



Northbourne Church of England Primary School

Anti-Bullying Policy

(incorporating KCC model policy and “Flourishing for all: Anti-bullying Guidance for CofE schools 2024”)

School Mission Statement Northbourne CEP School

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God’s countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of “**life in all its fullness**” (John: 10 v10)

Review every year

Reviewed Sep 2025	Next review Sep 2026			
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Foreword taken from “Flourishing for All: Anti-bullying Guidance for Church of England Schools September 2024”

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God.

"This guidance helps schools to offer the Christian message of love, joy and celebration of our humanity without exception or exclusion."

Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected. The Church of England's Vision for Education, 'Deeply Christian, Serving the Common Good', sets out the core principles that underpin our commitment to education.

This vision has anchored and underpinned our collective work since it was published in 2016. It will do so for years to come as we continue to play our role in serving the children, young people, families and communities of this nation through our schools.

The outworking of this vision is grounded in the desire to shape education for 'life in all its fullness' (John 10.10). One of its four central pillars is Educating for Dignity and Respect.

In rearticulating our vision through the publication of Our Hope for a Flourishing Schools System we have set out what that dignity and respect entails. We write: "All children deserve to love their childhood, finding space for play, exploration, imagination and creativity. They should be surrounded by loving relationships, structures and systems which release and enable life in all its fullness."

Our hope and prayer is that these resources will be used by schools across the country to enable such flourishing and ensure that each and every child, knowing they are unique and made in the image of God, will find in our schools a safe environment where bullying of any kind is not tolerated. They should all know themselves to be loved, supported and championed, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age or sexual orientation.

'Flourishing for All' helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

I commend this guidance as an ongoing and evolving contribution to that work.

The Rt Revd Dr Jonathan Frost, Bishop of Portsmouth Lead Bishop for Education and Chair of The National Society

Northbourne CE Primary School follows and uses the guidance from "Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)"

<https://www.churchofengland.org/sites/default/files/2024-09/nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf>

"Every child deserves to learn in an environment where they are loved, supported, and respected." Bishop Jonathan Frost

1) Objectives of this Policy

This policy outlines what our school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are

committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The Equality Act 2010

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the grounds of certain “protected characteristics”. The nine protected characteristics under this Act are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

The categories of people covered by the schools' provisions are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at school (including those absent or temporarily excluded)
- Former pupils in respect of conduct closely associated with their former relationships with the school)

Part 6 of the Equality Act, which applies to all maintained schools and academies, makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in various respects, including:

- in relation to admissions.
- in the way it provides education for pupils.
- in the way it affords pupils access to any benefit, facility or service.
- by excluding a pupil.
- by subjecting a pupil to any other detriment.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately.

- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3) Definition of bullying - The Anti- Bullying Alliance:

<https://anti-bullyingalliance.org.uk/>

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, messaging, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to LDD (learning difficulties or disability).
- Bullying related to appearance or health conditions.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

Specific guidance on this most contested area of the debate has only recently been addressed through the publication of the Department for Education’s draft guidance on Gender Questioning Children. This was followed by the publication in April 2024 of the final report and recommendations to NHS England from Dr Hilary Cass in her role as Chair of the Independent Review of gender identity services for children and young people

https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/supporting_documents/Gender%20Questioning%20Children%20%20nonstatutory%20guidance.pdf

5) Preventing, identifying and responding to bullying

The school community will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

This will be delivered through our planned and spiral curriculum. Kapow actively and age-appropriately teaches awareness to the equality Act 2010, to British Values and to anti-social behaviour. Kapow is our chosen scheme of work which addresses the protected characteristics. It builds awareness to how these play an important place in British laws and how they underpin the expectations of everyone who should respect diversity within our school.

