Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Anti-Bullying Policy

2026 – 2027

September 2026

Statement of Intent

Himbleton CE Primary School and Nursery believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. We endeavour to help all children to develop high self-esteem, the confidence to be assertive and to form good relationships with others. Our Behaviour Policy is based on the use of Christian values which provide a framework of reference, positive reinforcement strategies, responsibility and providing choices.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents on the school's website and available as a paper copy on request.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

- 'Preventing and tackling bullying' (2017)
- 'Sexual violence and sexual harassment between children in schools and colleges' (2018)
- Keeping Children Safe in Education (2026)

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Child Friendly Anti-Bullying Policy
- Child on Child Abuse Policy
- Online Safety Policy

What is Bullying?

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying can be motivated by prejudice against particular groups, differences or perceived differences.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time;
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental;
- **Targeting:** Bullying is generally targeted at a specific individual or group;
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities

Key Roles and Responsibilities

Governing Body

The school’s governing body evaluates and reviews this policy to ensure that it is non-discriminatory. The governing body also have a responsibility to hold staff to account for the implementation of this policy and to assure itself that the school provides an inclusive school environment that demonstrates equality and respect.

Headteacher

The headteacher reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
The headteacher keeps a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
The headteacher will analyse the data in the record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
The headteacher arranges appropriate training for staff members.

Class Teachers

Class teachers communicate and meet with parents where necessary. They also provide a point of contact when more serious bullying incidents occur.
Class teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

All Staff

All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's class teacher of such observations.
All staff will avoid gender stereotyping when dealing with bullying.
All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

Parents and Carers

Parents are advised to inform their child's class teacher if they are concerned that their child may be being bullied or be involved in bullying.

Pupils

Pupils are taught about bullying through PSHE lessons and through the school's Child-Friendly Anti-Bullying policy which is shared with all pupils.
Pupils are advised to inform a member of staff, another adult or a friend if they witness bullying, or are a victim of bullying.
Pupils are taught not to make counter-threats if they are victims of bullying.
Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
Pupils are taught and advised to retain all evidence of cyber bullying.

Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally: name-calling, sarcasm, spreading rumours, teasing
- Physically: pushing, kicking, hitting, pinching, and other forms of violence
- Emotionally: excluding, tormenting, ridicule, humiliation
- Online (Cyber)

- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986;
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation;
- **Homophobic/biphobic/transphobic bullying:** Bullying based on another person's gender 'variance' or identity or for not conforming to dominant gender roles;
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours;
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This

is commonly underpinned by sexist attitudes or gender stereotypes. This can include unwanted physical contact or sexually abusive comments.

Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously. The NAHT has guidelines that recommend headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Prevention: Creating an Anti-Bullying Environment

At Himbleton CE Primary School and Nursery we believe that prevention is the best approach to eradicating bullying. Bullying will not be tolerated and we make this clear in the information we give to pupils and parents.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well, take responsibility for each other's emotional and social well-being and where they include and support each other. Our expectations of behaviour are linked explicitly to the school's six Christian values and conversations around choices of behaviour, including bullying, relate back to the values which guide pupils' choices. We use the Church of England's 'Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024) as a basis for our approach; "Flourishing children are to be loved unconditionally, enable ambitiously, supported compassionately and championed relentlessly." As a Church of England school, we agree that bullying of any kind has no place in our school and are committed to ensuring that everyone is valued and treated with dignity and respect. Our Christian Values therefore provide a framework for conduct where bullying is unacceptable; these are explored explicitly with the children.

The school's curriculum is carefully designed to promote appropriate behaviour through direct teaching and by creating an emotionally and socially safe environment where these skills are learned and practised. Circle Time, PSHE sessions, assemblies, role-play, drama and stories are strategies used to show what pupils can do to prevent bullying and to create an anti-bullying climate in school. All types of bullying are discussed as part of the curriculum and diversity, difference and respect for others is promoted and celebrated through various lessons and in daily acts of collective worship. Our aim is to create a climate where bullying is not accepted by anyone within the school community. Our curriculum is used to:

- Raise awareness about bullying and our Anti-Bullying Policy;
- Help pupils learn how to respect each other, recognising that families sometimes look different to their own, that others may have different beliefs and have different preferences.
- Increase understanding for victims and help build an anti-bullying ethos;
- Teach pupils how to manage their relationships with others constructively and positively so that they are healthy.

