

Ettington C of E Primary School

ETTINGTON C of E PRIMARY SCHOOL

Reviewed October 2025



Learning for Fullness of Life
Trust-Respect - Love

ANTI BULLYING POLICY

Learning for the Fullness of Life (John 10:10)

As a school, we aspire to live out God's plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, 'Learning for the Fullness of Life'. It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

1. INTRODUCTION

1.1 "Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus." (*Preventing and Tackling Bullying*)

1.2 The Education and Inspections Act 2006:

- States that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff (when appropriate).

1.3 The **Equality Duty** came into force on 5th April 2011 with three primary aims. Schools are required to comply with the new Equality Duty:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

2. VISION, AIMS AND OBJECTIVES

2.1 Ettington CE Primary School aims to ensure that all groups of pupils feel safe and secure in an environment where all pupils can work, learn and play without anxiety, and measures are in place to prevent bullying. Our aims are:

- To ensure that our school is calm, happy and safe community for all.
- To recognise that everyone is part of our school community and that no-one should be made to feel sad or excluded.
- To encourage a 'talking school' where children are given a safe space to discuss issues that worry them, including bullying.
- To raise awareness of the impact of bullying on mental health.

- To understand the different roles of bullying as a group behaviour and identify how we support these individuals.
- To work closely with parents and carers and keep them informed of actions and outcomes when matters are raised.
- To recognise that children with SEND or those who have experienced trauma are more at risk of bullying and put in place procedures and support to prevent this.

2.2 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.3 This policy aims to produce a consistent whole school response to any bullying incidents, including cyberbullying that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 Ettington Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

2.6 Each year the school will involve representatives from the governing board of trustees, leadership team, teaching staff, support staff, lunchtime supervisors, parents and pupils in sharing feedback and ideas for further developing each school's anti-bullying ethos. Annual anti-bullying surveys are used to identify areas for further development.

WHAT IS BULLYING?

Ettington Primary School uses a definition of bullying based upon one from the Anti Bullying Alliance: **"The repetitive, intentional hurting of one person or a group by another person or groups, where the relationship involves an imbalance of power...It can happen face-to-face or through cyberspace."**

a. Bullying can take many forms. Bullying can be:

- **Physical** - e.g. pushing/pulling, kicking, hitting, punching or any use of violence towards a person or their property.
- **Verbal (direct or indirect)** - e.g. name calling, sarcasm, spreading rumours or lies, teasing with reference to somebody being different.
- **Emotional/Indirect** - e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours, manipulative behaviour.
- **Technological/Cyber** - e.g. using technology to hurt someone through a variety of media such as phone calls, text messages, the internet, social networks, video

hosting sites or through misuse of associated technology such as cameras - including those on mobile phones.

- **Racist** bullying is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.
- **Homophobic** bullying involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.
- **Transphobic** bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.
- Pupils who have **specific abilities, disabilities or special educational needs** (including behaviour) are often at greater risk of being bullied, both directly and indirectly, as are those from **different faiths or backgrounds**.

3.3 We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **Several Times On Purpose** and the child should **Start Telling Other People**.

3.4 Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and the staff will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues.

4. SIGNS AND SYMPTOMS

4.1 Signs of bullying may or may not be present and will depend on the individual and circumstances. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

4.2 The most common signs include:

- **Physical signs** (injuries, damaged clothing, general ill-health due to stress).
- **Emotional signs** (mood swings, changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness).
- **Behavioural signs** (withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour).
- **General** (frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults). These signs could indicate other problems, but bullying should be considered as a possibility and should be investigated.

4.3 Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. The well-being of vulnerable pupils must be monitored more closely so additional support can be offered if required.

5. THE ROLE OF THE LEADERSHIP TEAM

5.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Board about the effectiveness of the Anti-Bullying Policy on request.

5.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The school Leadership Team members will speak to the parents and pupils involved to resolve the issue.

5.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

5.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The core school values of Trust, Love and Respect lie at the heart of our behaviours.

5.5 If a member of the Leadership Team records that bullying is occurring in school, parents/carers of the parties involved will be contacted. This would be after evidence of systematic incidents were recorded. We record all incidents of poor behaviour choices on CPOMS. Ettington Primary School feels there is a responsibility to both children within a bullying situation. A supportive home school partnership is crucial for helping both children to solve any underlying issues. Parents are expected to support the school in the eradication of bullying. It may be suggested that the children join a social skills group, emotions and resilience group or similar programme. Class time will also be allocated for use of anti-bullying materials. The behaviour of the children will be closely monitored for repeat offences and parents will be kept informed of progress.

