



Anti–Bullying Policy

Date:	June 2022
Next Review Date:	June 2024

Our School's Vision and Values

A love of learning grows here

(A farmer went out to sow his seed. Mark 4: 3-8)

This School has a Christian foundation and our vision and values are based on this. We seek to achieve academic excellence and provide the good conditions described by Jesus Christ in the parable of the sower where each child can grow and thrive. We aim to see each child grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

The Coombes vision is about growing. Here we grow to:

- Love learning
- Respect and care for each other
- Serve our community
- Look after our environment

Our Christian Values	In Practice
Respect	Teachers and pupils will be encouraged to respect each other as individuals, to demonstrate respect through conflict and to respect the thoughts, beliefs and values of others around them.
Responsibility	Children are taught to take responsibly for their actions, to recognise when they have wronged another and to responsibly resolve difficulties.
Perseverance	We celebrate difference in the face of difficulty and how the value of perseverance can make individuals stronger. We model perseverance to demonstrate children need to keep trying, even when they make mistakes towards others.
Forgiveness	We encourage children to forgive each other through unkindness, to ask for forgiveness of each other and to forgive themselves when they have been unkind
Wisdom	Teachers explain and model how making wise choices can stop another being hurt or upset, reflecting on behaviour choices and making better choices next time.
Compassion	Children and adults will treat each other with compassion, supporting others in times of need and responding kindly at all times. Children will also be taught to be accepting of others' beliefs, values and norms.

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1.0 Introduction

This policy is a reflection of the school’s vision and values. It is based on DfE guidance [Preventing and Tackling Bullying](#), updated in July 2017 and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education 2021](#) and [Sexual violence and sexual harassment between children in schools and colleges](#) guidance. The School has also explored DfE guidance and Childnet’s [Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#) in the development of this policy.

2.0 Policy Objectives

Bullying in any form will not be tolerated at Sonning Church of England Primary School. This policy outlines what we will do to prevent and tackle all forms of bullying.

- As a school, we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is, what the school’s policy is on bullying and follow it when bullying is reported.
- All students and parents should know what they should do if bullying arises.
- The policy has been adopted with the involvement of various stakeholders.
- Sonning Church of England Primary School is committed to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form.

3.0 Links with other school’s policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Home-School Agreement
- Code of Conduct
- Complaints policy
- Safeguarding policy
- Online safety policy

4.0 PHSCE/RSE Curriculum

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to) the following:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

5.0 Responsibilities

Anti-bullying is everyone’s responsibility and all members of the school community are expected to promote and model positive behaviours and challenge intolerance, prejudice and bullying behaviours at all times.

Within this, individuals and groups have specific responsibilities:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors will be involved in monitoring and reviewing this policy.
- Clergy to reinforce the key messages of love and respect through Collective Worship.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

6.0 Definition of Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger; through gaming, websites, social media sites and apps; sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

7.0 Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms 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)

8.0 School Ethos

- Sonning Church of England Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals and their families; it can create a barrier to learning and have serious consequences for mental wellbeing.
- As we endeavour to build strong foundations for every member of our community, the effective prevention and tackling of bullying in our school helps to create a safe and disciplined environment.
- By creating a culture where our school values of love and respect are so highly prized, pupils are able to learn and fulfil their potential, free from bullying and discrimination.
- Bullying, in any form, is not tolerated at this school and where it does occur, swift and decisive actions are taken.
- We seek to learn from good anti-bullying practice elsewhere and utilise support from the Keys Academy Trust, Oxford Diocese, Local Authority and other relevant organisations when appropriate.

9.0 Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The school will work with the person who has carried out the bullying to ensure that it does not happen again.
- The Headteacher/Designated Safeguarding Lead (DSL) or another appropriate member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and all parties are informed.

- If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9.1 Cyber / Online Bullying

When responding to cyberbullying concerns, the school will endeavour to act in the following way:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible; this may include the following:
 - ❖ Looking at use of the school systems.
 - ❖ Identifying and interviewing possible witnesses.
 - ❖ Contacting the service provider and the police, if necessary.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include the following:
 - ❖ Advising those targeted not to retaliate or reply
 - ❖ Providing advice on blocking or removing people from contact lists
 - ❖ Helping those involved to think carefully about what private information they may have in the public domain.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include the following:
 - ❖ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - ❖ Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

9.2 Supporting Pupils

9.2.1 Pupils who have been bullied will be supported in a number of ways:

- Reassuring the pupil and providing pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, and/or engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the

Children and Adolescent Mental Health Service (CAMHS). We may also seek support from the church Youth Minister.

9.2.2 Pupils who have perpetrated bullying will be helped in a variety of ways:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CAMHS). We may also seek support from the church Youth Minister.

10.0 Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

10.1.1 Adults who have been bullied or affected will be supported in the following ways:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

10.1.2 Adults who have perpetrated the bullying will be helped in ways that include the following actions:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

11.0 Preventing Bullying

The whole school community will endeavour to create an ethos of love and respect in school in line with our school values. To that end, the school agrees to provide the following:

- Deliver a curriculum, particularly the PHSCE, RSE and PE, which is rooted in respect, dignity and respect for all; that celebrates difference; which clearly articulates the consequences in law of some bullying behaviours. Any form of bullying
- Regular learning experiences for children e.g. Anti-Bullying week and other events to educate children about bullying: that it is not acceptable, how to share worries and its impact on others.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEND and disabilities to be more vulnerable and to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly. This will be reinforced to parents via our annual Online Safety Day
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

11.1 Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

11.2 Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate

action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum, particularly in PHSCE, RSE and RE, and other activities, such as: through displays, Collective Worship, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition and Anti-Bullying Week.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week and regularly in Collective Worship.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

12.0 Involvement of Pupils

To involve the pupils, we will ensure the following:

- Ensure pupils understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that 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 and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

13.0 Involvement and Liaison with Parents and Carer

To involve the Parents and Carers, we will ensure the following:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

14.0 Monitoring and Review: Putting Policies into Practise

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The Headteacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

15.0 Useful Links and Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- National Bullying Helpline: <https://www.nationalbullyinghelpline.co.uk/>

15.1 SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

15.2 Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for Headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

15.3 Race, Religion, Nationality, Sexuality & Gender

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com

15.4 LGBTQ+

- Barnardo’s LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

15.5 Sexual harassment and Sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in ‘Preventing and Tackling Bullying’ (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

16.0 Key Personnel

Nominated Member of Leadership Team responsible for the policy	Headteacher/ Deputy Headteacher
Designated Safeguarding Lead (s)	Miss Kat Barnes
Named Governor with lead responsibility	Mrs Louise Connelly