



**Leverstock Green CE (VC) Primary School**

*Striving for excellence, caring for the individuals*

## **ANTI-BULLYING POLICY**

**Leverstock Green CofE (VC) Primary School**

### **Policy Review**

This policy was agreed by the governing body on 21<sup>st</sup> May 2025

It is due for review in May 2028.

Signature ..... 

Head Teacher

Date ..... 21/5/25 .....

Signature ..... 

Chair of Governors

Date ..... 21/5/25 .....



# Leverstock Green CE (VC) Primary School

Striving for excellence, caring for the individual

## ANTI-BULLYING POLICY

### Introduction

We strive to create a welcoming and positive culture across the school, which in turn reflects our vision that 'We are all the children of God by faith in Christ Jesus.' This underpins our understanding of the importance of school as a place of safety where every pupil can enjoy trusted relationships with staff and peers. We share the Church of England's Vision for Education 2016, "Deeply Christian, Serving the Common Good", which includes four basic elements: wisdom, hope, community and dignity. We aim to deliver high quality education with the very best outcomes for children and young people, always built on the foundation of our chosen core Christian values of love, respect and forgiveness.

### Our Core aims

- Curriculum development and delivery  
We achieve maximum learning outcomes in English, maths and across the curriculum using the most appropriate teaching methods
- Pupil welfare and pastoral care  
We promote the health and well-being of all of the children and provide a caring and supportive pastoral system that takes account of their needs
- Moral and spiritual development  
We develop children's moral values and a spiritual awareness based upon the Christian faith, with respect for and understanding of other religions
- Personal and social development  
We develop personal attributes of confidence, self-discipline, a sense of purpose and community, aligned with tolerance and understanding towards others
- Inclusion  
We ensure that all children can access activities by taking account of individuals' needs.

### Our school ethos

We place great emphasis upon the value of the individual and the uniqueness of human beings. We share the message that we should care for and respect each other. Every member of our school community, adult or child, is expected to share this approach.

Parents of children starting in Reception or Nursery are asked to sign our Home School Agreement to confirm their agreement to support the school's policies and to encourage their children to follow our behaviour expectations. All adults are expected to be good role models for children and must demonstrate positive, collaborative relationships at all times.

### Definition of Bullying

We have adopted the definition used by The Anti-Bullying Alliance which defines bullying as:

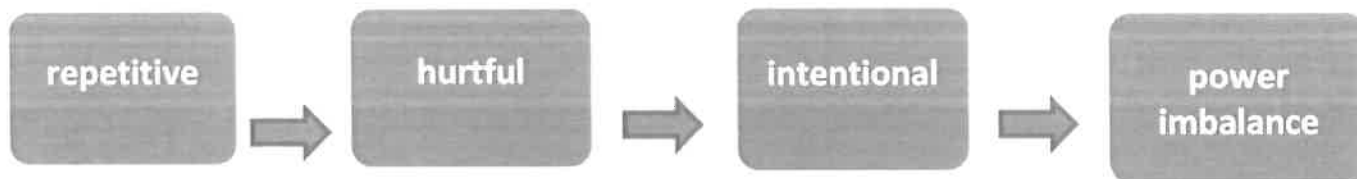
*'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'*



## Leverstock Green CE (VC) Primary School

Worship God, Excel in Learning, Caring for the individual

All four elements must be present to meet the definition of bullying.



Bullying can include:

name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. It can include, but is not limited to, protected characteristics identified in the Equality Act. These are:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young guardians, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messaging, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. Where the threshold for child on child abuse is reached, a referral will be made to Children's Services in line with our Child Protection Policy. See Safeguarding policy for definition of child-on child abuse.

### What does not constitute bullying

Bullying means that one child is deliberately using his or her power over another to hurt or make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. It isn't a personality clash or not getting on with someone. It isn't falling out one year and having another disagreement a few years later. It is a conscious choice. Bullying goes on deliberately, repeatedly and over a period of time.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are repetitive and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.