5.6 In most cases we believe these actions will eradicate any instances of bullying. Persistent offending, after these sanctions and support, could result, in the first instance, in an internal exclusion. This may take the form of missing morning playtime/lunch playtime. At the discretion of the Headteacher, the next step could result in a fixed term exclusion, or permanent exclusion as a last resort. There may be a need to involve external support agencies, such as Warwickshire Specialist Teaching Service or an inclusion mentor.

6. THE ROLE OF STAFF MEMBERS

6.1 All staff at Ettington Primary School take all forms of bullying seriously, and seek to prevent it from taking place.

6.2 The school's RESPECT code is regularly referred to in assemblies and lessons when dealing with any inappropriate behaviour in school, and is also displayed throughout each school.



Learning for Fullness of Life

Code of Conduct

Our Code of Conduct encourages both a spiritual, moral and responsible attitude towards behaviour.

All areas of school life and how pupils conduct themselves within it are embedded in the following statement:

RESPECT

R Responsible in all we do

E Encourage each other

S Safe work and play

P Polite and considerate to everyone

E Enjoy being an active learner

C Challenge and celebrate all our efforts

T Trust each other and tell a member of staff if I am worried

6.3 Through the PSHE curriculum, all staff educate pupils about how to make and maintain friendships, and how to mend damaged friendships. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged.

6.4 Resources such as the Taking Care Protective Behaviours Curriculum, All About Me (Relationships and Sex Education) and No Outsiders (teaching the Equality Act) support our PSHE curriculum.

6.5 We adopt a whole school approach to the National Anti-Bullying Week (November) and Safer Internet Day (February) when pupils take the initiative in discussing issues surrounding bullying and cyberbullying. Issues are addressed through PSHE, Circle Time, Computing and in other curriculum areas. Outcomes from the National Anti-Bullying Week and Safer Internet Day may include pupils' creative work, drama or pieces of work produced during Computing. We ensure that we teach children about prejudice and challenging stereotypes.

6.6 We use peer-led initiatives to support in the prevention of bullying incidents. Our Year 5 pupils have received peer mediation training, together with being play leaders and buddies in Year 6, to support children to deal and resolve their worries or issues.

6.7 The school operates many ways for children to be able to report/share concerns or worries, these include 'Worry Boxes' placed around the school where children can write a note about their worries or concerns, which are checked by staff each week.

6.8 Should staff feel concerned that bullying is happening (or be made aware of a concern from parents or children) they should report it to a member of the Leadership Team. If it is found to be bullying behaviour then it should be recorded on CPOMS. The perspective of the person, who feels bullied, will contribute to understanding and establishing the seriousness of the incident.

6.9 Ettington Primary School recognises that speed of response is important and wherever possible, incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

6.10 Staff do all they can to support both the child who is being bullied and the child who is showing bullying behaviour, ensuring that parents/carers remain informed. This may involve support for the victim and sanctions for the offender, and discussions around the behaviour with the whole class. Time will be spent talking to the child who is showing bullying behaviour, explaining to them why their action was wrong and how they should change their behaviour in the future, and reassuring the victim that measures will be put into place to ensure that the behaviour does not continue.

7. THE ROLE OF PARENTS AND CARERS

7.1 Parents and carers have a responsibility to support the school's Anti Bullying Policy, actively encouraging their child to be a positive member of the school.

7.2 If parents and carers have any concerns over incidents at school pertaining to friendship issues or acts that could be perceived as bullying, they should talk to the child's class teacher at the first sign of any concern. If they are not satisfied with the response or the issues have not improved considerably, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

7.3 While we recognise that parents and carers who are friends may wish to resolve matters informally, they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately.

7.4 Parents and carers are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents/carers are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of individual children, of the school and damage the atmosphere in the school community.

7.5 Parents and carers are expected to be especially proactive with cyberbullying incidents that occur on mobile devices out of school hours. Parents have responsibility for ensuring children are not accessing social networking sites that are inappropriate for their age and should monitor the emails and messages their children are sending and receiving online.

8. THE ROLE OF PUPILS

8.1 Children learn about rights and responsibilities in Take Care Protective Behaviour lessons. They have a right to attend school and be free from bullying but have a responsibility to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know - **S**tart **T**elling **O**ther **P**eople.

