Antibullying Policy

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Next review date: _____

Our school vision.

Hethersett VC Primary School empowers its children and their families to flourish and grow. Creativity, compassion, responsibility, the love of learning to gain knowledge and wisdom, combined with Christian values shape our inclusive education.
Together we are stronger, respecting ourselves and others to create a successful and healthy future.

Keep your roots deep in him, build your lives on him, and become stronger in your faith, as you were taught. And be filled with thanksgiving. Colossians 2:7

Anti-Bullying Policy

1. Statement of Intent

We are committed to creating a safe, respectful and inclusive environment in which all pupils can learn without fear of bullying or harassment. Bullying of any kind is unacceptable and will be dealt with promptly and effectively. This policy aligns with the *Behaviour in Schools* guidance, *Keeping Children Safe in Education* and the Equality Act 2010.

2. Aims

We encourage pupils to develop:

- A celebration of differences between individuals
- High self-esteem
- Positive attitudes towards others
- A clear understanding of our core Christian values: respect, truthfulness, creativity, compassion, responsibility and friendship

We expect all pupils to feel safe, including understanding risks linked to bullying, and to feel confident seeking support.

The aim of this policy is to identify bullying behaviours and respond in a consistent and agreed manner.

3. Definition of Bullying

Using the Anti-Bullying Alliance definition, bullying is:

- Intentional behaviour that hurts another person or group
- Usually repeated over time
- Involves an imbalance of power
- May be physical, verbal, emotional or online

Bullying differs from teasing or friendship conflict because it is deliberate, persistent and exploits a power imbalance.

In rare cases, a single serious incident may be treated as bullying if it fulfils all other criteria. Bullying may relate to protected characteristics such as disability, race, religion or belief, sex, sexual orientation or gender reassignment.

4. Types of Bullying

- **Emotional:** excluding, tormenting, threatening gestures
- **Physical:** pushing, kicking, hitting, any violence
- **Racist:** taunts, graffiti, gestures
- **Sexual:** unwanted physical contact, sexual comments
- **Homophobic/Biphobic/Transphobic**
- **Verbal:** name-calling, sarcasm, spreading rumours
- **Cyber:** misuse of phones, messages, social media, images or video

5. Preventing Bullying

- Clear messaging in assemblies and classrooms that bullying will not be tolerated
- PSHE curriculum exploring relationships, respect and difference
- E-safety curriculum covering online behaviour and digital wellbeing
- Anti-Bullying Week collective worship and discussions
- Teaching pupils how to be assertive and how to report concerns

Playtime strategies include:

- High-quality supervision
- Adequate play equipment and structured opportunities
- Positive role-modelling from older pupils (Playground Pals and Sports Leaders)
- Lunch Club for indoor play and behaviour support (Colouring Club and MSA led inside activity)
- Monitoring of specific children where required

6. Reporting Concerns

Bullying can be reported by pupils, parents or staff.

We take every concern seriously.

- Staff log all incidents on our MIS
- Pupils can report through our online "Worry Monster" form (Hethersett VC Primary School - Worry Monster)
- Prejudice-related incidents are recorded and reported to Norfolk County Council where required
- Governors monitor patterns and review any serious incidents

Parents should contact their child's class teacher or the School Office if they have concerns.

7. Responding to Incidents

- All reports are investigated thoroughly
- All parties are spoken to and evidence reviewed
- Actions are recorded on the MIS

Possible responses include:

- Restorative conversations
- Behaviour sheets and missed playtimes
- Lunchtime exclusions
- Longer-term behaviour support
- Involvement of outside agencies such as Family Matters
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8. Supporting Pupils

Victims may receive:

- Regular pastoral check-ins
- Safe spaces during unstructured times
- Support to rebuild confidence and friendships

Perpetrators may receive:

- Behaviour support
- Restorative work
- Referral to outside agencies if appropriate

9. Responsibilities

- **Staff:** model expectations, monitor behaviour, respond consistently
- **Pupils:** treat others with respect, report concerns
- **Parents:** communicate concerns promptly and work in partnership with the school

10. Monitoring & Review

The policy is reviewed annually by senior leaders and governors, with adjustments made based on behaviour trends, safeguarding updates and pupil voice.