HAGBOURNE C.E. PRIMARY SCHOOL



'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Anti Bullying Policy

Approved by the Local Governing Body on 5th October 2026

Next to be reviewed October 2028

Vision

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Care, Courage, Respect and Responsibility. These provide a nurturing environment where we encourage the children to 'Be the best that they can be'.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

Rationale

'Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately and championed relentlessly.'

At the heart of a deeply Christian vision for schools is an upholding of the worth of each person: all are made in the image of God – and are thus innately worthy of dignity and honour. The hallmark of authentic, life-giving relationships is recognition of the uniqueness and value of the other so that all are welcomed wholeheartedly. Each individual should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, age or sexual orientation (taken from Flourishing for all Guidance for Church of England schools).

At Hagbourne CE Primary School we nurture our children, within our Christian environment, to be caring, respectful, responsible individuals who have courage to take risks and make the right choices. We value and celebrate diversity and expect all sections of our school community to demonstrate respect towards others and together make our school 'safe for everyone'.

We want our school to be an environment which is 'safe, supportive and listening', where all sections of our school community (governors, staff, pupils and parents) understand that bullying in any form, by anyone and anywhere is always unacceptable.

We expect everyone to take action when bullying occurs.

Definition

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online"
The Anti-Bullying Alliance

Types of bullying

The following are some examples of the many different forms of bullying, but this is not an exhaustive list.

Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things.
Verbal - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects.
Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti.
Cyber - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school. .

> 'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'[1]

Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.
Sexual - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable

[1] Report to the Anti-Bullying Alliance by Goldsmiths School, University of London

- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

Off-site bullying

We are aware that several areas in and around the school are vulnerable to bullying, including:

- outside (sensory garden or areas where vision is restricted)
- in the toilets
- in the corridor
- changing rooms of the swimming pool
- walking to and from school
- where access to computers is allowed

The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Head teachers the power

> "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)".

For example, the school will intervene if it hears of:

- Cyberbullying via Social Networking Sites e.g. malicious message on somebody's profile, creation or a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren't the original author.
- Other cyberbullying or off-site bullying.

To help prevent and reduce bullying off-site, the school will:

- Talk to the local community Police Officer about known problems on the streets;
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises;
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements;
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information;
- Link with local service providers to share knowledge and best practice.

If the school is aware of a bullying incident outside school, staff will:

- Follow the checklist (below) for dealing with an incident as far as possible, depending on the situation, including recording and reporting protocols, and contacting parents / carers;
- Provide support and advice to the person being bullied, if they are within our school;
- Support and work with the person bullying, if they are within our school;
- Investigate and consider the following actions with respect to the person bullying:
    - Confiscation of mobile phones and other items

    - The involvement of police or anti-social behaviour coordinator in their local authority in any form of on-going bullying, particularly when related to cyber-bullying. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- Inform any other relevant schools or agencies (eg youth clubs, transport providers) about the concerns and any actions taken.
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents.
- If children are being bullied by pupils of another school the headteacher of that school will be informed and invited to deal with the matter.

Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent. In this school we challenge all discriminatory language whenever it is used. When responding to discriminatory language, staff will:

- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a pupil continues, remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive.
- Involve senior teachers.

The pupil should understand the sanctions that will apply if they continue to use discriminatory language. Alongside sanctions we may use a restorative approach to help repair the harm caused by

the incident and help young people be aware of the impact of their actions. These sanctions may include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy
- Network privileges withdrawn
- Referral to Schools Police Liaison Officer
- Minor fixed-term exclusion
- Major fixed term exclusion
- Permanent exclusion

If it continues, invite parents in to discuss the attitude of the pupil. For homophobic bullying, even if parents and pupils think gay people should be treated differently, this does not mean homophobic language or bullying is acceptable. We will take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. We will explain that all pupils should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.[2]

How bullying incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the annexed checklist (following KiVa paperwork - see below). Students can report it to any member of staff, in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Ridgeway Education Trust code of conduct.

Strategies to support those bullied and bullying

The following strategies are in place to support students and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice following the KiVa process - KiVa paperwork is found in the back of the KiVa teaching booklet (KiVa process used for children only)
- Providing reassurance that the bullying will be addressed
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, SAFE! Support for young people affected by crime, where appropriate
- A “safe place” can be made available, e.g. a classroom, the Library, or an office
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship and will offer continuous support
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate

The following strategies are in place to support and work with pupils who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the pupil became involved, and what they need to resolve the situation (in line with the KiVa process)

[2] Adapted from: Stonewall, *Challenging Homophobic Language,* http://portal.oxfordshire.gov.uk/content/public/CYPF/anti_bullying/ab_week_2010/homophobia/Challenging_Homophobic_Language.pdf and from Safe to Learn, *Homophobic bullying* (DCSF 2007)

- The use of specialist interventions and/or referrals to other agencies e.g. educational psychologist, Home School Link Worker, SAFE! Support for young people affected by crime, where appropriate
- A “safe place” can be made available, e.g. a classroom, the Library, or an office
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship offering continuous support
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate

Preventative strategies

Monitoring and Review
The school regularly monitors behaviour and bullying through the following measures:

- Recording each incident and monitoring to check for any patterns.
- Following up if a pattern is occurring or if a child’s name has appeared more than 3 times in the behaviour monitoring file/ or on CPOMS by talking to parents/carers with the child.

