



St John's Church of England Primary School

Anti-bullying Policy

Guided by 'Preventing and Responding to Bullying' - Policy and practice guidance for Hertfordshire schools

Date Approved:	Autumn 2025
Headteacher:	Miss Anna Pyatt
Chair of Governors:	Ms Joanna Conn
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Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

Purpose

Church schools should, above all else, be places where relationships prosper, are nurtured, are encouraged to mature with wisdom, are cherished when under threat or are broken. Relationships within the whole learning community are important not only between children, but also between children and staff, staff and staff, staff and parents, staff, parents and governors. John Cox

The purpose of this policy is to support the above statement and to form an integral part of our school's Christian ethos:

Loving your neighbour, respecting each other and valuing diversity.

'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. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.' (Safe to Learn, DCSF 2007)

Aims

This policy statement outlines the commitment of the staff, children and Governors at St John's School to ensure that any form of bullying is prevented and avoided as far as possible for all members of the school community which includes:

- Children
- Teaching staff
- Support staff
- Voluntary staff
- Parents
- Governors
- Visitors to the school
- Students on placement.

The aims of St John's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To support the pupil causing the bullying and apply disciplinary sanctions if necessary to ensure they learn from the experience, possibly through multi agency support.
- To clarify with children the difference between bullying behaviours and normal childhood experiences that can be upsetting in the moment.

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." [DFE 2011]

The Equalities Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It covers disability, gender reassignment, race, religion or belief, sex and sexual orientation. The school will be monitoring incidents against the protected characteristics.

If anyone feels they have been bullied this will be recognised and addressed. The school is required to follow the Home Office definition of a racist incident: "Any incident which is perceived to be racist by the victim or any other person." For any bullying incident that specifically includes racism the Equalities Policy should be referred to. Single incidents and incidents of verbal or physical attack, and behaviour which is hurtful but not intentional, will also be taken seriously and dealt with according to the principles outlined in this Policy and the school's Behaviour Policy

Bullying may relate to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism or sexual bullying

At St John's we define bullying behaviour as:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

Anti-bullying Charter

St John's adheres to the The Anti-bullying Charter principles –

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 the bullying;
- 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:

- disciplinary sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For St John's 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;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

Prevention of Bullying

With our Christian values, St John's strives for a peaceful and supportive environment. We also strive for a learning atmosphere which welcomes and values everyone. We aim to respond immediately to any allegations of bullying behaviour whether it is verbal, implied (e.g ignoring, isolation), physical intimidation or harm and cyberbullying.

At St John's we:

- Establish a Christian ethos with a whole school approach that models positive caring behaviours
- Hold Collective Worship and assemblies where the importance of being respectful and valuing others is discussed by children and adults. We demonstrate our values by every member of the school community having a voice
- Have a curriculum that supports the learning of positive behaviours

Response to Bullying

There are clear messages around the school that bullying is never acceptable. The school actively promotes anti-bullying through Collective Worship, PSHE and the annual focussed anti-bullying week. We recognise the full range of types and categories of bullying including physical, emotional, cyber, sexual, homophobic, racial and online/cyber.

All reported incidents will be taken seriously and investigated promptly involving all parties in a consistent and fair manner. The investigation will be undertaken by a member of the Senior Leadership Team.

If an alleged incident of bullying is reported, all those involved will be spoken to individually, be told in age appropriate language the allegation made against them and given an opportunity to give their version of events.

If a parent has reported the alleged incident of bullying, the member of the Senior Leadership Team

will explain to the parent that an investigation will take place and will report back the outcome of the investigation by an agreed date.

If the pupil has reported the alleged incident of bullying, their parents will be advised that an investigation is taking place and will be advised of the outcome by an agreed date. The parents of the child accused of bullying will be informed of the incident if the investigation concludes that the child has engaged in hurtful behaviour or if the behaviour is found to constitute bullying (as defined above in this policy).

Once the facts have been established as clearly as possible, the member of the Senior Leadership Team will consider objectively whether bullying has occurred using the definitions set out in this policy. If the investigator concludes that bullying has not occurred but that there has been behaviour which has been hurtful in nature, the pupil who has engaged in hurtful behaviour and their parents will be spoken to by the Senior Leader and given support to modify their behaviour. If appropriate, proportionate disciplinary sanctions will be applied in accordance with the School's Behaviour Policy.

If the investigator concludes that bullying has occurred, the following action will be taken: -The victim will be offered support, guidance and comfort to empower him/her

-The perpetrator will be made aware in age appropriate language of the seriousness of their behaviour and appropriate and proportionate disciplinary sanctions will be applied (as specified in the Behaviour Policy)

-Parents/carers will be informed

-The perpetrator will be offered support and guidance to modify their behaviour going forward

-The situation will be monitored to minimise the risk of the bullying reoccurring

-The incident will be reported to the Head Teacher who will ensure the incident has been recorded appropriately and accurately on CPOMs

-If the bullying still persists, the Headteacher will inform the Chair of Governors and exclusion procedures will be considered in accordance with the Behaviour Policy

Any parent or carer who is dissatisfied with the outcome of the investigation is referred to the Complaints Policy and may make a complaint in accordance with its provisions.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Support

In order to prevent and identify incidents of bullying and the identities of bullies, at St John's Church of England School, we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, assess, act
- Appropriate teaching from the PSHE curriculum (mediation, social stories, collaboration, circle of friends, peer befriending, buddy systems, circle time)
 - Maintain high level of knowledge regarding forms of bullying including online/cyber

Monitoring Behaviour

Where a child's behaviour is causing concern, SLT will be able to monitor their behaviour as recorded on CPOMS. Monitoring and evaluating children's behaviour will be included in the agenda for the cycle of Staff Development Meetings and Team Meetings. Evidence will be gathered in a variety of ways including playtime observations and shadowing. The Headteacher will report regularly to governors on progress in maintaining good behaviour.

