SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Anti-Bullying Policy

Date of Review:	Sept 2026
Next Review Date:	Sept 2028
Reviewer	SLT

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. As a Church of England school we endeavour to apply and live by Christian principles. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

What is bullying?

'Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical, (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups).

DfEE Circular 10/95]

Bullying is most commonly defined as including the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet such as email & internet chat room misuse
  mobile threats by text messaging & calls
  misuse of associated technology i.e. camera & video facilities

Aims

- to prevent, reduce and eradicate bullying in any form
- to have a consistent approach for dealing with bullying
- to ensure that all pupils, staff and parents are aware of this policy and their responsibilities
- to create a safe and secure environment for everyone

Standards

- All bullying is unacceptable.
- Sarratt CE School recognises the harmful effect of bullying on pupils and will effectively work to minimise the risks.
- Victims and perpetrators need to be treated in a supporting manner.
- Bullying is likely to have a harmful effect on pupils' performance and attainment.

Child on Child abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Staff, parents and children at Sarratt C of E School will work together to create a caring, friendly and safe learning environment. Abuse, whether verbal, physical or emotional, will not be tolerated. It is the responsibility of everyone to report and deal with any incidents quickly. In accordance with the Child Protection Policy, all staff will receive appropriate safeguarding children training, so they are knowledgeable and aware of their role in early recognition.
Incidents should be reported in the first instance to the Designated Senior Lead (Mrs. N O'Hare) or Deputy Designated Senior Lead (Mrs. T Whittaker).

Methods used to prevent bullying and child on child abuse

- Assemblies will be used to promote school values and provide a moral framework outlining acceptable behaviour. Core values will underpin the focus of each assembly and the messages will be reinforced through RE and PSHE.
- Where necessary, class assemblies and PSHE lessons will be used to address school or class issues as they arise.
- We will ensure that school is well supervised, especially at times when children may be more vulnerable.
- Play leaders will help lunchtime staff to engage children in positive play and help any child who seems unhappy.
- Staff will endeavour at all times to create surroundings where each child feels confident and at ease in school.
- Staff will ensure that children are empowered to say 'no' and understand how they can get help.

Responsibilities

It is important that all individuals recognise the difficulties that may be encountered in implementing the Anti-Bullying Policy.

SLT should:

- Investigate all allegations of bullying and record on initial investigation forms (see appendix B)
- Monitor all incidents of bullying and harassment using agreed form (see appendix A)
- Collate and monitor behaviour incidents using agreed forms/ procedures.
- Feedback, in accordance with procedure, to those concerned after an incident has been investigated.

Staff should:

- Take all reports of bullying seriously.
- Log all incidents on the agreed forms and report to the SLT.
- In line with agreed procedures, investigate the incident and give feedback to all concerned.
- Acknowledge and include positive behaviour in curriculum planning.
- Use PSHE time to address class issues.
- Challenge inappropriate interactions, including discriminatory, derogatory and aggressive language.

Pupils should:

- Report all incidents of bullying to a member of staff.
- Act in a respectful and kind manner to all other pupils.

Parents should:

- Report any concerns of bullying to the school.
- Support the school's Anti-Bullying Policy
- Stress to children the importance of good social behaviour.

Review

Analysis of recorded incidents refer to:

- the school's Positive Behaviour Policy
- Herts. Local Education Authority – POLICY ON PREVENTING AND RESPONDING TO BULLYING
- Child Protection policy

Appendix A:

SARRATT CE SCHOOL - BULLYING AND HARASSMENT RECORD AND MONITORING FORM

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of bullying/harassment (Please tick all elements which apply in your understanding of the incident/s.)

* See County Guidelines on Dealing with Racial Harassment	Definitely applies	Possibly applies
Ability / Disability		
Age / Maturity		
Appearance		
Class / Background / Socio economic		
Ethnicity / Race*		
Religion / Belief*		
Geographical area of home		
Gender		
Sexuality		
Size		

2. Manifestation/s of bullying/harassment (Indicate those that apply.)

Feelings of being bullied / harassed	
Isolation / ignoring	
Teasing	
Verbal abuse or name calling (specify)	
Expressions of prejudice / stereotype	
Threatened physical assault	
Actual physical assault	
Targeted graffiti or hurtful note writing	
Other	

3. Those involved

Targets - wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s)

Please give a precise account including places, dates, times and any witnesses. Attach any further information e.g. pupils' accounts, witness accounts, notes of meeting. *(Continue overleaf if necessary.)*

5. Action taken

Please record all steps (including meetings, letters, investigations, sanctions) *(Continue overleaf if necessary.)*

6. Summary of those notified and / or involved

Delete options where applicable	X	Any details (e.g. dates)
Headteacher / Deputy Headteacher / SENCo		
Chair of Governors		
Teacher		
Other member staff		
'Target' parents informed school by letter / telephone / in person		
'Target' parents notified by letter / telephone / in person		
'Target' parents invited to the school		
'Offender' parents informed school by letter / telephone / in person		
'Offender' parents notified by letter / telephone / in person		
'Offender' parents invited to the school		
LA: SEA, Bullying Advisor, MECSS		
Police / Others (specify)		

7. Date for monitoring progress of those involved:
Follow up on the incident and check that all parties are progressing well academically and socially
Reporting member of staff: Name: Date:

Appendix B:

FORM 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Factors to help determine if incident constitutes bullying

- ☐ Incident was bullying (all 3 amber warnings confirmed)
    - ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
    - ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
    - ☐ Involves an imbalance of power:
        - target feels s/he cannot defend her/himself, or
        - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

- ☐ Incident was not bullying on this occasion because it was
    - ☐ the first hurtful incident between these children
    - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
    - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
    - ☐ conflict that got out of hand (should not happen again)
    - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
        - got out of hand
        - parental concern
    - ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		