

Balderstone St Leonard's Church of England Primary School



Anti-Bullying/Child-on-Child Abuse policy

September 2026

Anti-Bullying Policy/Anti Child-on-child abuse policy

Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."

Mark 12:30-31

School statement on bullying

As a Christian school we aim to reflect God's love for us through our thoughts, words and actions, 'rooted and grounded in love (Ephesians 2:17) The daily witness for Christ must be demonstrated, not only in words, but also in our deeds, in caring for our neighbour and showing compassion to others in need. Our school is a place where every child and young person is be given the support, encouragement and opportunity to flourish in their potential as a child of God. As a school founded on love and justice, bullying will **not** be accepted in our school family. However, we are aware that everyone in our school has to be vigilant and pro-active in monitoring signs of bullying and we all maintain an attitude of 'it could happen here' to ensure we are never complacent about our lovely, semi-rural, small school. Balderstone offers a safe, disciplined yet friendly environment where all can flourish and grow. Our school family is united around the pursuit of our aspirational, deeply Christian vision: **to love God, love learning and love each other.**

We want our children to be empathetic, courageous advocates who are passionate about making wise choices and making a difference in Balderstone and beyond! God's kingdom is where all can flourish, finding belonging, purpose and fulfilment. It is a Kingdom where we receive God's love and the promise of 'life in all its fullness' through Jesus (John 10:10). We aspire for our Balderstone children to make this a reality in our school and to remain 'rooted in love' in their dealings with others.

All forms of bullying and discrimination are incompatible with our school vision of being 'rooted in love' and within a community where all feel a deep sense of belonging and flourish. We believe that all members of our school family are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a diverse place, where everyone should be able to flourish in a loving and radically hospitable community.

Aims

- To live out our Christian vision and values following the example of Jesus Christ whose love embraced all.
- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing challenging and responding to incidents of bullying that occur.

- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline the school's commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures

Please read this policy in conjunction with the other Balderstone policies outlined below:

Behaviour Policy

Equality Statement and Objectives

Online Safety Policy

Healthy Relationships and Sex Education (RSE) Policy Staff

Code of Conduct

Safeguarding and Child Protection Policy

Whistleblowing Policy

Mental Health and Well-being Policy

Staff Mental Health and Well-being Policy

Definition of Bullying

“Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through the use of technology (eg, computers, iPads, phones, social media) “ Anti-Bullying Alliance

For the purpose of this policy, “bullying” is defined as **persistent** behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.

Intent: The perpetrator 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.

Bullying is any hurtful, unkind or threatening behaviour which is **deliberate** and **repeated**. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community. The Christian vision and values of our school’s lived vision should lead to a diminishing of any such behaviour.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Sexual
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Harassment
- Persistent bullying

Bullying could be based on many things, including:

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours/sexual harassment.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and/or emotional bullying.

Socio-economic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school

- Unwillingness to attend school

- Reluctance to go outside at play/lunch times

- Repeated or persistent absence from school

- Becoming anxious or lacking confidence

- Saying that they feel ill repeatedly or asking to be sent home from school

- Decreased involvement in school work/isolation in class

Leaving school with torn clothes or damaged possessions
Lost possessions
Cuts or bruises
Lack of appetite
Unwillingness to use the internet or email Lack of eye contact
Becoming short tempered/rapid changes in emotional state/regulation
Change in behaviour and attitude at home
Changes in treatment of other children/siblings/younger children
Changes in eating habits

Child-on-child abuse

The school has a **zero-tolerance approach** to all forms of child-on-child abuse, including sexual harassment and sexual violence.

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, worships and PSHE lessons.

All staff will:

Be aware that pupils of any age and gender are capable of abusing their peers. Be aware that abuse can occur inside and outside of school settings.

Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.

This occurs when a child is harmed in some way by another child

It includes;-

- Any form of bullying; cyber bullying, homophobic bullying, racist bullying, bullying around disabilities
- Sexual exploitation or harassment
- Sexting
- Gang intimidation

Our school will ensure that we take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

Never tolerate abuse as “**banter**” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.

Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching, inappropriate gesturing or body movements. Dismissing or accepting such behaviours risks normalising or downplaying them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.

- Sexual “jokes” or taunting.

- Deliberately brushing against someone.

- Displaying, distributing or signposting images or video of a sexual nature. Upskirting (this is a criminal offence).

- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

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 pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware of and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused/harassed or bullied. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within our Child Protection and Safeguarding Policy.

Cyberbullying – online bullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space, home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. Children may feel that there is no escape or rest from their perpetrators.

Cyberbullying can include the following (this is not an exhaustive list and the issues raised change with every new form of media/apps and technology):

- Threatening, intimidating or upsetting text messages

- Threatening or embarrassing pictures and video clips

- Disclosure of private photographs or videos with the intent to cause distress

Repeated, silent , abusive phone calls

Using the victim's phone to harass others, to make them think the victim is responsible

Threatening or bullying emails, possibly sent using a pseudonym or someone else's name

Menacing or upsetting responses to someone in a chatroom

Hacking accounts and posting unsolicited content

Unpleasant messages sent via instant messaging/social media accounts

Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Snapchat

The school, as with other forms of bullying, has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy and in the Safer Usage policy/Behaviour policy if they become aware of any incidents.

