



# Anti-bullying Policy

2025 - 2026

## **Our Vision**

*Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.*

*We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.*

Ratified by Governors:	September 2025	
Review Date:	September 2026	
Link Policies	Behaviour Policy	

## **Introduction**

Christians believe that all are wonderfully and individually made in the image and likeness of God. It is therefore important that everyone at St Helen's enjoy an equal dignity. Accordingly, based on our Christian vision, St Helen's is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected.

As a church school we value all God's children and have used information provided within the document 'Valuing All God's Children' when creating this policy.

## **What is bullying?**

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication, including online.

The nature of bullying can be:

- Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;
- Verbal e.g. name calling, swearing, spreading rumours, threats, teasing;
- Emotional/indirect/segregation e.g. being unfriendly, excluding, tormenting, ridicule and humiliation;
- Visual/written e.g. graffiti, gestures;
- Cyber-bullying e.g. texting, emailing, social networking;
- Damage to property, or theft e.g. pupils may have their property damaged or stolen.

These actions may be directed towards gender, gender identity, sexual identity or orientation, ethnic origin, religion or belief, personality, appearance or health conditions, Special Educational Needs (SEN) or disability, culture or class or home or other personal circumstances. This is not an exhaustive list.

## **School System**

If the school, children or parents/carers raise a concern then:

- A member of the DSL will carry out an initial investigation. All discussions will be logged on CPOMS under 'Bullying Allegations'.
- The Senior leadership Team will decide to either monitor the situation informally or place the victim/accused on one of the anti-bullying stages.
- Both the accused and the victim will be given appropriate support by adults in school.
- Parents will be informed of the outcome of the investigation.
- If the child is placed on one of the stages of anti-bullying then parents of both the accused and victim will be told exactly what this entails.

## **Stages of Anti-Bullying**

### Stage One (Class Teacher Level)

- The victim and accused will be supported by nominated adults, usually the class teacher or the Learning Mentor, who will be available to discuss with them if there has been an incident in school.
- The child accused will be spoken each time an incident has been brought to the attention of the nominated adult.
- Incidents are logged on CPOMS under 'Bullying'
- If there are a number of incidents in a short space of time then this would be escalated to Stage 2

### Stage Two (Senior Leader/DSL Level)

- A member of the Senior Leadership Team/DSL Team will speak to both the victim and the accused child after every break and lunchtime to see if there have been any issues.
- Parents/Carers will be informed that there have been instances of bullying and that this is being carefully logged and tracked.
- If there has been an issue then this will be logged on CPOMS under 'Bullying'
- If after 4/5 weeks there have been no issues in school then things will be deescalated to a Stage 1.
- If there are repeated incidents then this will result in an escalation to Stage 3.
- Lunchtime provision may be utilised either for the accused or victim. The victim will have the choice if they want to attend the provision. If not then the accused will have to attend.

### Stage Three (Senior Leader/DSL Level) (Stage Two aspects will remain)

- Failure to resolve the situation will now require a more formal discussion with the children, parents/carers, class teacher and Behaviour Leader.
- The format and approach taken will depend upon each context and the most appropriate way to proceed.
- This may involve support from external agencies for either the victim or the accused (or both) should it be deemed appropriate.
- Playground or social time 'Mentors' may be deployed to assist the management of the situation.
- Agreed, short-term milestones must be set and progress reviewed through regular contact with those involved.
- Timescales set by the Behaviour Leader.
- All incidents will be logged on CPOMS under 'Bullying'

Should concerns persist from here with no resolution being found then the Headteacher will refer to wider behaviour and discipline procedures within school. Support may be gained from external agencies.

CPOMS holds all bullying related instances – these are fully inclusive of all forms of bullying related to the protected characteristics.