This policy is available to parents both on the school's website and in paper form on request as we believe that a united approach is of paramount importance. In addition, pupils have a child-friendly anti-bullying policy which helps them to understand the differences between friendship issues and bullying and how to respond, using the acronym S.T.O.P. (Several Times On Purpose and Start Telling Other People).

Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

Procedures for Reporting and Responding to Bullying Incidents

There is an expectation that all incidents of bullying, both in curriculum and non-curriculum time, will be reported to the class teacher who will then report to the Headteacher in line with school procedure. All reported or witnessed instances of bullying in the school are investigated by a member of staff, usually the class teacher in the first instance, and are dealt with impartially and promptly. Pupils are made aware of this. All those involved will have the opportunity to be heard and staff will protect and support all pupils involved appropriately whilst allegations and incidents are investigated and resolved.

When investigating a bullying incident, the following procedures are adopted:

- Bullying allegations and incidents must be reported to staff, usually the class teacher in the first instance, who will then report to the Headteacher;
- Details of the alleged/reported incident will be reported on CPOMS with any immediate action taken recorded;
- Staff will make sure all victims are safe and feel safe;
- If a pupil is injured, a members of staff will take the pupil immediately to the first aid for a medical opinion on the extent of their injuries;
- Appropriate advice will be given to help the victim(s);
- Staff will listen and speak to all pupils involved about the incident individually and together (if appropriate) and record their findings;
- Members of staff will listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete;
- The problem will be identified and possible solutions suggested; staff will attempt to adopt a problem solving approach;
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying;
- Staff will reinforce to the bully that their behaviour is unacceptable. If possible, this will involve a restorative conversation to enable pupils to understand the impact of their actions so that the relationship can be repaired and the pupils reconciled;
- An attempt will be made, and support given, to help the bully/bullies understand and change his/her/their behaviour;
- Consequences may take place and appropriate sanctions applied, decided on a case by case basis (see below);
- In serious cases or in instances where the initial response does not change the behaviour of the bully, parents will be informed and will be invited to come in to school for a meeting to discuss the problem;
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;
- All reports of bullying and actions taken will be kept securely in school;
- Bullying incidents will be discussed regularly at staff meetings;
- Incidents of reported bullying will be reported to the Governing Body.

Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the class teacher/headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents. In addition, sanctions will be discussed with the pupil, with a 'logical consequence' linked to the incident agreed, along with future sanctions if the bullying continues.

If possible, reconciliation will take place through a restorative conversation and a genuine apology obtained from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion will be used; victims will never feel pressured into a face-to-face meeting with the bully.

Initial support

- The class teacher will hold an informal discussion with the victim, on a weekly basis for a month after the initial complaint of bullying, to check whether the bullying has stopped;
- The class teacher will report the outcome of these conversations to the headteacher, recording any concerns about ongoing bullying on CPOMS as required;
- If necessary, group dynamics are broken up by members of staff by assigning places in classes;
- The victim is encouraged to tell a trusted adult in school if bullying is repeated;
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

Follow up support

The progress of both the bully and the victim will be monitored by their class teachers. One-on-one sessions to discuss how they are progressing may be appropriate and follow-up correspondence may be arranged with parents/carers one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to;
- Having an immediate opportunity to meet with a trusted adult or a member of staff of their choice;
- Being reassured;
- Being offered continued support;
- Being offered counselling, where appropriate;

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions;
- Being able to discuss what happened;
- Being helped to reflect on why they became involved;
- Being helped to understand what they did wrong and why they need to change their behaviour;
- Appropriate assistance from parents.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS or other appropriate mental health and wellbeing service.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher/DSL will look to transfer the pupil to another mainstream school.

Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the headteacher/DSL will consider the use of alternative provision.

Bullying outside of school

Teachers have the power to discipline pupils for making poor choices of behaviour outside of the school premises. 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 or online.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The headteacher has 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 the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The headteacher is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Longer Term

Notes made on particular cases will be kept for future reference.

The headteacher and governors analyse log information to identify any possible patterns of people, places or groups involved in bullying incidents. They will look out in particular for racist or homophobic bullying, or bullying directed at children with disabilities or special educational needs or other vulnerabilities.

Further guidance can be sought from:

- Kidscape
- Childline
- The Anti-Bullying Alliance
- The Diana Award
- The BIG Award

Monitoring and Review

- This policy will be reviewed at least annually by the headteacher alongside our Behaviour and Discipline Policy and submitted to the governing body for approval.
- All members of staff and parents/carers are required to familiarise themselves with this policy.
- Any changes made to this policy will be communicated to all members of staff and to parents/carers.

The next scheduled review for this policy is **September 2027.**