



**Stanton Harcourt**  
**CE Primary School**

## **ANTI-BULLYING POLICY**

This policy was agreed by the governing body on:

Date: September 23

To be reviewed: September 25

Chair of Governing Body

Headteacher

# Stanton Harcourt CE Primary School

## Anti-Bullying Policy

Review date: September 2025

### 1.1 Eynsham Partnership Academy Values

Stanton Harcourt C of E School (SHS) is a member of the EPA (Eynsham Partnership Academy (EPA) a Multi-Academy Trust (MAT). It is the belief of the EPA that all young people can succeed if they have access to exceptional education in an empathetic, supportive education environment.

### 1.2 Stanton Harcourt C of E School Vision

This policy is underpinned by the school vision:

*Our inclusive church school aims to fulfil the potential of all;*

#### **Living, Learning and Growing Together.**

We aspire to be excellent learners and leaders, empowered through our partnerships with all. Together we are parts of a body and each person's gifts, skills and qualities are cherished, enabling the whole body to flourish.

As St Paul the apostle advises in Romans 12:4 'Each one of us has a body, and that body has many parts...In Christ we are all one body and we are all a part of it. Each part belongs to all the other parts. We all have different gifts.'

Partnerships and community are at the heart of our school. We created our vision to reflect that we are a small, rural school – living, learning and growing together.

Children are encouraged to be reflective about their behaviour. Through the school's vision, children will be able to recognise their worth as an individual and as part of a wider community. They will be able to see how their behaviour impacts others and how forgiveness is a key element in resolving conflicts.

#### **Aims:**

The aim of Stanton Harcourt CE Primary School is to ensure that our children learn in a supportive, caring, and safe environment without fear of being bullied. We want every member of our school community to feel valued and respected, and for all persons to be treated fairly both inside and outside of school.

- All staff, governors, pupils and parent/carers should have an understanding of what bullying is.
- All staff and governors should know what the school's policy on bullying is and should act on it when bullying is suspected or reported.
- All pupils and parent/carers should know what the school's policy on bullying is, and what they should do if bullying arises.

#### **Responsibility:**

Headteachers have a legal duty under the School Standards and Framework Act (1998) to ensure staff are aware of procedures. Governors are responsible for regular reviewing of the policy.

#### **Definitions:**

At Stanton Harcourt School we define bullying as - *'Repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons'*

Child friendly definition - *Bullying is when you keep picking on someone because you think you're cooler, smarter, stronger or better than them.*

### **What is bullying:**

- Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally
- Bullying is the use of aggression with the intention of hurting another person
- Bullying results in pain and distress to the target of the bullying
- Bullying is **NOT** having a single argument or fight with someone
- Bullying goes on deliberately, over a period of time
- *Bullying can happen to anyone*

### **Types of bullying include:**

- Physical: pushing, hitting, kicking, pinching or any use of violence
- Verbal: name-calling, spreading rumours, constant teasing, sarcasm
- Emotional: tormenting, ridiculing, humiliating, excluding, ignoring
- Related to race, religion, or culture: racial taunts, graffiti, and gestures
- Related to special educational needs and/or disabilities
- Related to appearance or health conditions
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic and biphobia: because of, or focussing on the issue of sexuality
- Gender based
- Transphobic
- Sexist
- Young carers or looked after children or otherwise related to home circumstances
- Cyber: all areas of internet, such as email, internet chat rooms, including misuse of Google Classrooms
- Mobile threats by text messaging and calls
- Misuse of associated technology: i.e., camera and video facilities

### **Discriminatory language:**

A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent. Due to this, discriminatory language is not acceptable and will be challenged ie. using language such as “you’re so gay” or “that’s so gay” will not be accepted and will be challenged by staff.

How the school may respond (taken from Stonewall - Challenging Homophobic Language):

- A pupil makes a homophobic remark (or any other discriminatory language)
- Tell the pupil that homophobic language is not acceptable in school. Explain that this language is offensive
- The pupil continues to make comments, as does the rest of the class. Explain in more detail the effect of discriminatory/homophobic language and behaviour. Like racist language, this will not be tolerated
- If it continues, remove the pupil from the classroom and talk to them in more detail
- Involve senior leaders. The pupil should understand the sanctions that will apply if they continue
- Invite parents/carers to discuss the attitude of the pupil
- Take time to explain to parents why this is part of the anti-bullying policy. All pupils should feel safe at school

### **At Stanton Harcourt School:**

- All staff must be alert to the signs of bullying and take immediate action in line with this policy
- Staff promote positive relationships
- Staff ensure that pupils are aware that all bullying concerns are taken seriously and are dealt with sensitively and effectively
- Parent/carers of all involved are kept informed and reassured that any issues of bullying are dealt with sensitively and effectively
- We support all parties involved in any incidents of bullying
- We positively encourage children to speak out if they, or someone else, is the target of bullying
- Children will be strongly encouraged to report any known bullying to an adult they trust
- We learn from good practice elsewhere and utilise support from other agencies when appropriate

## **Indicators of bullying:**

Pupils who are being bullied may show changes in behaviour. Adults should be aware of these signs and should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is reluctant to go to school
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts, or threatens suicide
- runs away
- cries themselves to sleep or has nightmares
- feigns illness in the morning
- comes homes with ripped /damaged clothes, books etc
- asks for money or starts stealing
- has unexplained cuts or bruises
- continually loses or misplaces money
- becomes aggressive, disruptive, or unreasonable
- begins to do poorly at school
- stops eating
- won't say what is wrong
- is nervous and /or jumpy

**These signs and behaviours could be indicators of other problems, but bullying should be considered and investigated.**

## **Cyber Bullying**

As children use technology more for their education, including for use of homework, it is important that the school supports children through appropriate use of technology. The school will teach children about how to stay safe online as part of the curriculum, but also about ways they can identify online bullying. The school will treat any form on online bullying seriously and following the same procedures as if it was physical bullying. If the incident has happened outside of school, we will make parents aware of the inappropriate use of technology.