## Leverstock Green CE (VC) Primary School

*Striving for excellence, caring for the individual.*

### **Preventing Bullying**

Our Home School Agreement expects parents to support the school's policies, including behaviour, and encourage their child's personal responsibility. We discuss bullying and related feelings during Circle Time and Personal Development lessons. From time to time the school takes part in initiatives to raise awareness; this includes national Anti-Bullying Week each autumn. We provide Worry Boxes for children as an additional form of communication so they can raise concerns with their teachers privately. We are proud to be a No Outsiders school and we use this theme each week as part of our worship planning. All pupils are taught to recognise what is and what is not bullying and to know the importance of not being a bystander. We encourage them to join with adults in taking collective responsibility to prevent bullying in all its forms. Be aware that particular groups are at a higher risk of being bullied and therefore require special attention and remove barriers where possible. Collective Worship which can be used to ensure whole school understanding of core school values, including those that underpin anti-bullying work.

### **What staff can do to prevent bullying**

- Let the children know when they begin each year that bullying will not be tolerated.
- Encourage the children to tell an adult if they witness bullying or are being bullied.
- Deal with bullying and intimidation as soon as they find out and request support from senior staff if necessary.
- Equip pupils with tools to navigate difference, disagreements and help them to develop empathy in everyday encounters
- Listen and be sympathetic when a child shares that they are being bullied.
- Don't agree to keep it a secret.
- Record pupils' initials on the staff whiteboard so all members of staff know there is a concern.
- Separately ask the perpetrator and the victim to write down or draw what has happened and sign it, if age-appropriate. Younger children may need an adult to scribe for them.
- Involve the Headteacher and the parents straight away, so that the perpetrator realises that neither the staff nor the parents will tolerate their behaviour and so that the victim will receive support from the parents and staff.
- Not allow pupils to use mobile phones or smart watches on school premises.

### **Challenge remarks which are:**

- Derogatory (i.e. intending to put another person down)
- Outdated terms. Where these are used accidentally, the school has a clear role to play in educating the pupils and adults who use them.
- Indiscriminate and which present being a LGB/GQ pupil or LGBT+ adult negatively (e.g. indiscriminate use of the word 'gay' to describe things we don't like)
- Dehumanising (i.e. devaluing a person or treating them as worthless)

Alleged bullies and any witnesses will be given an equal opportunity to be heard and a chance will be given for them to change their behaviour, usually following the guidelines in the rewards and consequences section of our behaviour policy. It is important to remember that the behaviour of the perpetrator and not the victim which needs to change in cases of bullying.



## Leverstock Green CE (VC) Primary School

*Primary for all, working together, caring for the individual*

### **What the children can do to prevent bullying**

- Tell an adult, for example their parents, another relation or a member of school staff, or go with a friend to an adult if they witness bullying or if they are a victim of bullying. The Worry Box (available in each class) is another good way to let an adult know.
- Try to ignore one off comments or teasing.
- Tell the bully to go away and say "no" in an assertive way.
- Resist fighting back or retaliating as this will not help when teachers and parents become involved.
- Keep a diary of all the events and times and places and what is said and done in words or pictures, as appropriate.

### **What parents can do**

- Support the approach of the school. We need to work together to resolve it.
- Resist telling your child to retaliate.
- Take the incident seriously and listen sympathetically if your child tells you that they are being bullied.
- Don't agree to keep it a secret.
- Tell the class teacher straight away.
- If your child is the bully, encourage him or her to apologise to the victim either verbally or in the form of a letter.
- Talk to your child to encourage an understanding of how the bullied child will be feeling.
- Encourage your child to maintain a diary of incidents or keep one for them.
- Try not to interrogate your child at the end of each day. This can unintentionally add more stress to your child.
- Monitor your child's internet use and not allow them to use age-inappropriate apps or websites.
- Do not approach the other child's parents. This usually makes the situation more complicated and harder to resolve.
- Understand that parents/ carers are key partners in tackling any harassment towards LGB/GQ pupils or LGBT+ adults such as derogatory comments, taunting or name-calling and behaviours aimed at humiliating others.
- If parents feel that their concern has not been dealt with appropriately, they should follow the schools complaints policy.