Roles and responsibilities

The Staff

Bullying is taken seriously and any reported incidents are investigated.

St John's C of E School is committed to:

- eradicating incidents of bullying
- supporting children involved in any incidents of bullying
- ensuring that the whole school community (adults and children) is aware of the policy and understand their roles and responsibilities in preventing and responding to bullying
- encouraging children to report incidents

Staff aim to create an environment in which all members of the school community are encouraged to:

- treat everyone with kindness and respect
- act with thought and consideration to others
- behave courteously, being polite and helpful at all times
- be friendly and co-operative
- be honest and truthful
- treat property with respect.

Staff take steps to prevent any member of the school community from:

- making unkind or offensive comments (including comments about people's appearance or ability/disability)
- behaving in a racist, sexist, ageist or homophobic manner
- using foul or unacceptable language
- being rude or aggressive
- shouting unnecessarily
- using physical aggression
- damaging property

Staff will ensure that:

- opposition to such behaviour is made clear
- the reasons for the objections to such behaviour are explained
- steps are taken to ensure, as far as possible, that such behaviour is not repeated
- the parents of the offender are informed of the school's policy not to tolerate such behaviour -children who have been bullied, and their parents, are supported
- the nature and response to an incident is made known to other staff

The school aims to ensure that all members of the school community understand what constitutes bullying and are alert to signs that bullying is taking place. Sometimes behaviour occurs which is hurtful but not intentional and such behaviour will always be treated seriously with support given to all parties. In this instance, the perpetrator will be made clear of the effects of their actions, as stated in the school's behaviour policy.

Children

Children will:

- use the strategies outlined in the Behaviour and Anti-bullying policies -learn about what constitutes bullying and what to do about it
- have opportunities to develop skills to resist bullying and to deal with bullying -be aware that knowing about bullying by or to others and doing nothing is unacceptable -know that, as either a victim or a witness of bullying it is 'O.K. to tell' and that they will receive practical help if they do so.
- empower the Eagle Ambassadors to sign the Anti-bullying Charter annually and adhere to this themselves

Children can tell their class teacher, or any other adult in the school via methods such as the class worry box, during class Collective Worship or by using their Protective Behaviours Network.

Parents

Parents, carers and families have an important role to play in helping the school to deal with bullying. They should endeavour to:

- adhere to the Home/School Agreement be aware of the school's guidelines for encouraging positive behaviour (see Behaviour Policy)
- prepare their children to enter school displaying polite, well mannered and respectful behaviour
- discourage their children from using bullying behaviour at school, home or elsewhere -take an active interest in their children's school life, discuss friendships and how play time is spent -watch out for signs that their children are being bullied or are bullying others -contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

Governors

The Governing Body will:

- regularly review the school's Anti-Bullying policy annually
- consult all interested parties in revising the policy as necessary
- help to explain and comment on the policy to all interested parties
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy
- have a Governor specifically trained to respond to complaints.
- the Headteacher's termly report to Governors will inform them of any bullying and racist incidents, the actions put in place as a result and an update on the effectiveness of the actions.

Role of Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils. Parents and carers have an important role to play in actively encouraging their child to be a positive member of St John's. If bullying is reported to the school, parents and carers need to be informed in a sensitive and responsible manner.

If parents or carers have concerns over bullying behaviour, they should take up those concerns with the class teacher, Key Stage Lead, Deputy Headteacher or the Headteacher as soon as possible. Parents or carers should take up any concerns they have with the school and not the parents or carers of other parties. The best place to resolve conflicts between children is in the school where all sides and aspects of incidents can be explored.

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 as partial information can be inaccurate and affect the reputations of individual children and the school.

Parents/carers will be informed of any significant incidents involving their children in order to support their children and the school in seeking resolution and restoring a safe environment for all children. Parents of victims or alleged victims of bullying will not be informed as to the nature of the consequence for the perpetrator but will receive feedback that the concern has been addressed and dealt with. This is to protect all children in this instance.

If, as a parent/carers, you are not satisfied with how a situation has been handled, you can speak to our impartial Safeguarding Governor, Mrs Supran, who is contactable via the school office.

Resources and Materials

The provision of good quality resources and materials to support discussions in the classroom is a high priority. Our Curriculum resources aim to:

- reflect “the reality of an ethnically and culturally diverse society”
- reflect a variety of viewpoints
- show positive images of people in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety • not include explicitly and implicitly racist or sexist materials.

Language

We recognise the importance of ‘talk’ in supporting the development of a child. Within this we recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses appropriate terminology in referring to particular groups or individuals.

Staffing and CPD

We are bound by the legal requirements of the Equality Act of 2010 and guided by the Hertfordshire Policy on Equal Opportunities in Employment.

It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Monitoring and evaluation:

Our Anti-bullying policy is identified as an area requiring careful and ongoing monitoring throughout

the curriculum and across all aspects of school life.

All members of our school community have a right to feel safe and to be listened to and will be asked to take part in the evaluation process.

All staff are responsible for monitoring the impact of this policy on practice. The Headteacher is responsible for ensuring that our aims are communicated to all staff and are adhered to.

Signed and date	The policy document must be signed and dated by the Headteacher and the Chair of Governors. A review date should also be stated. Yearly
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Legislation

Equality Act of 2010

Guided by the Hertfordshire Policy on Equal Opportunities in Employment.

‘Preventing and responding to bullying’ - Policy and practice guidance for Hertfordshire schools

Anti-bullying charter