September 2025-2028

Bishop Monkton Church of England School

Anti-Bullying Policy

Ethos of school

Act justly, love kindness and walk humbly with God. Micah 6:8

Our village school, rooted in its Christian foundations, provides a welcoming, caring family environment in which all children can flourish. Through biblical values, we support our children to be healthy, happy and vibrant individuals, preparing them to become responsible and respectful citizens in the wider world.

School statement on bullying

We believe that everyone is equal, and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a nurturing and supportive community.

Aims and purpose of the policy

- 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 may 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 our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

This policy links closely with our Safeguarding and Child Protection Policy and Behaviour Policy.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repetitive. 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. Bullying can be a form of child-on-child abuse and can be emotionally abusive. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

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)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation or identity (homophobic, biphobia or transgender (HBT))
- Special educational needs (SEN) or disability
- Culture or class
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

2. Reporting bullying

Pupils are encouraged to tell any member of staff if they are feeling bullied, this could include teachers, support staff (including lunch time staff), Quackers staff and the headteacher.

Reporting- roles and responsibilities

Staff: All staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. This includes cyber-bullying incidents out of school. Staff have a duty to raise any issues with parents to prevent this from happening.

The headteacher: The headteacher 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 young people.

Parents/carers: Parents and carers are encouraged 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 or may choose to report it themselves. Parents/carers may report concerns to their child's class teacher or may feel it is appropriate to speak directly to the headteacher.

Pupils: Pupils are encouraged to report incidents regarding bullying wherever possible to a member of staff at school, and to speak to their parents/carers. At Bishop Monkton CE Primary we have a clear expectation that no children will take part in any kind of bullying and regularly promote this expectation through PSHE work in class, collective worship values and whole school themed weeks. Equally, we encourage pupils never to be bystanders to incidents of bullying, to watch out for signs of bullying amongst their peers and to report incidents.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. All reported incidents will be investigated. Some more minor incidents may be dealt with within school, however it is often practice for parents/carers to be informed if their child has been involved in a bullying incident.
2. For incidents which are prejudice-based incidents, hate incidents and hate crimes, the NYC guidance will be followed in order to comply with the general duty outlined in Section 149 of the Equality Act.
3. Other bullying incidents may be recorded on Arbor, with more serious incidents recorded in a central log kept by the headteacher.
4. Support will be offered to the target of the bullying from the class teacher, support staff or headteacher.

5. Staff will also respond to the bully who may require support from staff, which may include the use of an emotional literacy support programme or session.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing 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.

5. 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 and monitored following the same procedure as in Section 3. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language on Arbor.

6. Prejudice 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 headteacher 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.

7. School strategies to prevent and tackle bullying

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.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It 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.
- Class discussion time provides regular opportunities to address 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 involved in contributing their views to support anti-bullying initiatives through the School Council.
- Our behaviour policy involves all pupils contributing towards agreed behaviour choices which are acceptable or unacceptable.

8. Training

The headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is also responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld.

Signed Headteacher _____

Signed Chair of Governors _____

Date September 2025

Review date September 2028