Threats and Violence policy.
E-safety policy
RSE Policy