



**Educating For 'Life In All Its Fullness'**

## **Harewood C of E Primary School**

### **Anti-bullying Policy**

Date Approved: Spring 2026

Chair of Governors: J Jayne

Headteacher: A Ratcliffe

Date for Review: Spring 2029

# School Ethos and Values

*Educating For 'life In All Its Fullness'*

(John 10:10)

As a school, we work together to support and guide each other to develop a strong sense of our Emotional, Spiritual and Cultural selves through our Christian values:



By embedding these core values, we prepare our whole school community for a full life as active citizens of our world.

## **Safeguarding**

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

## **Equal Opportunities**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

## **Aims and purposes**

Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all pupils and staff is a key priority. We strive to make sure that our school is a place where difference is celebrated. We take all allegations of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens

and prepare them for life in 21st century Britain. These values reflect those that will be expected of our pupils by society when they enter secondary school and beyond.

We are committed to improving our school's approach towards tackling bullying and we will regularly monitor, review and assess the impact of our preventative measures.

The school has a clear behaviour policy, which helps to reduce incidents of bullying and identifies clear strategies for disciplining children who are responsible for bullying. The behaviour policy will therefore be used in conjunction with this anti-bullying policy when addressing any issues relating to bullying.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

### **Definition of bullying**

Bullying is hurtful or unkind behaviour, which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group.

### **The 'STOP' acronym can be applied to define bullying: Several Times On Purpose**

#### **The nature of bullying can be:**

**Physical** - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.

**Attacking property** - such as damaging, stealing or hiding someone's possessions.

**Verbal** - such as name-calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

**Psychological** - such as deliberately excluding or ignoring people.

**Cyber** - such as using text, email or other social media to write or say hurtful things about someone.

Bullying could be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people.

Bullying can also be as a result of the bully experiencing fear of their own failure or perceived shortcomings, jealousy and envy- they will then find a reason to try and 'justify' their actions against their victim. As a consequence, the needs of the bully as well as the victim must be addressed in any discussions or reparations.

We recognise that some groups of pupils may be more vulnerable to bullying, including:

Looked After Children

Gypsy, Roma and Traveller children

Children with Special Educational Needs or Disabilities (SEND)

Children from ethnic minorities

Children entitled to Free School Meals

Children for whom English is an Additional Language

Children who are perceived to be gay, lesbian or bisexual

### **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy that ensures all pupils understand and uphold the anti-bullying policy
- The 'You, Me, PSHE' programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Our computing curriculum also incorporates section on cyber bullying for each class.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

### **Reporting bullying**

If a child is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or familiar adult. In the case of cyber bullying, children are encouraged to screen shot and save messages on their phones and social media. They are also encouraged to report any bullying incidents in the following ways:

- By reporting to a teacher
- By reporting to the Assistant Headteacher/ Headteacher
- By reporting to any other adult staff in school – such as lunchtime supervisors, teaching assistants, staff in Before or After School Club
- By reporting to an adult at home
- By calling ChildLine to speak with someone in confidence on 0800 1111

### **Reporting – roles and responsibilities**

#### **Staff**

Teachers support all children in their classes by delivering lessons (particularly RE/PSHE) that address anti-bullying issues and by fostering a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring. All school staff - both teaching and non-teaching - have a duty to report bullying, to be vigilant to the signs of bullying (see appendix two) and to play an active role in the school's measures to prevent bullying.

If staff are aware of bullying, they should reassure the children involved and inform the class teacher. All staff must follow the school's behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incident on the CPOMS system. These records may subsequently be shared with the parents of both the perpetrator and the victim of any bullying in school.

The Headteacher and Assistant Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all children. In the event of a serious incident (extreme distress, physical injury), the Headteacher or Assistant Headteacher must be made aware immediately.

## **Governing body**

The Governing body supports the Headteacher in the employment of anti-bullying strategies.

The Governors require the Headteacher to keep accurate records of any incidents of bullying, together with the action taken. This relates to all bullying concerns and particularly those that have a racist or homophobic motivation which can be categorised and logged on CPOMs. These incidents must also be reported to the LEA using the RH1 form.