Spotting bullying early
A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that ‘things aren’t quite right’. If staff become aware of the following signs we will investigate If parents/carers are worried they must contact the school for support. If a child:

- Is frightened of walking to or from school / begs to be driven to school
- Is unwilling to go to school or feels ill in the morning
- Becomes withdrawn, anxious, or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong or gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone or is nervous and jumpy when a cyber message is received
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

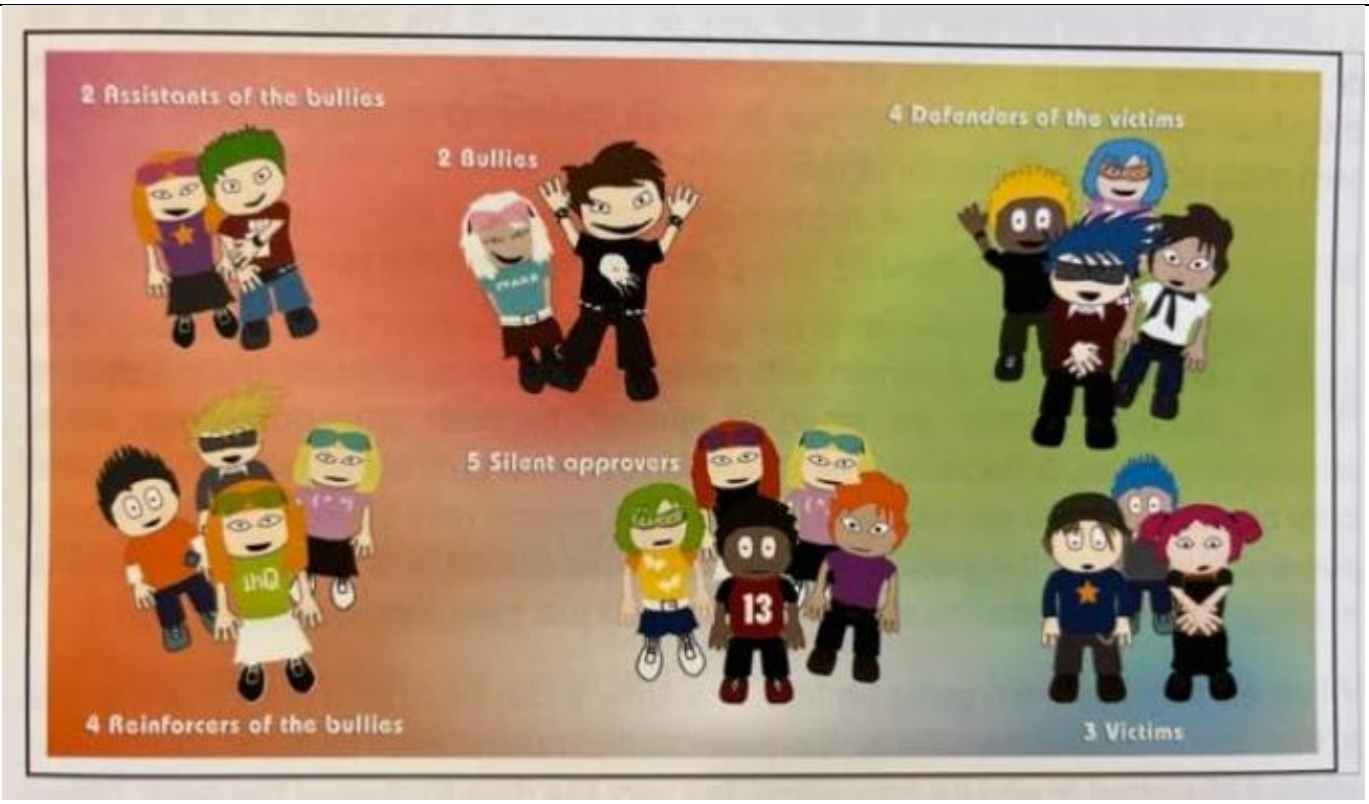
These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.
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School initiatives to prevent and tackle bullying

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (RSHE, KiVa, zones of regulation and mindfulness techniques), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
    - Diversity, tolerance and discrimination
    - Why do people bully each other?
    - What are the effects of bullying on the bullied, on bullies, and on bystanders?

