



# Anti-Bullying Policy

2025

Approved by: Academy Board

Date: January 25

Last reviewed on: January 2025

Next review due by: January 2027

Highburton CE First Academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

At Highburton First Academy we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and offer nurturing and enriching experiences to enable the development of the whole child.

We recognise that some of our pupils are not always emotionally ready to learn when they come to Highburton CE First Academy and require an increased level of support for them to access the wider curriculum. As a member of the National Nurturing Schools Programme we are in a strong position to support our children's social and emotional development.

At Highburton C.E. First Academy we recognise that bullying can occur and that both pupils and staff may be bullied. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable all members of our school community to recognise bullying when it takes place and to deal with it effectively. The aims and rights of our school make clear that bullying is unacceptable. This policy has been written and reviewed in consultation with the School Council.

Staff anti-bullying information can be found in Staff Code of Conduct and Teacher Standards.

### **1. A definition of bullying**

Bullying may be defined as **repeated behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally – even if their actions seem insignificant to others**. Whilst bullying generally implies repeated behaviour, there may be occasions when a single instance can be so serious in terms of intent that it is classified as bullying.

Bullying usually involves **an imbalance of power** - if two pupils of equal power or strength have an occasional disagreement or argument, this is not bullying.

#### **Bullying can be:**

- **Emotional** being unfriendly, excluding, repeated teasing, tormenting (e.g. hiding books, threatening gestures, 'making you feel bad')
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments

- **Homophobic or biphobic bullying.** This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- **Transphobic bullying.** This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email and internet chat room misuse  
Mobile threats by text messaging and calls  
Misuse of associated technology, i.e. camera and video facilities

## 2.

### Overall Aim

We recognise the need to ensure that all children in our care do not become victims or bullies. We endeavour to prevent and to always deal with bullying if it occurs.

### What do we do to prevent bullying and create a listening school?

The Head of School ensures that an audit of current practices takes place bi-annually and that necessary changes to policy/strategies are implemented. Surveys/discussions/observations also inform the outcomes

- Raise awareness of bullying (through the curriculum) and teach social skills in a conscious and systematic way.
- Raise awareness by addressing bullying through assemblies.
- Raise awareness by PSHE and Citizenship being part of every child's entitlement and being woven into the basic curriculum.
- Reinforce the above via the annual Anti-Bullying Week (November)
- Ensure that all staff (teaching, non-teaching, lunchtime supervisors, etc) are aware of our anti-bullying procedures.
- All pupils are aware that they may speak to any member of staff if they have any worries and are aware of designated members of staff responsible for safeguarding.
- Peer counsellors are trained annually as Befrienders and pupils are able to discuss worries with their peers at sessions that run twice a week.

### What strategies do we have for 'listening'?

- Buddy system of peer mentoring
- Poster reminders around school
- Use of circle time and School Council meetings
- Ethos that ensures availability of all staff to listen
- Emails checked to ensure that they comply with our policy
- Befrienders scheme
- CEOP Report Abuse button on School Website

### How do we deal with bullying when it happens?

There is a stepped approach to dealing with situations that mirrors that in the Behaviour Policy. Bullying behaviour is dealt with in the context of the Behaviour Policy. It is essential that separate incidents are classified as either a bullying incident, simply a disagreement between otherwise friends, or a 'one off' loss

of temper or misunderstanding. This is sometimes a difficult aspect of school life for parties to deal with, as personal experience can be emotive and the school must use reliable evidence sources available.

**Initial response to complaints of bullying are dealt with by Lunchtime Supervisors or Classteacher.**

### **1. Classteacher or Lunchtime Supervisor**

Use of the no-blame approach. Victim, perpetrator and witnesses seen separately. Perpetrator given an opportunity to resolve the situation. A review is held in one week after initial meeting, with regular contact with victim in between. Head of School and classteacher informed immediately. Whole staff team informed at Wednesday staff meeting. If no resolution to issue after one week, passed on to Head of School.

### **2. Head of School**

Where bullying is persistent, where there is SIGNIFICANT harm or where the impact on the victim is significant, the Head of School will be involved. There will be discussion with the victim, perpetrator and witnesses separately. The incident is logged in the school behaviour book, kept in the Head of School's office. This is confidential and access is restricted to relevant staff. Possible involvement of parents made clear to perpetrator at this point. Review held in one week after initial meeting, with regular contact with victim in between. If no resolution in an appropriate specified period (pertinent to incident) move to next stage.

### **3. Contact with parents**

Parents would be contacted and asked to discuss with the Head of School the bullying behaviour. Possible consequences of behaviour would be discussed with parents, in line with the school Behaviour Policy.

Every incident of bullying is different and some may require a different response to that detailed above. In more severe cases stage 2 will be the starting point, in other cases more time may be spent at stage 1. It is often difficult to confirm that bullying is taking place and that the incident is not a disagreement between two people of equal power. It is essential that the repeated nature of the behaviour is also confirmed. This requires full investigation at stage 1 and hence it may be necessary for this stage to last longer.

### **Outcomes**

Bully/Bullies will apologise to victim(s)

The bully/bullies will receive a consequence in line with the Behaviour Policy

Staff will continue to monitor the situation

The bully/bullies will receive help to change behaviour

Care will be taken to ensure the victim is comfortable and confident that the bullying has ceased and steps will be taken to ensure confidence and well-being is restored and maintained.

**All staff are asked to encourage the children in the following:**

1. To be aware of what bullying is
2. To be assertive, not aggressive
3. To report incidents of bullying they experience or witness
4. To be aware that something will be done

**Staff are also asked to do the following:**

1. Be aware of changes in children's behaviour
2. Record and monitor any incidents in the Bullying Incidents book in Head of School's office.
3. Regularly remind children of how to deal with bullying.
4. Liaise with the Head of School if the victims or bullies are in your class or care.

### **Bullying outside the school premises**

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head of School of any other school whose pupils are bullying.
- Talk to the police where this is deemed necessary.

The DfE says that, “exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school’s common duty of care.” Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.