8.2 All pupils are made aware of the routes for seeking help with bullying through regular assemblies and PSHE lessons.

8.3 Each class has a worry box where children can post a note to staff if they are being bullied, in case they find this easier than approaching an adult.

8.4 There are posters around the school reminding children of what they can do if they are concerned about themselves or others.

8.5 Pupils will have opportunities to develop their resilience and problem-solving strategies in the face of hurtful behaviour. Concerns and worries related to incidents and bullying in general may be explored and shared in class.

8.6 The seriousness of making false reports will be understood.

8.7 From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

8.8 Pupils are invited to tell us their views about bullying in an annual pupil questionnaire.

9. THE ROLE OF THE GOVERNING BOARD

9.1 The Governing Board supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

9.2 The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Leadership Team to keep accurate records of all incidents of bullying, and to report to the board on request about the effectiveness of school anti-bullying strategies.

9.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Board responds within ten working days to any request from a parent to investigate incidents of bullying.

9.4 The Anti-Bullying Policy will be reviewed annually by the Governing Board.

10. BULLYING OUTSIDE OF SCHOOL

10.1 “Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

10.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.” (*Preventing and Tackling Bullying*)

11. CYBERBULLYING

11.1 Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet to deliberately upset or mentally hurt someone. Cyberbullying is different to other forms of bullying in that it can occur at any time of the day every day and is the invasion of home and safe and personal spaces.

11.2 With the increasing popularity of social networking sites such as TikTok, Instagram, X, Snapchat and Whatsapp, and online social gaming such as Roblox, Minecraft and Xbox Live, children can find themselves to be easily targeted. A worrying fact is that cyberbullies are

often anonymous. The audience of comments can be very large and reached rapidly. Controlling electronically circulated messages means that the scale and scope of cyberbullying can be greater than any other forms of bullying and can seem unending to victims. The difficulties facing cyberbullying are that electronically forwarded content is hard to control and can cause worry about content resurfacing making it difficult for victims to move on.

11.3 From our Online Safety work, children ought to be aware of the impact of cyberbullying and know to seek help if they are affected by any form of online and electronic bullying. Pupils are aware of where to seek help or advice if they experience problems when using the internet and related technologies (parent / teacher / carer / trusted member of staff or an organisation such as Childline or CEOP). If children become victims of cyberbullying, they are advised not to reply but to save messages or screen capture as evidence and to tell a trusted adult.

They are advised to only talk to people online who they have met or know and to tell someone straight away if they feel uncomfortable about anything online or in the digital world.

11.4 Cyberbullying incidents should be reported to the Headteacher, who is the Online Safety Leader.

11.5 The vast majority of cyberbullying incidents will happen outside of school due to internet firewalls and filters in school and children not being allowed to bring their mobile phones to school. Therefore, parents and carers have responsibility for ensuring children are not accessing inappropriate social networking sites and what they are sending and receiving online. It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying. Parents can help by making sure that their child understands the school's policy and above all, how seriously we take incidents of cyberbullying. Parents should explain to their children the legal issues relating to cyberbullying. If parents believe that their child is the victim of cyberbullying, they should save the offending material before deleting anything and contact the school.

11.6 Guidance for staff - mobile phones:

- Ask the pupil to show you.
- Note clearly everything on the screen relating to an inappropriate text or image including the date, time and names.
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message.
- Take evidence to the Headteacher.

11.7 Guidance for staff - computers:

- Ask the pupil to show you the material in question on the screen.
- Save the material.
- Print off the offending material.
- Take evidence to the Headteacher.

12. BULLYING OF STAFF

12.1 It is equally important that we protect our staff from bullying from parents, carers, colleagues or pupils. Everyone has rights and responsibilities in relation to cyberbullying and where comments and posts made on social networking sites about staff members are known about, which are of a derogatory nature, action will be taken by the Headteacher through solicitors at Warwickshire Legal Services and the Police may be informed. All staff in Ettington Primary School are in a position of trust, and there are expectations that they will act in a professional manner at all times.

12.2 Advice to staff on protecting their online reputation forms part of the school's ongoing safeguarding CPD programme.

13. LINKS TO OTHER POLICIES

13.1 Our rejection of all forms of bullying and racism is a common thread, which is embraced through Ettington Primary School's RESPECT Code, ethos and values and is also supported by a number of other policies:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Internet Acceptable Use Policy
- Relational Behaviour Policy
- Equality Policy
- Staff Behaviour Policy (Code of Conduct)