During times when remote education is being utilised OR when school/parent owned devices are being used at home, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

The scale and scope of cyberbullying is huge— pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

The alleged perpetrator might not realise that their actions are classed as bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator and be used as evidence.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. ipads, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, school policies will be followed at all times and the school will endeavour to work positively with parents.

Actions to Tackle Bullying at Balderstone

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

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- A buddy system to support children in building trusting relationships.
- School council and friendship bench to support pupil voice and action.
- Playground leaders to support positive lunchtime interactions.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- Children are taught to speak out and stay safe!
- A positive behaviour and rewards system in school emphasises the importance of our school mission statement.
- The whole school curriculum is used to highlight and explore the anti-bullying commitment of the school. There are more extensive opportunities to explore anti-bullying themes within the PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. Together with the PSHE curriculum, the Religious Education programme of study also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Procedures for dealing with bullying incidents at Balderstone

Initially, minor incidents will be reported to class teachers, who will investigate, set appropriate sanctions (in line with the school's Behaviour Policy), and inform the senior leadership team through the use of CPOMS.

When investigating a bullying incident, the following procedures will **typically** be adopted:

The victim, alleged perpetrator and witnesses are all interviewed **separately**



Members of staff ensure that there is no possibility of contact between the pupils being interviewed. A room is used that allows for privacy during interviews (normally the headteacher's office or the school library)



An adult witness is used for serious incidents to record/make notes on responses



Members of staff will record details of the responses given by pupils during interviews and record these on CPOMS



Members of the senior leadership team will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim



Premature assumptions/leading questions are not used, as it is important not to be judgemental at this stage

Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete. Matters are recorded using notes using the children's own words and questions staff asked are also noted.



All pupils involved are asked not to discuss the interview with other pupils as this may lead to biased reports.



Parents are informed and kept up-to-date throughout. Usually, parents are invited to attend a face-to-face meeting the class teacher and, where appropriate, members of the senior leadership team.



At all times, records are maintained via CPOMS (the school's cloud-based software for monitoring all safeguarding, wellbeing and pastoral issues)



Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented and or Child Protection advice.

Sanctions linked to incidents of bullying

1. If after thorough investigation, senior leaders are satisfied that bullying did/is taking place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents or continuation of behaviours. In line with our behaviour policy a **behaviour plan** (reviewed daily and weekly feedback to parents/carers) will be put in place to monitor behaviour patterns and parents will be asked to come into school to action the behaviour plan. Break and lunchtime arrangements may be altered to offer reassurance to the victim.
2. Senior leaders will inform the perpetrator (and their parents) of the type of sanction to be used in this instance, in line with the Behaviour Policy.
3. In line with our Christian view on justice and restoration. If possible and/or appropriate, senior leaders will facilitate a restorative conversation between the pupils, with an opportunity for an apology from the perpetrator. In some circumstances, this may be in writing to the victim. Face-to-face to conversations will only be initiated with the victim's full consent. Victims will be offered a designated person whom they can report and share any concerns at any time and a safe space in school where they can go if they feel vulnerable.
4. All parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage and enable more positive behaviour in future.

5. The class teacher informally monitors the pupils involved over the next term.
6. The school will use suspension and fixed term exclusion of pupils as a last resort – where there have been serious/violent or consistent incidents of bullying, the school will act in line with our suspensions/exclusions clause in our behaviour policy.

Support/restoration and nurture

In the event of bullying, victims will be offered the following support:

Emotional support and reassurance from members of staff

Reassurance that it was right to report the incident and that appropriate action will be taken
Liaison with their parents to ensure a continuous dialogue of support

Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff

Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Senior leaders will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSLs (Mrs Draycott and Mrs Heyworth) and Pastoral Lead (Mrs Lorgat), will work with the victim to build resilience through the school's wellbeing and nurture programmes.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend support sessions to assist with any underlying mental health or emotional wellbeing issues. The school will work positively with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Legal and Statutory implications

As a school we understand that, under the Equality Act 2010, it has a responsibility to:

Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Roles and Responsibilities in light of our statutory duties:

The governing body is responsible for:

Discussing and agreeing the anti-bullying policy, and to keep up to date on national guidelines and reports

Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.

The overall implementation and monitoring of this policy.

Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.

Ensuring that the school adopts a tolerant and open-minded policy towards difference. Ensuring the school is inclusive.

Analysing any bullying data to establish patterns and reviewing this policy in light of these.

Ensuring the DSL has the appropriate training, status, time and authority within the school to carry out the duties of the role.

Appointing a safeguarding link governor (currently Ms Emma James) who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

Strategically monitoring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

Ensuring records are maintained (via CPOMS) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

Analysing the data in bullying records at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

Arranging appropriate training for staff members.

The Head teacher has 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 wellbeing of all our children.

