



March 2025

Anti-Bullying Policy

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Sourced From: Various

Limpsfield CoFE Infant School – Achieving together in God’s light



St Mary’s CoFE Primary School - Confidently Me

Belonging Together

Challenged to Contribute





Introduction

At St. Mary's Primary & Limpsfield Infant school, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, develop their self-efficacy and develop positive relationships with each other.

We believe God is love and all people are loved by God. Knowing we are loved enables us to love ourselves and to love others. Our vision is to help children know this love within a shared sense of community where all can contribute to the well-being of others. We believe this provides a strong foundation on which everyone can excel in learning and with God's help can become the people who they were created by God to be. This is summed up by St Marys' strapline *Confidently Me Belonging Together, Challenged to Contribute*, and Limpsfield's *Achieving Together in Gods Light*.

We would expect pupils to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

This policy outlines what St. Mary's Primary & Limpsfield Infant Schools will do to prevent and tackle all forms of bullying.

The scope of this policy includes;

- Bullying of students within school
- Bullying of and/or students outside of the school, where the school is aware of it
- Bullying of staff by students or bullying of students by staff, within or outside of school
- Bullying of staff by staff within or outside of school

Principles that underpin the policy

For pupils who experience bullying that;

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

For pupils who engage in bullying behaviour that;

- They will be held accountable for their behaviour in a supportive and age appropriate way, helping them to reflect on the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused



- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

For school;

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences of bullying are recorded on CPOMS. These are followed up by staff.
- The incidences recorded on CPOMS are audited then followed up with any appropriate learning or initiatives, which are needed.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Services and community partners to promote safe communities
- Inclusive values are promoted and underpin behaviours and school ethos

For Parents/Carers;

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures

Responsibilities:

It is the responsibility of:

- The Headteacher to communicate this policy to the schools 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.
- The Anti-bullying Coordinator, which in our schools, is the Inclusion team to:
 - Lead on policy development and review; involving pupils, staff, governors, parents/carers and relevant local agencies
 - Audit the recording of bullying incidents
 - Co-ordinate strategies for preventing bullying behaviour
 - Assess and coordinate training and support for staff and parents/carers where appropriate
- Governors to take a lead role in monitoring and reviewing this policy. The nominated Governor with the responsibility for Anti-bullying is the Safeguarding Governor: Rosie Davies and Susannah Gilham
- 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.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

DfE definition of bullying from 'Preventing and Tackling Bullying' (July 2017);

The Anti-Bullying Alliance (ABA) also defines **bullying** as *"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 through cyberspace."* (ABA 2014).

An incident may also be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Bullying can take place between: young people; young people and staff; between staff; individuals or groups. Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Forms and types of bullying

Types of bullying and forms of bullying include:

- 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
- Sexualised bullying/harassment
- Bullying via technology, known as cyberbullying. This could include inappropriate text messaging and emailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media; the use of Artificial intelligence (AI) such as chatbots for example ChatGPT and Google Bard to produce 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - 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 can be;

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Children's understanding of the term 'bystander' is explored in collective worship, during PSHE sessions and during other conversations with pupils. Pupils are made aware that this is not an acceptable position to take and they should seek the support of an adult if they know someone is being bullied.

Reporting incidences

Children and young people in school are encouraged to 'tell' and are always praised for doing so. Pupils are regularly reminded of the number one rule - 'Tell someone'. They are encouraged to discuss and verbalise who they would talk to if such an occasion happened. Worry boxes or 'OW' boxes are available to pupils in all classrooms.

Parents and carers are encouraged to contact their child's class teacher, year/phase leader in the first instance who will then follow the procedures outlined below.

Responding to reports of bullying of a child or group of children

- If bullying is suspected or reported, the member of staff who has been approached or witnessed the concern will deal with the incident immediately. They may also seek immediate support from Year/Phase leaders or a member of the SLT.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- A clear and precise account of bullying incidents will be recorded on CPOMS. This alerts the DSL and deputy DSLs. They will then decide what further action or decisions will be taken and record these on CPOMS.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff may talk to all parties involved.
- 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 Safeguarding and confidentiality policies.
- Appropriate sanctions and support will be implemented.
- If necessary, other agencies may be consulted or involved.
- 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 responded to in line with this policy, our Online Safety Policy and the school Behaviour Policy.