### **Recording incidents of bullying**

All allegations of bullying, whether proven or not, will be recorded on CPOMS (our internal recording system.) This allows us to spot patterns in pupils' behaviour and monitor the effectiveness of our work. All allegations are recorded and reported (anonymously) to the school governors termly.

### **Actions to be taken if an allegation of bullying is made**

See appendix

### **Sources of further support**

National Bullying Helpline

<https://www.nationalbullyinghelpline.co.uk/about.html>



## Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk/>

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Childline

<https://www.childline.org.uk/searchpage/?query=bullying>

Kids Health

<https://kidshealth.org/en/parents/bullies.html?ref=search>

Young Minds

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>



## Appendix 1

### Managing allegations of Bullying

**Bullying is defined as**

***'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'*** **Anti-Bullying Alliance**

<b>PARENTS – follow these steps</b>	<b>SCHOOL STAFF</b>
<b>STEP ONE:</b> If you feel your child is being bullied you should approach your child's teacher and explain your concerns. Where a child reports bullying to a member of staff, the child's parents will be informed.	The class teacher will investigate and report back to you. If bullying is found to have taken place a number of actions will be taken (see below) If bullying is not found to have taken place the teacher will speak to parents and child and explain the reasons for this decision.
<b>STEP TWO:</b> If the situation does not improve or repeats itself after a brief period of time you should take your concern to the Headteacher.	You may be asked to put your concerns in writing. Either the Headteacher or Assistant Headteacher will investigate and report back to you.
<b>STEP THREE:</b> If you are still concerned that the problem has not been resolved, you may put your concerns in writing to the Chair of Governors.	The Chair of Governors will take the matter up with the school and report back to you.

All investigations will be undertaken following the school Behaviour Policy, a copy of which can be found on the web-site or can be obtained from the school office.

Discussions will take place with the victim, the perpetrator, any witnesses and the parents of both victim and perpetrator. Parents and victim may be invited to a meeting with the perpetrator and his/her parents. Written notes will be taken at all meetings. Written reports will be taken from relevant members of staff.

#### **Actions which may be taken whilst investigations are in progress**

The victim and the alleged perpetrator may be separated. The physical safety of the victim is paramount.

An adult may be allocated to the victim to whom they can report any problems.

Parents and/or victim may be requested to keep a diary.

The perpetrator *may* be suspended from school, pending enquiries.

Work on bullying which is additional to the normal class curriculum may take place.

#### **Actions which may be taken where bullying is found to have taken place**

The perpetrator will be expected to take responsibility for their actions and the hurt caused.

A two week programme of age-appropriate consequences to ensure further hurt is not committed.

Adult assigned to victim to report further incidents to and who will monitor for an agreed period of time.



## Leverstock Green CE (VC) Primary School

Striving for excellence, caring for the individual.

Offer of support for victim, e.g. Nurture or Drawing and Talking therapy.

Referral to an external service or exclusion (internal or external) for perpetrator may be considered.

<b>Actions which <u>may</u> be taken where allegation is unsubstantiated through lack of supporting evidence</b>
--

Home-school diary issued to alleged victim to record incidents.

Named adult confirmed for alleged victim to report to and for parents to contact.

Monitoring to take place for an agreed period.

<b>Actions which <u>may</u> be taken where counter-allegations are made</b>
---

Offer home-school diaries to both families.

Identify separate adults to monitor behaviours of both children and for parents to contact.

**In each of the above three cases, senior members of staff will contact all parties at weekly intervals (including the parents) for their views on progress until the situation is resolved.**





**Appendix 2**

