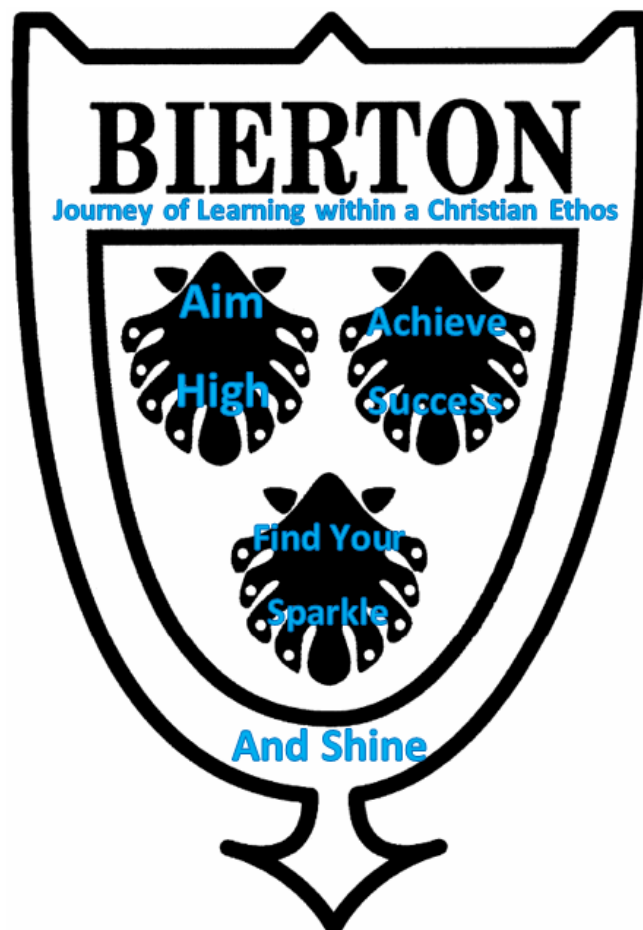




Bierton CE Combined School and Nursery Anti-Bullying Policy



Date: January 2026

Date of Review: January 2027



Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' Matthew 5:16

Rationale

Bierton CE Combined School is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment. We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying. We believe that where bullying is challenged effectively, pupils will feel safe and happy, therefore, their 'light' will shine brightly. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Bierton, we acknowledge that bullying can and does happen from time to time and that bullying can happen to adults in the workplace. 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. 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. Our bullying policy should be read in conjunction with our school's behaviour policy.

Definition of Bullying

Bullying is

"Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally"

Bullying can happen to anyone. It usually has the following four features:

- It is repetitive and persistent.
- It is intentionally harmful
- It involves an imbalance of power.
- It causes feelings of distress, fear, loneliness and lack of confidence in those at the receiving end.

This policy covers all types of bullying including:

- Bullying related to physical appearance



- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

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 or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

Aims

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. We continually reinforce the importance of our school vision 'Let your light shine to show your good deeds and glorify your father in heaven.' 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.

Within Bierton CE Combined School we want:

- All children to feel safe to learn, play and enjoy the company of others.
- All children and adults to be treated fairly, with respect and dignity.
- All adults to feel happy and safe in the workplace.
- Everyone to listen carefully to what children and adults have to say and treat all accounts with due seriousness.



The school will set about doing this in the following ways:

- The school will meet the legal requirements for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004. (See appendix 1 for more detailed legal framework).
- All governors, teaching and non teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non teaching staff, pupils and parents/guardians will know what the school policy is on bullying.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE lessons, circle time etc) will be used throughout the school to reduce opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work and express themselves free from fear of being bullied.

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.

Preventing and responding to bullying

Preventing Bullying.

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through information and displays, through peer support and through the student council



- Train all staff to identify bullying and follow school policy and procedures on bullying
- Actively create “safe spaces” for vulnerable pupils
- Training KS2 pupils to be Peer Mentors

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs. Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. Bully/worry boxes are available for indirect/anonymous disclosure. Everyone must realise that not telling someone means that the bullying is likely to continue.

What can you do if you are being bullied?

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 someone is bullying you, it is important to remember that it is not your fault and there are people that can help you. Tell someone you trust, giving them as many facts as you can (Who? Where? What? Why? When? How?). All pupils know that if they are experiencing bullying they should tell their teacher in the first instance. Should a pupil not feel confident in doing this our learning mentor is available to speak to pupils or they may choose to use the school council representatives.

What can you do if you see someone else being bullied?

(The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means that the bully has won and gives them more power. There are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

Roles

Staff

We expect staff to:

- Provide children with a framework of behaviour including class rules which supports the whole school policy
- Emphasise and behave in respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Provide pupils with a good role model
- Raise awareness of bullying through stories, role-play, discussion, peer support, pupil/student council, PSHE, RE and Citizenship
- Through the Head Teacher, keep the Governing Body well informed regarding issues concerning behaviour management
- Regularly canvas views on the extent and nature of bullying



- Ensure pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in schools
- Publicise the details of help lines and websites
- Offer support to pupils who have been bullied
- Work with pupils who have been bullying in order to address the problems they have

Methods of involving children

- Pupil surveys; gauge feelings of safety and well-being
- Pupil policy review and charter
- Method of shared concern
- Peer support - Peer mentoring - Playground buddies - School council - Links with senior school pupils
- Assemblies & workshops
- Worry boxes
- Anti-Bullying Ambassadors – Agents for Change – Children selected and attend training course. Following this the children will work with the PSHCE Leader to promote anti-bullying and run campaigns.