- At Northbourne CE Primary School, our Christian foundation is our compass and starting point. Through teaching respect and awareness to The Protected Characters and British Values, we aim to remove prejudice and to prevent bullying. Through our Christian Values we aim to proactively teach about Love, Respect, Forgiveness, Compassion, Kindness and Faith.
- We consider all opportunities for addressing bullying, including: through the curriculum, through displays, through peer support, through the school's behaviour policy, the celebration Collective Worship, mending conversations and also via any external workshops and providers.
- At Northbourne CE Primary School we train all staff to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying. This is by using the CPOMS system for recording incidents.
- We actively create "safe spaces" for vulnerable children and young people.
- We use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

6) Involvement of pupils

We will:

- Collect pupil and parent / carer voice views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure 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.
- Publicise the details of help-lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they may experience.

7) Liaison with parents and carers

We will:

- Ensure that all parents / carers know who to contact if they are worried about bullying.
- Ensure all parents/ carers know about our complaints procedure and how to use it effectively.
- Ensure all parents / carers know where to access independent advice about bullying.
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying.
- We ensure that staff make a record on CPOMS of any incidents.

8) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Additional Content

Dealing with Incidents

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
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers and support staff will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and to discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence.

Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support

Appendix A

Part A Executive Summary, Extract from, “Flourishing for All: Anti-bullying Guidance for C of E Schools”. September 2024

- A deeply Christian vision, which serves the common good, expects flourishing for all.

This includes both pupils and adults within a school community.

- Flourishing requires every member of a school community to be valued as having inherent worth, especially the most vulnerable.
- Our Vision for Education is centred on Jesus’ promise of ‘life in all its fullness’ (John 10:10). In stark contrast to this promise, bullying in schools causes harm to individuals, damages relationships and fills communities with fear.
- It is therefore essential for Church schools to ensure every pupil and adult is protected from harm, and to prioritise those most at risk of bullying.
- Particular groups are at a higher risk of being bullied and therefore require special attention.
- There can be a cumulative effect for those with a range of different characteristics and vulnerabilities and therefore Church schools need to consider an intersectional approach to anti-bullying.
- All schools, including Church schools, are required to comply with the law, statutory guidance and inspection frameworks in their approach to anti-bullying.
- The starting point for tackling all forms of bullying is a welcoming and inclusive culture in which all pupils and adults feel a sense of belonging.
- The drive to eliminate bullying should go beyond compliance to deep compassion and relentless pursuit of flourishing for all.

Helpful guidance references

1 The Church of England Education Office, Church of England Vision For Education, [internet] Autumn 2016, Available at

https://www.churchofengland.org/sites/default/files/2017-10/1687943692_2016-church-of-england-vision-for-education-web-final.pdf

2 The Church of England Education Office, Our Hope for a Flourishing Schools System, page 9 [Internet], Available at Our_Hope_for_a_Flourishing_Schools_System.pdf (contentfiles.net)

The Anti- Bullying Alliance:-

<https://anti-bullyingalliance.org.uk/>

DFE:- Gender Questioning Children. Non statutory guidance for schools and colleges in England

<https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/>

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour that establish clear responsibilities for responding to bullying. In particular, Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and respect for others and to prevent all forms of bullying among pupils.
- Gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The measures – implemented to encourage good behaviour – should be part of the school’s behaviour policy and this must be communicated to the whole school community: pupils, staff and parents.⁴²

Appendix B

Staff development and training. Awareness of The Equality Act 2010

<https://www.youtube.com/watch?v=l4MWVEAww2g>

An introduction to the Equality Act 2010

[Equality and Human Rights Commission](#)

https://www.youtube.com/watch?v=T9jBRCJa_5Q

Discrimination and The Equality Act Explained for Kids | Pop'n'Oilly | Olly Pike

<https://www.youtube.com/watch?v=CF56D3AY9QQ>

The Equality Act | Pop'n'Oilly | Olly Pike

<https://crae.org.uk/sites/default/files/uploads/CRAE-Equality-Act-2010-guide.pdf>

A guide for children and young people in England