    - What can we do to stop bullying?
    - How students can constructively manage their relationships with others
    - The KiVa programme is a specific anti-bullying programme for primary schools. Lessons are either taught once a fortnight or longer lessons once a month covering the following topics:
        - Everyone is included
        - Difference is richness
        - Say NO to bullying
        - We will not join in on bullying
        - The bullied child needs your help
        - I will not be bullied
        - The KiVa contract
        - Respect is for everyone
        - Recognise bullying
        - Hidden forms of bullying
        - Consequences of bullying
        - The group and bullying - understanding the roles
        - Communicating support
        - Stick up for yourself
    - All staff are supported to teach KiVa lessons through a comprehensive Teacher's manual
- Regular school assemblies, in addition to an annual focus during Anti-Bullying Week in November, to help raise pupils awareness of bullying and derogatory language
- IT lessons covering e-safety and cyberbullying
- Adults model appropriate behaviour towards each other to students
- Each class agree on their own set of class rules at the beginning of the year which include respect and tolerance of others
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents
- Staff use restorative approaches to help resolve issues where appropriate - restorative training took place in September 2024
- Education around the different roles within bullying (through KiVa and assemblies):



THE SILENT APPROVER sees the bullying taking place, but doesn't act to change the situation

Where Pupils and Parents / Carers can find more information

Parents / carers: This policy and the annexed Parent / Carer Anti-Bullying Guide is found on the school website. Parents / carers can contact Mrs Nicky Dobson (Headteacher) if they suspect bullying is going on. If they are unhappy with the way it is dealt with, or wish to make a complaint, they can contact Jemma Dyson or Chris Powell (Co-chairs of governors). Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards.

Checklist for Managing a Bullying Incident
Following the KiVa programme paperwork and forms:

1. Young person tells you he/she is being bullied or an incident is observed or a parent reports an incident of bullying

2. **Form 1 -** The bullying case should be reported to the class teacher who will speak to the victim to establish if it is more than a fall out or fight between two people. They will complete Form 1 (screening) to help them decide if it needs to be taken further. If bullying is not systematic and it has (so far) only occurred once or twice, the class teacher will have a serious discussion with the children involved and make it clear that the behaviour has to stop. The victim is encouraged to report another incident immediately if it happens again.

3. If bullying is suspected, it should be reported to the KiVa team (Mrs Dobson or Mrs Hudson)

4. **Form 2** -The KiVa team meets with the victim to establish what has happened, for how long and which pupils are involved. This increases the victim's feeling of security and signals to them that the adults intend to end the bullying. The time for a follow up meeting with the victim is scheduled.

5. **Form 3** - After the discussion with the victim, separate individual discussions are conducted with the children whose names were reported by the victim as being involved. The aim of the discussion is to agree that the things which have happened to the victim cannot feel good. The pupil is asked to suggest what they can do about it. The things which have been agreed on with the pupil are noted.

6. **Form 4** - After the individual discussions have taken part, the pupils who have taken part in the bullying meet together with the KiVa team. The goal of the meeting is for the pupils, together as a group, to strengthen decisions which have already been made individually with the adults. Follow up meetings are scheduled for 1-2 weeks time.

7. A discussion between the class teacher and several identified classmates takes place. The theme of the discussion is 'your help is needed'. Together the pupils identify ways they can support the victim by, for example, offering to play with them, to sit next to them at lunchtime etc. It is about encouraging other class mates to treat the individual as an equal.

8. All forms should be uploaded onto CPOMS.

9. **Form 5** - follow up discussion with the victim. The purpose of this is to check that the bullying has stopped and the situation has changed for the better.

10. **Form 6** - Follow up discussion with the children who have taken part in the bullying. The victim may choose to be involved in this discussion. The aim of this is to check that everyone has stuck with the agreement and to make sure that the bullying will not start again.

11. Parents and carers are contacted once all discussions have taken place.

12. The school will consider whether any additional input is required in terms of referrals to outside agencies etc

13. The whole process will be reviewed afterwards to consider if any other preventative measures need to be put in place.

Anti Bullying Resources

- Anti bullying Alliance: https://www.anti-bullyingalliance.org.uk/tools-information
- How to stop bullying - discusses options and how effective they are - for Y5 / 6 https://respectme.org.uk/resources/videos/
- KiVa programme including a guide for parents: https://www.KiVaprogramme.net/

E-Safety Resources

- OCC Anti-Bullying information and guidance: https://schools.oxfordshire.gov.uk/anti-bullying
- Get Safe Online: https://www.getsafeonline.org/
- Childnet http://www.childnet.com/
- ThinkUKnow: https://www.thinkuknow.co.uk/
- Vodaphone DIgital Parenting http://www.vodafone.com/content/digital-parenting.html/