Parent/Careers

We expect that parent/carers will:

- Understand and engage with everything that is being done to make sure their child enjoys and is safe at school

We will ensure parents/carers:

- Know who to contact if they are worried about bullying including our complaints procedure
- Feel confident that everything is being done to make sure their child/children is/are happy and feel safe at school
- Are informed about and fully involved in all aspects of their child's behaviour

Witness

A witness of bullying or a child being bullied should:

- Tell an adult they trust so they can help the child and deal with the problem.
- If they are too scared to tell an adult, they should tell a friend and get that person to come with them to tell an adult.
- Explain what has happened.
- Remember that it is not their fault and not to blame themselves for what has happened.

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Governors

We expect that Governors will:

- Support the Head Teacher and the staff in the implementation of this policy
- Be fully informed on all matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Children

We expect that Children will:

- Support the Head teacher and staff in the implementation of this policy.
- Contribute to agreed approaches via school council, circle times etc.
- Be confident that everything is being done to make the school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.
- Be involved in the monitoring and review process of this policy.

Tackling bullying

Recording

Incidents clearly identified as bullying must be recorded on CPOMS and all incidents and follow up action will be recorded.

Dealing with an incident

Bullying incidents discovered at Bierton C of E Combined School will be taken seriously and support will be provided for the target and bully. We use the 'method of shared concern' –

Bierton School will support all involved by:

- Talking through the incident with the target and bully
- Helping the target and bully to express their feelings (Restorative Justice)
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends

Sanctions may include:

- Time away from an activity in the classroom
- Missing break or another activity
- Formal letter home from the Head Teacher/Senior Leader
- Meeting with staff, parent/carer and/or pupil(s)
- Pastoral Support Plan (PSP)
- Detention
- Suspensions (internal/external)
- With holding privileges

Parents/carers (of both the target and bully) will be informed of what has happened, and the action taken. A record will be made of these discussions and if necessary independent



witnessing of action taken and recording of information can be used to ensure accurate evidence retained.

Step 1: (Immediately)

The adult that the child has disclosed to will encourage him/her to talk about the experience, making notes and **being clear of facts**, particularly who was involved and any eyewitnesses who may have seen an event. If this adult is not the class teacher, they will discuss the concern with the class teacher who will continue to deal with the incident, logging all information. The teacher will want to talk to the victim too. All information will be recorded on CPOMS.

Step 2: (Within two working days)

The teacher would convene **a meeting** with the people named including witnesses (without the victim). The teacher will listen to their views and establish what was seen and heard and consider the information given.

Step 3: (Within two working days)

The teacher will convene **a meeting** with the people named and the victim. It is often useful for the victim to have support from a friend or an eyewitness. The teacher tells them about the way the victim is feeling and describes the incident as it occurred from accounts. An agreement is reached about what happened.

Step 4 – **Shared Responsibility**

The teacher does not attribute blame but states that they know that the individuals concerned are responsible for their behaviour and the consequences and can do something about it. The individuals concerned should understand that what has been happening is unacceptable. They should be asked to explain why it is unacceptable and to discuss other options and choices they could have taken. They will also discuss the school sanctions as set out in the behaviour policy.

Step 5 – **Informing Parents** (Within two working days)

When an incident has been identified, teachers will inform parents, detailing the incidents, strategies used to find resolution and offer feedback the following week. They will also offer support for parents in encouraging their child to make the right choices (Bullies) and to be more assertive in applying strategies learned (Victim). Both sets of parents will understand that the incident has been taken seriously and has been logged with the Headteacher, even if she has not dealt with it directly.

Step 6 – **Time for self-responsibility and Resolution**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher then arranges to meet with them again within ten school days, to see how things are going. The teacher will also ask the Lunchtime Supervisors to watch closely during playtimes and the names of pupils will be shared at staff phase briefings so that all



staff are aware that these pupils may need support and guidance and any subsequent incident can be responded to quickly.

Step 7 – Meet Again

Within ten school days the teacher discusses with each pupil individually, including the victim, how things have been going. This allows the teacher to monitor the situation and keeps the individuals involved in the process. He/she will also have received feedback from other staff.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including: Behaviour Policy, Attendance Policy, Complaints Policy, Equality, Diversity and Cohesion Policy.

Policy monitoring and review

We will formerly review this policy every year or if incidents occur that suggest the need to review.

Trends and strategies are analysed by the Senior Leadership Team and are reported each term to the Governors.

Responsibilities

The senior leadership team are responsible for this policy.

Useful information can be found by looking at www.dfes.gov.uk/bullying

Helplines:

National Child Protection Helpline 08088005000

Samaritans 08457 909090

Child Line 0800 1111

Where possible, using the term 'bullying' should be avoided since quite frequently children, particularly younger children, misunderstand the term and therefore it can be misused.

Any incidents that occur outside school are the responsibility of parents, but parents may wish to inform the school if issues in the park, online, may impact upon in-school social interaction.



Appendix 1

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.

- All the schools and youth settings in Islington are expected to work closely with their School based Officer and Safer Neighborhood Team to educate children and young people about their legal rights and possible legal consequences of their actions.