



# Denver VC Primary School Anti-Bullying Policy

## Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect.

Our shared Christian vision seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

**We aim to** develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

<b>Formally adopted by the Governing Board of:</b>	<b>Denver VC Primary School</b>
<b>On:</b>	<b>29<sup>th</sup> September 2025</b>
<b>Chair of Governors:</b>	<b>Carole Reich</b>
<b>Last updated:</b>	<b>18<sup>th</sup> September 2024</b>

## **Aims and objectives**

At Denver VC Primary bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and not tolerated under any circumstances (see behaviour policy).

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

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.

## **A definition of bullying**

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

## **Forms of bullying**

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

### **Specific types of bullying**

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

### **Child on child abuse**

All staff have undertaken training in order to recognise, acknowledge and understand child on child sexual violence and harassment, including how to record and manage a report from a victim - this is covered in the whole school core safeguarding package training. Staff understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child on child abuse.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Records of all significant incidents that happen are recorded on CPOMS. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents or carers.

Support staff inform class teachers of any significant incidents that occur in and out of class. Incidents are recorded on CPOMS.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies.

When necessary, members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers and other members of staff are particularly aware of the increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobile phones or the Internet, and to educate pupils about the proper use of modern technologies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the curriculum, to help

pupils understand and empathise with the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying policies and related strategies, 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 body about the effectiveness of the anti-bullying policy, on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

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

The Headteacher sets the school climate of mutual support and praise for success, thereby 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 role of governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body 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.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of parents and carers**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the Headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure.

Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views

on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.

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.

### **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council keeps the Headteacher informed of any concerns about bullying.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness regularly. They do this by examining the school's anti-bullying logbooks, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy will be reviewed every year, or sooner if necessary.