## **Procedures:**

The following steps should be taken when dealing with incidents

- All adults dealing with the incident follow the 'Checklist for managing a bullying incident' (appendix 1)
- Any reported or suspected incidents of bullying are recorded clearly on the appropriate form (kept in the school office – appendix 2 & 3)
- The adult reporting the incident to record the incident including any action taken to date
- The completed form is given to SLT
- A member of SLT interviews all concerned and contacts all parents as appropriate
- A record of all conversations is kept
- Appropriate measures to be agreed
- Additional staff are informed as appropriate
- If a criminal offence has been committed the police/PCSO will be contacted, and advice followed by the school
- The situation is monitored, and a review date is set

## **Children who have been bullied will be supported through:**

- Offering an immediate opportunity to discuss the experience with a trusted member of staff and their class teacher or headteacher.
- Reassurance
- Offering on-going support to restore confidence

- Informing and working in partnership with the parents/carers
- Offered support from Eynsham's Anti-bullying Ambassadors
- Offered the opportunity to take part in nurture groups (where appropriate and possible)

#### **Children who have bullied will be helped through:**

- The opportunity to discuss what has happened and to reflect on their behaviour and actions
- Being encouraged and supported to reconcile and rebuild the relationship
- Establishing the wrongdoing and the need to change
- Informing parent/carers and working in partnership with them
- Use resources such as 'It's all about me' and 'I am' (designed for young people to complete to help with self-awareness, personal issues and to enhance the development of life skills)

#### **Outcomes:**

- Consequences will be put in place as appropriate. These could include being asked to apologise, time off the playground
- In serious cases, an internal, fixed term or permanent exclusion may be applied

After the incident has been dealt with it will continue to be monitored to ensure repeated bullying does not occur.

#### **Prevention:**

- The school participates in a focused anti-bullying week including assemblies and individual lessons for classes
- Additional weekly PSHE lessons/collective worship assemblies take place as appropriate
- There is a focus on positive reinforcement
- Adults act as positive role models
- The school actively promotes anti-bullying
- Children are well supervised in and around the school
- There are clear procedures for dealing with incidents
- All incidents of poor behaviour are tracked weekly (patterns of poor behaviour are investigated)

#### **Liaison with parents/carers:**

We will:

- Ensure parents/carers know who to contact if they are worried about bullying
- Ensure parents/carers have access to information about bullying and how they should support their child
- Work with parent/carers and the local community to address issues beyond the school gates that give rise to bullying
- Make parents/carers aware of how to access independent advice about bullying as available from [www.oxfordshire.gov.uk/anti-bullying](http://www.oxfordshire.gov.uk/anti-bullying)

#### **Bullying incidents outside of school:**

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)".

DfE cyberbullying guidance states that "All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school". The guidance also states that "where bullying outside school is reported to school staff, it should be investigated and acted on" <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

If incidents of bullying outside the school premises are witnessed by school staff, or reported to the school, the school will follow the same procedures as if the incident had happened within the school grounds. The school will work with other schools and agencies as appropriate to resolve the matter.

## Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines for all parties – see below

	Initial and date
Young person tells you he/she is being bullied or incident is observed	
Report to a responsible member of staff	
Record incident following Oxon guidelines	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	
Complete all elements of Bullying Incident Record, including a follow-up meeting (appendix 2)	

### Guidelines for interview with all parties:

- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe (particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

### Importance of monitoring and review:

- How effective was your response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What did we learn?
- Are current systems for responding effective?
- Do we need additional preventative measures in place?

**Bullying Incident Record**

Name of alleged target: (full name) ..... Year grp..... Class.....

Date of Record:	Recorded by: (full name)
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved: (Please indicate target (t) or perpetrator (p))	
Factual description of Incident/concern:	
Action taken:	
Record of discussion with parents of target and perpetrators:	
Follow-up meeting: Date: Present:	

Signed: Executive Headteacher /Head of School/.....date.....



# Prejudice-based Incident Record

Name of Child: (full name) ..... Year grp..... Class.....

Date of Record:	Recorded by: (full name)
Date of Incident:	
Time of Incident:	Location of Incident:
Names and Classes of children involved: (Please indicate target (t) or perpetrator (p))	
Brief, factual description of Incident:	
Action taken:	
Consequences/Further action: Parent/carer informed yes/no	

Signed: Executive Headteacher / Head of School/.....date

**Helpful organisations:**

Advisory Centre for Education (ACE)  
0808 800 5793

Children's Legal Centre  
0845 345 4345

KIDSCAPE  
Parents Helpline  
0845 1 205 204

Parentline Plus  
0808 800 2222

Youth Access  
020 8772 9900

Bullying Online  
[www.bullying.co.uk](http://www.bullying.co.uk)

Kidscape  
0207 730 3300  
[www.kidscape.org.uk](http://www.kidscape.org.uk)

Childline  
0800 1111  
[www.childline.org.uk](http://www.childline.org.uk)