



Abbots Ripton Church of England Primary School

Anti-Bullying Policy

Written by: Claire Matthews

(adapted from a model policy written in July 2024 on the Cambridgeshire Personal Development Programme)

Date: May 2025

Review date: May 2028

Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

1. Context

This Anti-Bullying Policy should be read in conjunction with our Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, PSHE Policy and Positive Behaviour Policy.

1.1 Aims

As a school, we believe that all children have the right to learn in an environment where they feel safe.

The aims of this policy are to:

- create an environment in which everyone agrees that bullying is unacceptable.
- establish an agreed definition of bullying, so it may be distinguished from relational conflict
- outline how we involve the whole school community to developing an Anti-Bullying ethos
- share the principles behind our programme of preventative education
- detail how we respond to instances of bullying behaviour.

1.2 Defining Bullying and Cyberbullying

At our school we define bullying as:

- Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological (indirect). It can happen face to face or online. (Antibullying Alliance)

There is no legal definition of bullying. This is the definition we have adopted as a school through consultation with children, parents/carers and staff.

The four key elements of this definition are that the behaviour is:

- hurtful
- intentional
- repetitive
- involves a power* imbalance

*Power may relate to physical size or number of people involved in the behaviour. It may also be related to the target being part of a marginalised group e.g. protected characteristic such as race, gender, disability etc., care experienced or financially/socially disadvantaged. Power imbalance may also be created by repetition of the behaviour, which disempowers the target.

We will use the terms:

- 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling.
- 'Target' rather than 'victim'. We intend that this will avoid the self-fulfilling effect of labelling.

Bullying behaviour may be:

- Physical - for example pushing, poking, kicking, hitting, biting, pinching
- Verbal - for example name-calling, teasing, belittling, threatening
- Psychological (indirect) - for example cyberbullying, spreading rumours, exclusion, secret sharing, damaging belongings

Our definition of cyberbullying is bullying that takes place over digital devices like a mobile phone, computer or tablet. Cyberbullying can occur through messaging apps, texts or online in social media or gaming. Examples of cyberbullying include sending threatening or abusive messages, spreading rumours online, posting or sharing embarrassing photos or videos without permission and excluding someone from online groups or games.

These different forms of bullying may occur separately or coexist.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's physical, emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

1.3 Wider Context

We recognise that bullying remains an issue in and out of schools. Nationally, [The Good Childhood Report 2020](#)¹ found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months. Locally, the Primary Health-Related Behaviour Survey (2022) found 34% of Cambridgeshire Y5/6 pupils feel afraid of going to school because of bullying at least 'sometimes'. This rises to 57% of gender questioning children and 52% of those with a disability or long-term illness.

Section 89 of the [Education and Inspections Act \(2006\)](#) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

[The Education Inspection Framework \(2021\)](#) requires inspectors to make a judgement on the extent to which, "leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread."

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication [Preventing and Tackling Bullying \(2017\)](#) and the DfE statutory requirements for [Relationships Education and Health Education \(2020\)](#).

1.4 Inclusion

We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any child may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice, bullying and intolerance are always unacceptable.

¹ Good Childhood Report 2020 was the 10th Annual Survey of 2000 children aged 10-17 selected to match demographic/socio-economic make up of wider population carried out by The Children's Society.

See our Relationships Education Policy for more detail about how our Relationships Education prevents homophobic, biphobic, transphobic, racist, sexist, disablist and faith-based bullying, supporting all pupils but especially those:

- with protected characteristics or who have family members with protected characteristics
- with Special Educational Needs and Disabilities (SEND).
- who are care-experienced
- who are economically disadvantaged.

1.5 Safeguarding

[Keeping Children safe in Education](#) states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about peer on peer abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

2. Involving the whole school community

2.1 Development of the Policy

This policy has been developed in consultation with pupils, governors and parents/carers.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

This policy has been developed with governors, so that they are able to consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated and establish whether staff deal with bullying issues quickly and effectively when they do arise. The policy is available on the school's website.

2.2 Engaging with Pupils

We will involve pupils in the evaluation and development of the Anti-Bullying Policy in ways appropriate to their age.

