Easton CE Primary School

Anti-Bullying Policy

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1. Introduction

At Easton CE Primary School, we are committed to providing a safe, inclusive, and nurturing environment where every child feels valued and respected. Our vision, "Being different. Belonging together," reflects our dedication to celebrating diversity and fostering a sense of community. We believe that bullying, in any form, is unacceptable and will not be tolerated.

2. Definition of Bullying

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can take many forms, including:

- Physical: hitting, kicking, pushing
- Verbal: name-calling, insults, racist remarks
- Emotional: spreading rumors, excluding someone from a group
- Cyberbullying: sending offensive messages via digital platforms

The reasons for these types of bullying may be related to the following:

- Racist - racial taunts, graffiti, gestures related to race, religion or culture
- Homophobic or Biphobic - offensive remarks or behaviour because of, or focusing on the issue of sexual orientation
- Sexual- unwanted physical contact or sexually abusive comments
- Sexist - sexist remarks, offensive stereotyping or belittling of a person's sex
- Transphobic - making someone unhappy based on their gender 'variance' or because they may not be perceived as conforming to typical gender norms/dominant gender roles
- Prejudicial - physical, verbal or emotional abuse of a person based on prejudices directed towards specific characteristics e.g. SEND or mental health issues
- Religious - offensive remarks made about an individual's faith or religion
- Bullying related to appearance or health conditions
- Bullying behaviour related to home circumstances

Child on child abuse

The school recognises that children sometimes display harmful behaviour to one another and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

This abuse could for example include:

- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence
- all forms of bullying
- aggravated sexting

- physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
All staff will be aware that child on child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.
Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.
The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

3. Aims and Objectives

- To create a school culture where bullying is not tolerated and every child feels safe and supported.
- To implement restorative practices that address the root causes of bullying and promote reconciliation.
- To educate pupils, staff, and parents about the nature of bullying and how to respond effectively.
- To ensure that all incidents of bullying are reported, recorded, and addressed promptly.

4. Preventative Measures

a. Curriculum Integration and Values

Our curriculum promotes values such as kindness, respect, and empathy. Through PSHE (Personal, Social, Health, and Economic education) and class community times we teach children about the impact of bullying and the importance of positive relationships. Our school values teach children about caring for one

another and respecting each other. Children also learn about British values, such as tolerance and protective characteristics in the law.

b. School Ethos and Environment

We foster an environment where diversity is celebrated, and every child feels a sense of belonging. Our 'Calm School Code' encourages behaviors that support a harmonious school community. The annual anti bullying week reinforces these messages for pupils and staff.

c. Staff Training

All staff members receive regular training on identifying and addressing bullying, as well as implementing restorative practices.

5. Reporting and Responding to Bullying

a. Reporting Mechanisms

Pupils are encouraged to report any incidents of bullying to a trusted adult. Parents and guardians can also report concerns to the school. All reports will be taken seriously and handled confidentially. Staff should log all behaviour incidents on CPOMs. The behaviour lead will judge whether incidents are to be classified as bullying

b. Response Procedures – underlying principles

- The behaviour lead will investigate all reported incidents and liaise with the head teacher as necessary.
- Both the victim and the perpetrator will be supported throughout the process.
- Restorative meetings may be held to facilitate understanding and reconciliation.
- Appropriate sanctions will be applied in line with the school's behavior policy.

Managing disclosures

- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.
- Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the behaviour lead, who reports to the Headteacher.
- A written risk assessment will be undertaken by the behaviour lead to minimise the risk of *further* harm and to ensure the safety of all staff and pupils.
- The behaviour lead will be informed of any allegations of abuse against pupils with SEND. They will record the incident on cpoms and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

- Parents or carers of the children involved will be informed as soon as it is appropriate to do so.
- Support will be offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest).
- A referral to any relevant outside agency will be made e.g. Police or Social Care.

6. Restorative Practices

We believe in the power of restorative practices to heal relationships and build a stronger school community. This approach focuses on:

- Encouraging accountability and understanding the impact of one's actions.
- Facilitating open and honest communication between all parties involved.
- Developing strategies to prevent future incidents.

Our learning mentors are available to work with children both to prevent bullying and to restore relationships after any bullying behaviour,

7. Monitoring and Evaluation

The school will regularly review and update this policy to ensure its effectiveness. Feedback from pupils, staff, and parents will be sought to inform improvements.

8. Roles and Responsibilities

- The Local Governing Board: Evaluate and review this policy to ensure that it is not discriminatory. Ensure that the school adopts a tolerant and open-minded policy towards difference. Ensure the school is inclusive.

- Headteacher: Oversee the implementation of the policy and ensure a whole-school approach to preventing bullying. Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Behaviour lead: Carry out monitoring of behaviour
- Staff: Be vigilant in identifying signs of bullying and take immediate action when incidents occur. Log any behaviour incidents on CPOMs
- Pupils: Treat others with respect and report any concerns to a trusted adult.
- Parents/Guardians: Support the school's efforts by reinforcing positive behaviors at home and communicating any concerns to the school.

9. Incidents outside school

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

The school is proactive in respect of bullying or unacceptable conduct which occurs outside the school premises, and reserves the right to discipline pupils based on poor behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision. In incidents which involve other individuals, other head teachers

10. Conclusion

At Easton CE Primary School, we are dedicated to creating a safe and inclusive environment where every child can thrive. By integrating restorative practices into our approach to bullying, we aim to not only address incidents effectively but also to foster a culture of empathy, respect, and mutual understanding.

For more information or to discuss any concerns, please contact the school office or the designated safeguarding lead.

History of changes to policy

Date	**Page**	**Change(s) made**	**Origin of Change (e.g. TU request, change in legislation)**
11.11.22	all	New policy	Updating procedures
21.2.23		Change in terminology	KCSIE 2022
3.6.25	all	New policy	Change of MAT