## **Parents and Carers**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community. Parents and carers should:

- Look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- encourage their child not to retaliate and to support and encourage them to report bullying.
- report an incident of bullying to the school either in person, or by phoning or emailing the school office/Headteacher.

## **Children**

Children should not participate in any kind of bullying and should watch out for signs of bullying amongst their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult. 'Doing nothing is not enough'.

## **Responding to bullying**

When bullying has been reported, the following actions will be taken in line with our school Behaviour Policy:

- Staff will speak to all children involved and record the bullying incident on CPOMs.
- The Headteacher will monitor incidents logged on CPOMs and will analyse and evaluate the records.
  - The Headteacher will produce termly reports summarising the information from CPOMS, and report to the governing body.
- Staff will offer support to the individual being bullied. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the needs of the perpetrator who may also require support.
- Staff may look at conflict resolution between the victim and the perpetrator where appropriate.
- Pupils who have bullied others are supported in the following ways:
  - Receiving a consequence for their actions.
  - Being able to discuss what happened.
  - Being helped to reflect on why they became involved.
  - Being helped to understand what they did wrong and why they need to change their behaviour.
  - Further support for both the victim and the perpetrator can be sought through the school's cluster support if required
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as the police or the local authority) need to be involved, particularly when actions take place outside of school.

Further action available to school:

The child/children responsible for bullying may be excluded from the playground or certain areas of the school premises for a specified length of time (usually between 1 day and a week).

On return to the playground, the child/children - where necessary - will have a designated and closely supervised area of play for a given period of time (usually between 1 day and a week).

In the event of persistent bullying behaviour, an anti-bullying behaviour action plan/agreement will be drawn up.

The child/children may be required to report to their teacher/Assistant Headteacher or Headteacher on a daily basis.

In the event of persistent or very serious incidences of bullying behaviour, the support may be sought through the Locality Inclusion Leaders (LILs). The following disciplinary steps may be taken:

- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

### **Bullying outside of school (including cyber-bullying)**

We encourage parental involvement in dealing with bullying behaviour and appreciate communication with parents regarding bullying incidences that occur outside school in order to support our monitoring role in school hours. We recognise that bullying can take place on the way to and from school; before or after school hours; at the weekends or during the holidays; or in the wider community. Although the school cannot accept responsibility for incidences that happen outside school hours or outside school boundaries, we do believe we have an obligation to educate the children around the safe and proper use of technology through the curriculum.

Cyber-bullying is a modern and ever-growing concern and is defined as any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and WhatsApp can be great fun, but anything unkind posted about an individual can be seen by lots of people and these posts can go viral extremely quickly and can be shared by many people within minutes.

This type of bullying can impact on pupils' well-being beyond the school day. The school will support pupils who have been victims of cyber-bullying by talking with the pupil about their feelings and whether the bullying has stopped.

Staff, parents and carers, and pupils must be vigilant to bullying outside of school - including cyber-bullying - and should report and respond according to their responsibilities as outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

When tackling homophobic and other prejudice-based language, words that individuals use or would use to describe themselves (e.g. gay, lesbian, bisexual, girl, black) are acceptable.

Words or phrases that wrongly imply an individual's membership of a group and/or refer to that particular group in a derogatory way are wrong ('that's so gay', 'you're so gay', and 'you run like a girl').

When dealing with derogatory homophobic language staff are expected to challenge children's understanding.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **Monitoring and reviewing**

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via half termly Headteacher reports. The governors are in turn responsible for monitoring the effectiveness of the policy via the Headteacher reports and by in-school monitoring such as learning walks and focus groups with pupils. The policy will be reviewed in consultation with the whole school community including staff, pupils, parents, carers and governors. The policy will be shared with the school community (Staff and Pupils) annually with Anti-Bullying being a focus at the start of each year and during Anti-Bullying week.

This policy is available on the school website and via request at the school office.