- We will refer to countywide/national data e.g. Health Related Behaviour Survey.
- We will obtain pupils views about which parts of school feel safe to them and how pupils could be helped to feel safer in school.
- We will consult pupils about their perception of the strengths of our Anti-Bullying provision and the areas to be further developed.

2.3 Working with Governors

This policy has been reviewed by governors, so that they are able to consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or

discrimination are not tolerated and establish whether staff deal with bullying issues quickly and effectively when they do arise.

2.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-Bullying. We will encourage this partnership by:

- Sharing details of our Anti-Bullying approach on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Anti-Bullying topics, which are predominantly taught through our PSHE curriculum, e.g. Anti-bullying, Diversity and Communities, Personal Safety
- Informing parents/carers about our Anti-Bullying approach as their child joins the school
- Signposting parents/carers to sources of support to help them address the needs of their child if their child has been affected by, is engaging in, or has witnessed bullying behaviours.

3. The Role of Preventative Education

3.1 Principles

This Anti-Bullying Policy is set within the wider context of the school's overall aims and Christian values. Every child is nurtured and enabled to flourish through our teaching and care and we treat every child with the dignity and respect they deserve as children of God. God has made each of us as unique human beings and we are all equally valued. As a church school we recognise and celebrate this.

We recognise that effective preventative education can reduce the risk of bullying behaviour occurring. We know that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school Christian values and their opportunities to grow in faith, as well as the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong anti-bullying culture.

3.2 Curriculum Organisation

In accordance with the DfE statutory requirements for Relationships Education and Health Education (2020), pupils will learn:

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (*Respectful Relationships-Relationships Education*).
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (*Mental Wellbeing- Health Education*).
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (*Internet Safety and Harms – Health Education*).

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE with an Anti-Bullying focus, which includes their 'Anti-Bullying' units of work.

The Anti-Bullying Units of work provide the opportunity for pupils to learn, in an age appropriate way, about:

- the sort of behaviour that constitutes bullying, including cyberbullying
- how people can be affected by bullying
- the role that bystanders can play in worsening or improving a bullying situation
- the difference between bullying and falling out, including strategies for resolving a falling-out
- which trusted adults they could speak with if they were affected by bullying in school or in the community
- assertiveness strategies that could help them in a bullying situation
- ways in which pupils, teachers and parents/carers can work together to reduce bullying.

Other topic areas which support learning about Anti-Bullying are:

- Diversity and Communities - learning about the breadth of different family structures, lifestyles, religions and cultures and understanding how to show respect and celebrate difference.
- Digital Lifestyles - learning about how to navigate their online relationships positively and access help if they are worried about something online.
- Family and Friends - learning skills for developing and sustaining healthy friendships, including how to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Personal Safety - learning how to recognise when they are feeling unsafe, and how to ask for help and support.

Anti-Bullying will be taught via:

- PSHE through designated lessons, circle time, participation in Anti-bullying week, other focused events and themed weeks,
- Other curriculum areas, especially RE and computing
- Other important elements of our school day including through Collective Worship, the Buddy Scheme and so on.

For further information about our PSHE Curriculum, including how we select appropriate teaching resources, see our Relationships Education Policy.

3.3 Teaching Methodologies

We apply the same principles when teaching about Anti-Bullying as in our wider PSHE teaching and deploy the same range of methodologies. For more information about our PSHE teaching methodologies see our Relationships Education Policy.

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

Using **Distancing Techniques** such as fiction, puppets, case studies, role-play, videos, which enable them to discuss issues without disclosing personal experience.

Establishing **Ground Rules** such as not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities/drama activities if this feels uncomfortable,

using safe language to enable all children to feel safer as they participate in learning in this subject area.

4. Responding to Bullying

4.1 Receiving a Report of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, (including cyberbullying) including both children who have experienced being bullied and bystanders who have witnessed an incident. Our preventative curriculum includes helping children to recognise bullying behaviours and identifying their trusted adults in and out of school.

All staff are trained on the need to take reports of bullying seriously, including when to involve the Headteacher. All staff will act promptly when responding to reports of bullying. Staff who are not equipped to respond directly, or who do not have a child facing role, will inform a colleague. Their first priority is to reassure the child that they have done the right thing by reporting the incident and to have a conversation with the child/ren targeted by the bullying behaviour to establish their views and feelings.