If the incident relates to cyberbullying in addition to the above procedures:

- The person being bullied or their parent/carers will be asked to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- If appropriate to the incident, the school will look at the use of the school systems, contacting the service provider and the police, if necessary.
- 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:
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.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
- Request the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists
 - helping those involved to consider and manage any private information they may have in the public domain

Strategies for Preventing Bullying

As part of our vision for the pupils of St. Mary's & Limpsfield we seek to create an inclusive environment, which promotes mutual respect and consideration of others. This is reflected in our Code of Conduct.

We promote positive behaviour and discourage bullying behaviour through:

- Collective Worship including Star of the Week/Limpsfield Awards, where we celebrate success and achievements to promote and build a positive school community
- The Jigsaw PSHE Curriculum & MindUp programme
- Specific curriculum input on areas of concern such as Cyberbullying and Internet Safety
- Taking the restorative approach when dealing relationships conflict
- Student voice
- ELSA support
- Targeted lunchtime support
- Regular Staff training and development for all staff (internal and external)

Supporting Adults

Bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable and the school will respond appropriately to these:

They will be:

- Offered an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- Advised to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- 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 school's Behaviour and discipline policy and Staff Behaviour Code of Conduct.
- If the incident relates to cyberbullying in addition to the above procedures.

- The person being bullied will be asked to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- If appropriate to the incident, the school will look at the use of the school systems, contacting the service provider and the police, if necessary.
- 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:
- 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.
- Request the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
 - Provide information to staff regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists
 - helping those involved to consider and manage any private information they may have in the public domain

Adults who have perpetrated the bullying will be helped by:

- 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.
- Instigating disciplinary, civil or legal action as appropriate or required.

Policy Development

This policy was formulated in consultation with the whole school community with input from;

- Members of staff and governors: through questionnaires/surveys, meetings, and INSET training
- Pupils: through the School Council, surveys/questionnaires, PSHE lessons, the MindUP programme
- Parents/Carers: through taking part in written consultations, online surveys, parent meetings

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 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

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
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.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

SEND

Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

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
Report Harmful Content: <https://reportharmfulcontent.com/>

Race, religion and nationality

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
Show Racism the Red Card: www.srtrc.org/educational

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

Sexual harassment and sexual bullying

NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
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: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual [12 Theeducationpeople.org](http://www.theeducationpeople.org)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame



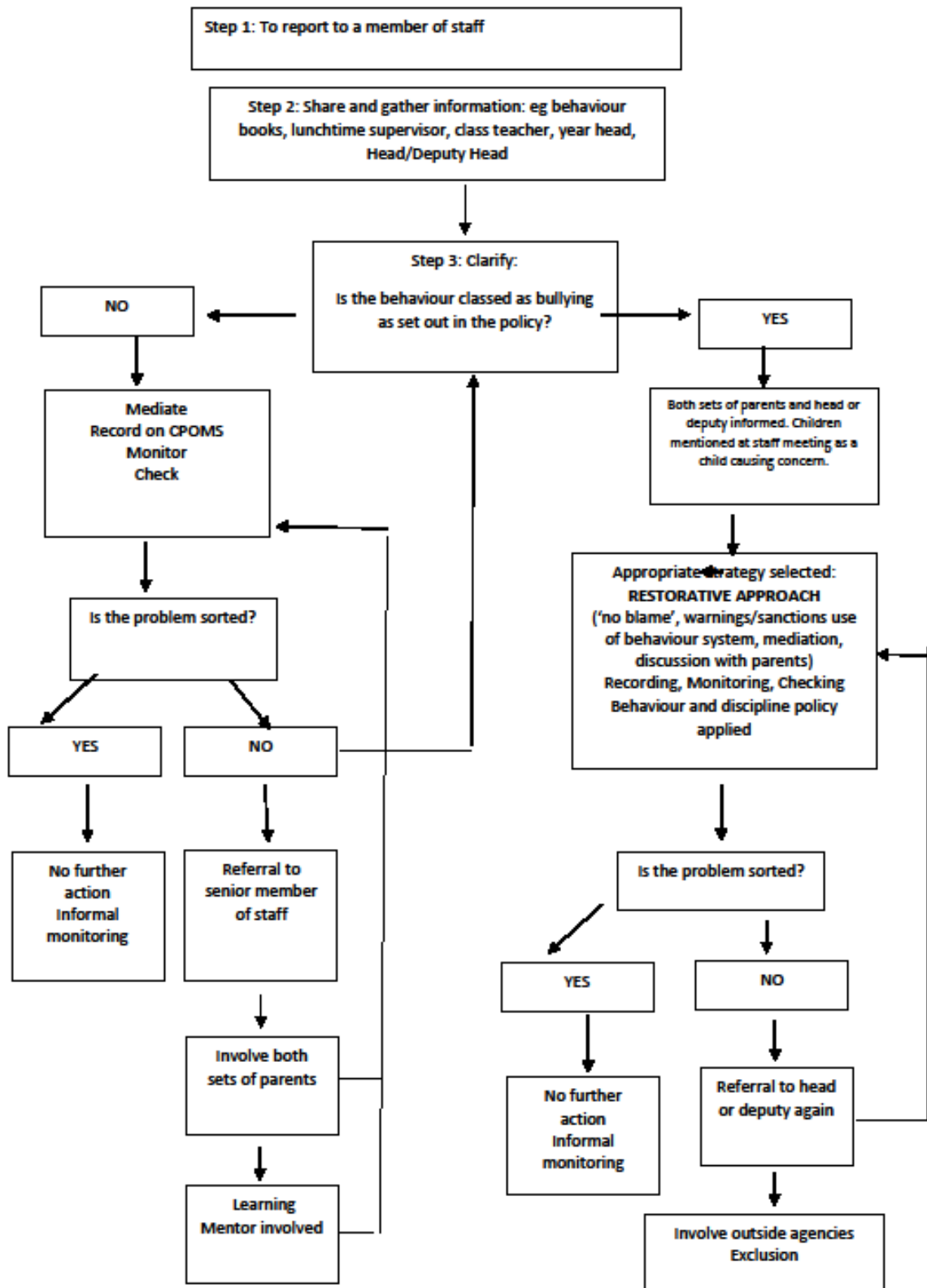
Appendices and Reference Documents and Related Policy/Guidance

Appendices

Appendix A: Reporting flow chart

Appendix B: Restorative approaches to incidents

Appendix A





Appendix B -Restorative Approach to Incidents

The Restorative approach is a recognised approach to behaviour and relationship management in schools. The idea is based on ancient tribal practices as a form of repairing harm caused by inappropriate behaviours that damage the communities that we live in, by bringing together those involved to discuss and talk through the issues that lead to their conflict.

Through the principles of Restorative Justice, people take responsibility for the impact of their behaviour on other people, by providing a forum that allows a fair process of communication. This process can be through structured questions about the incident and the impact caused leading on to an opportunity for choices to be made to repair the harm and allow closure, providing resolution to conflict.

Restorative Justice has been used in schools to reduce offending, victimisation, bullying and truancy from school. The ethos of RJ is about;

- **Building and nurturing relationships** by listening to unmet needs
- **Repairing harm** done to relationships through inappropriate behaviours
- Considering everybody's **needs in the process**
- Recognising **responsibility for behaviours**
- Encouraging **accountability** for those behaviours (actions)
- Developing **emotional literacy** by providing a safe forum for people to express difficult emotions
- Promoting **active citizenship** in our school communities

The Restorative Questions

The following questions allow a restorative process to take place and can occur anywhere from the classroom to the playground.

- What happened?
- How did it happen?
- What part did you play in it?
- How were you affected/who was affected?
- What do you need to make it right?
- How can we repair the harm?

Obviously these are not set in stone and more child friendly speech can be used, but these will start the process and get results.

Why does it work?

- Repairs harm
- Holds wrong-doers accountable, preventing denial
- Empowers victims by seeing the wrong doer accept the impact of their behaviour
- Allows closure
- Allows agreement
- Allows ownership of behaviours