All school staff are responsible for:

Challenging bullying,

Report bullying incidents or behaviour incidents (using CPOMS)

Being vigilant to signs of bullying

Playing an active role in the school's efforts to prevent bullying

Class teachers are responsible for:

Corresponding and meeting with parents where necessary.

Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Being alert to social dynamics in their class and maintaining positive behaviour for learning.

Being available for pupils who wish to report bullying.

Providing follow-up support after bullying incidents.

Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing senior leaders of such observations / making timely and sufficiently detailed logs on CPOMS.

All staff should be clear as to the school's policy on anti-bullying and child-on-child abuse and that it can and does happen in school, outside of school and online.

All staff should be clear as to the school's procedures with regards to child-on-child abuse and know that it is likely to take the form (but not limited to) – bullying, cyberbullying, prejudice or discriminatory bullying, abuse, physical, sexual, sexual harassment.

Refraining from stereotyping/assigning blame when dealing with bullying.

Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

Parents and carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying while also supporting the school in following this policy in contacting school (not other parents initially).

Initially, informing their child's class teacher if they have any concerns that their child is the victim of bullying or involved in bullying in any way, in a timely manner.

If parents are concerned about bullying they should then contact the Headteacher at the school as soon as possible to alert them of their ongoing concerns.

The Headteacher **will** take any allegations of bullying seriously and will work closely with parents to address their concerns.

Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Approach the school, Mrs Draycott, if contact with class teacher has not resolved a concern. Share any complaints or concerns with Mrs Draycott in the first instance to allow opportunity to reconcile an incident. Parents should then, if unhappy that a situation has resolved, use the school complaints procedure outlined in the Complaints policy on school website.

Pupils are responsible for:

Knowing our school mission statement and as such they understand that any form of bullying is not acceptable.

Not displaying bullying behaviours or tolerating bullying.

If a child suspects someone is a bully or is being bullied they need to speak to a trusted adult in school or to their parents.

Informing a member of staff if they witness bullying or are a victim of bullying.

Not making counter-threats if they are victims of bullying but reporting this to a trusted adult. (School is aware that victims may not disclose the whole picture immediately and may reveal information on a piecemeal basis. Therefore, school will maintain regular 'check-ins' and offer a designated trusted adult to all victims to talk about their needs.

Pupils need to take responsibility to tell their trusted adult of any further incidents/support they may need.

Keeping evidence of cyberbullying and informing a parent or member of staff should they fall victim to cyberbullying or if they see/receive anything inappropriate online.

Responding to, and preventing bullying

All types of bullying will be discussed as part of the relationships and health education curriculum, as part of PSHE lessons/circle times.

This curriculum will explore and discuss issues at age-appropriate stages such as:

Healthy and respectful relationships. Boundaries, consent and being assertive – it's okay to say NO.

Stereotyping, prejudice and equality. Body confidence and self-esteem.

How to recognise abusive relationships, unhealthy relationships and coercive control.

Harmful sexual behaviour/harassment, the concepts and language involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage pupil co-operation and the development of interpersonal skills using group, paired and circle work.

Diversity, difference and respect for others will be promoted and celebrated through all lessons and school worship.

Seating plans/lunchtime arrangements may be organised and altered in a way that prevents instances of bullying.

During breaks and lunchtimes, staff members/sports coaches and playground leaders are proactive in modelling and leading play activities. This promotes clear expectations for positive play where bullying and harassment are not tolerated.

There are high levels of staff presence in the school building, and outside, at break times and lunch times. This includes daily presence from the senior leadership team.

All alleged bullying will be taken seriously.

Bullying allegations or incidents will always be dealt with by the head teacher or deputy head teacher in conjunction with the children, parents and other school staff.

A full investigation will be conducted and a summary of the findings will be kept as a record by the head teacher on CPOMS.

Support will be offered to the children, both alleged perpetrators and victim.

Appropriate sanctions will be used. In the case of serious and persistent bullying this could be a temporary or fixed term suspension from school. (see exclusions and behaviour for learning policy)

Outside agencies may be involved for additional support if needed.

School will not hesitate to inform the police if the incident warrants this intervention, with parental consent.

In any alleged case of bullying parents/caregivers will always be involved.

Opportunity will be given for reconciliation and restoration where appropriate.

Any proven incidences of persistent bullying will be reported to the governing body via the head teacher's termly report.

Bullying Outside School

Following Jesus' example we do not tolerate injustice and bullying whether it takes place inside or outside of school. The nature of cyber bullying in particular means that it can impact on pupils beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy. The school is active in addressing responsible and respectful use of social media. The school is active in supporting parents to take responsibility for their child's respectful use of social media especially in such a fast changing environment. Staff will assess whether any other authorities (such as police or local authority) need to be involved.

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 in the class behaviour logs.

Prejudiced 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 Review

The head teacher is responsible for ensuring that the vision and Christian Values of the school are rigorously applied to the anti-bullying work in the school and in reporting termly to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld. The governors are in turn responsible for supporting the vision and values and evaluating the

effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months.