Where parents/carers have concerns about bullying, either because their child has been the target of bullying, is exhibiting bullying behaviours or they have witnessed other children exhibiting bullying behaviours, they are asked to inform the class teacher in the first instance. The Headteacher will be involved where appropriate.

4.2 Identifying Bullying

Staff are also trained to look out for signs/indicators that a child may be experiencing bullying, such as an unexplained change in a child's behaviour or demeanour, and such concerns will always be followed up with a conversation with the child in which the child is given the opportunity to share any worries, or name another staff member they would like to talk with.

We are aware that bullying behaviour is often made up of a series of incidents. See our Positive Behaviour Policy on our school website, for details of how we recognise, record and address examples of unkind behaviour. We use our definition of bullying to assess situations as they arise and judge whether or not bullying has occurred. We will also review behaviour records regularly to assess whether a pattern of potential bullying behaviour may be developing.

4.3 Recording Bullying Incidents

When an incident of bullying (including cyberbullying) is reported the school will endeavour to make a written record of this incident within 24 hours of being made aware of it. Bullying incidents are recorded using a Bullying Incident Report Form (see Appendix 6.1) and these are then scanned in and uploaded to our electronic recording system My Concern. The Designated Safeguarding Lead is responsible for the management of these records.

Our records will be reviewed at least annually to ensure patterns of behaviour are identified and suitable interventions put in place where needed.

Our recording system captures if the incident is a Prejudice Related Incident. This information is collated and shared with the Local Authority and Governing Body. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.

4.4 Restorative Approaches – The Support Group Method

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them and their parents/carers.

The school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves those who have displayed or supported bullying behaviour focusing on their unacceptable behaviour, supporting them to develop empathy towards those involved and recognising their thoughts and feelings. This process ensures children causing harm are held to account for their behaviour by enabling them to:

- Include everyone affected by or involved in the bullying situation
- Create opportunities for dialogue
- Enable the person/s who has used bullying behaviours to understand the effect of their actions and acknowledge the harm caused
- Agree on positive steps to improve the situation

The Support Group method is an example of a restorative approach (for more information see Appendix 6.2). The Support Group approach will be overseen and monitored by the Class teacher and/or the Headteacher.

4.5 Supporting Those Affected by Bullying Behaviours

The priority for staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child's wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour. There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

- Providing a named adult in school with whom the child feels comfortable talking to about the situation to monitor the situation and check in regularly with the child
- Providing supportive and nurturing structures such as a 'Circle of Friends' or 'Invisible string'
- Providing access to alternative options for some playtime/lunchtimes such as access to adult led activities
- Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

As a school we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support might include:

- Restorative work to help the child recognise the harm they have caused, learn from it and repair the harm.
- Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving
- Providing structured positive playtime/lunchtimes such as access to adult led activities
- Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content

- Accessing support from external agencies and professionals including counselling services, educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

In certain cases of bullying, the school will consider the use of disciplinary sanctions e.g. *in cases of serious bullying such as where violence has been used*. Sanctions will be applied fairly and proportionately in accordance with the school's Positive Behaviour Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Positive Behaviour Management Policy and follow the system for sanctions, which includes:

- Removing/separating the perpetrator from other individuals or groups of children
- Removing/excluding perpetrator from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

4.6 Working with Parents and Carers

Where the school has become aware of a bullying situation, the parents/carers of the child/young person who is being bullied will be informed via a phone call or face to face and parents/carers will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form.

The parents/carers of the child displaying bullying behaviours will also be invited to discuss the situation. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up discussions are held with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

4.7 Out of School Bullying/Cyberbullying

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. The school has specific powers to intervene in cases of cyberbullying and bullying on the way to and from school.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe online.

5. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

6. Appendices

6.1 Bullying Incident Recording Form

6.2 The Support Group Method

6.3 Prejudice Related Bullying Guidance Document

7. Linked National Documents

[Preventing and Tackling Bullying \(2017\)](#)

[Keeping Children Safe in Education](#)

[Equality Act 2010](#)

[RSE and Health Education](#)

[Valuing all God's Children](#)

[Bullying and the Law – Summary from The Anti-Bullying Alliance](#)

Appendix 6.1 Bullying Incident Recording Form

Abbots Ripton CofE PRIMARY SCHOOL

Bullying Incident Record



SECTION A: ALLEGED BULLYING INCIDENT

Target

Name(s):

Age:

Year group:

Class:

Ethnicity:

Gender: M / F

SEN Stage:

Home language:

Looked-after child: Y / N

Young Carer: Y / N

Member of staff to whom the incident was reported:

Date of incident:

Time of incident:

Location of incident:

Target's Account / Concern of parents/carers:

Alleged perpetrator(s):

Name(s):

Age:

Year group:

Class:

Nature of incident including details of any injury or damage to property, etc:

Circle any elements that apply:

Form: Physical Verbal Indirect Cyberbullying

Is this a prejudice related incident related to a protected characteristic (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)?

List those that apply:

Is this a prejudice related incident not related to a protected characteristic (e.g. linked to home circumstances, related to appearance)?

Provide detail:

Parents/carers of alleged target(s) informed:

Date:		Time:	
SECTION B: ACCOUNTS OF THOSE INVOLVED			
Alleged perpetrator(s) account of the incident			
Name(s):	Age:	Year group:	Class:
Bystanders' / witnesses' accounts of the incident			
Name(s):	Age:	Year group:	Class:
Parents/carers of alleged perpetrators informed:			
Date:		Time:	
SECTION C: ACTION TAKEN			
Details of immediate action taken:			
Monitoring of action taken and details of follow up and longer-term action taken:			

Appendix 6.2 The Support Group Method

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in *Educational Psychology in Practice* (1991). The approach addresses bullying by forming a support group of children including those who have been displaying bullying behaviours and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

The Support Group Method – A Seven Step Structure

Step one – talk with and listen to the child targeted by the bullying behaviours

In this step the facilitator seeks to understand the feelings and thoughts of the child targeted by the bullying behaviours. They explain the method and gain permission to proceed. The facilitator and child discuss who will make up the support group including who the child feels would be peer supporters and agree what will be recounted to the group.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with The Support Group agreed with the child in step one. A group of six to eight children works well. The group includes those who have been displaying bullying behaviours and/or have been involved as bystanders alongside peer supports. The aim is to use the strengths of the group members to bring about the best outcome.

Step three – explain the problem

The facilitator tells the group that s/he is worried about the target who is having a very hard time at the moment. The facilitator recounts the story of the target's feelings about the situation. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

The facilitator explains that this group has been convened to help solve the problem. The facilitator wants to help the child has been targeted to feel happier and safer in school and they need the help of the group.

Step five – ask the group members for their ideas

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier and safer. Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem, thanking them, and expressing confidence in a positive outcome. It is also arranged that they will meet again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

Appendix 6.3 Prejudice Related Bullying Guidance Document

6.3.1 Defining prejudice-related bullying

We recognise that:

- **any** child may be affected by bullying
- sometimes bullying is related to prejudice.

The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident:

- any incident which is perceived to be prejudice-related [racist] by the victim or any other person.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying from the Anti-bullying Alliance:

- repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

().

We record prejudice-related incidents, including prejudice-related bullying. This information is collated and shared with the Local Authority/Governing Body. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.

The [Equality Act 2010](#) outlines the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. There may be occasions where prejudiced-related incidents need to be reported to the police as a hate crime.

In addition to prejudice-related bullying linked with one or more of the protected characteristics, children may be targeted due to other prejudices, for example due to their home circumstances.

6.3.2 Bullying related to race, culture, ethnic origin or faith

10% of young people who are bullied think it was because of attitudes towards their race while 4% believe it was because of attitudes towards their religion (Ditch the Label, 2017).

Gypsy, Roma and Traveller children and young people experience high levels of bullying and exclusion in schools, have lower attainment levels and are among those most likely to be excluded from school (Equality & Human Rights Commission, 2016).

We recognise that children may be bullied due to their race, cultural background, ethnic origin or faith. We take all incidents of bullying, including race and faith targeted bullying and prejudice seriously. Bullying related to race, culture, ethnic origin or faith will be recorded as a prejudiced-related incident. We support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice, racism and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
- our 'Diversity and Communities' units of work which include: encouraging the children to explore their own racial and cultural identity; exploring the variety of origins, national identities, religious beliefs cultural traditions and lifestyles locally and in the UK; exploring

ways to demonstrate respect to those with different lifestyles, beliefs and tradition; recognising the negative effects of stereotyping and how they might lead to prejudice

- our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying
- introducing children to picture books that explore different people's lives and empathise with different points of view
- our wider school Curriculum, ensuring that we teach about authors, scientists, historians, explorers, inventors, musicians etc. with a range of different protected characteristics
- our Religious Education Curriculum
- carefully selecting resources (books, images, photographs, film clips etc) that reflect a diverse range of people
- promoting our school values
- ensuring all our staff members model respectful behaviour towards others
- encouraging the children via our school values to demonstrate respectful behaviour to others both online and offline
- ensuring all our staff members challenge all prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.

6.3.3 Bullying related to sex, gender identity and sexual identity

Nearly half of LGBT pupils are bullied for being LGBT at school (Stonewall School Report, 2017)

We recognise that any child may experience bullying based on sexist attitudes, misogynistic attitudes or gender stereotyping. Children who do not conform to gender stereotypes, who do not identify with a binary definition of gender, those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender) can become targets of bullying. Children can also be targeted on the basis of their perceived or actual sexual orientation.

We take all incidents of bullying, including sexist, misogynistic, homophobic, biphobic and transphobic bullying and prejudice seriously. Bullying related to sex, gender identity or sexual identity will be recorded as a prejudiced-related incident. We support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

We are supported in this through the Church of England's Guidance for schools on challenging homophobic, biphobic and transphobic bullying, [Valuing all God's Children](#).

6.3.4 Bullying related to special educational needs and disabilities

Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. (Institute of Education 2014)

We recognise that children with a special education need or disability may be targeted by bullying behaviour. We take all incidents of bullying, including disablist bullying and prejudice seriously. Bullying related to a special education need or disability will be recorded as a prejudice-related incident. We support children to celebrate their own unique abilities and talents and recognise those of others. We also help them to understand that prejudice and intolerance are always unacceptable.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is also the Headteacher. For more information about how we support children with special educational needs and disabilities, see our SEND Policy.

6.3.5 Bullying related to appearance

Appearance related bullying is bullying that targets an aspect of a person's appearance. It could be that they are bullied for their size, height or disfigurement. It can often be linked with

other types of bullying such as racist bullying, disablist bullying, sexist bullying and bullying of LGBT+ young people. It is often thought of as the most common reason for children experiencing bullying. (Anti-Bullying Alliance, 2021)

We recognise that children may be targeted due to factors related to their appearance. We take all incidents of bullying seriously, including when a child is targeted because of their appearance. Whilst not a protected characteristic according to the Equality Act, we record bullying related to appearance a prejudice-related incident. We support children to develop body confidence and to recognise the value of personal qualities and attributes over factors such as appearance. We also help them to understand that prejudice and intolerance are always unacceptable.

6.3.6 Bullying related to family circumstances - care experienced children

Care-experienced young people (i.e. looked after children and those who have been in care) are among the groups who are most vulnerable to bullying. Challenges that may face looked after children are: several placements; having to adapt to new situations/people repeatedly; losing contact with friends and often extended members of family. Children in care report twice the level of bullying than other children in primary years (Safe To Play, 2008).

We recognise that children who are care-experienced may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudice-related incident. We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

We have a named school lead for Looked After Children and Previously Looked After Children (Claire Matthews).

6.3.7 Bullying related to family circumstances- young carers

Research has shown that young carers are a vulnerable group and are significantly more likely to be bullied. Young carers have a range of responsibilities which might include caring for a sick relative or friend. This can have a significant impact on their lives which can leave them feeling different or isolated from their peers, they may miss out on social opportunities and are more likely to be bullied or harassed (Carers Trust, 2016).

We recognise that children who are young carers may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudiced-related incident. We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

More information about groups of children who may be at greater risk of bullying can be found on the Anti-Bullying Alliance website here: [Groups of young people more likely to experience bullying | Anti-Bullying Alliance](#)