



# The Horsell Village School

## Anti-Bullying Policy

School Name: The Horsell Village School

Date: Autumn 2026

Review Date: Autumn 2027

Date shared with LGC: Autumn 2026

Date shared with Staff: Autumn 2026

Kindness to yourself

Kindness to others

Kindness to the World

At The Horsell Village School, we aim to provide a safe, caring and nurturing environment that enables all children to effectively learn, increasing their life chances and help them to maximise their potential.

Bullying affects everyone within the school community, not only the person displaying bullying behaviour and the person experiencing bullying behaviour. It can have a significant impact on those who witness bullying, as well as on the friends and families of those involved. Bullying is not, and should never be, accepted as an inevitable part of school life or a necessary aspect of growing up.

Our Behaviour and Well-being Policy and Anti-Bullying Policy is preventative and is based on the key principle that behaviour and well-being are interlinked. We aim to promote and develop the emotional well-being of every child and provide them with the skill set to develop effective self-regulation skills and behaviours for learning. The policy applies to all people in the school, not just pupils. Everyone in school has the right to be safe, to be respected and to learn.

### **Objectives:**

- To educate everyone as to what bullying is.
- For all to understand what the school policy on bullying is and what they should do if bullying arises.
- To ensure that incidents are disclosed and dealt with quickly and appropriately by a responsible adult.

Principles that underpin the policy. For children who experience bullying that:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the schools' ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.

For children who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed.
- The school is aware of other circumstances and situations that may be influencing the child's behaviour.

### **Designated Anti-bullying leads:**

- Jane Reeve (Headteacher)
- Jo Richardson (Senior Leader)

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and, at the present time, has general responsibility for handling the implementation of this policy.

The responsibilities are:

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies.
- Coordinating strategies for preventing bullying behaviour.
- Implementing the policy and monitoring and assessing its effectiveness in practice.

- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.

### **We are proud to be an anti-bullying school.**

At our school, Personal, Social, Health and Economic Education is an important aspect of our curriculum and through it we enrich children's knowledge and understanding on how to show respect and kindness.

This is underpinned by our school motto:

**Kindness to yourself    Kindness to others    Kindness to the World**

### **What is bullying?**

The Government defines bullying as: 'Behaviour by an individual or group usually **repeatedly** over time, that **intentionally** hurts another individual or group either physically or emotionally'.

Bullying can be defined as when someone is deliberately being hurtful to another on a regular basis and where the power is all on one side (i.e. with the person displaying bullying behaviour). It should not be confused with 'relational conflict' whereby two or more children get into conflict, but the dispute is equally provoked and both sides have been hurtful to the other.

In this school, we acknowledge and respond to behaviour, either affirming it or correcting it. There is a 'no blame' culture which means that we do not describe the person, only the behaviour. There are no mean, nasty people in this school, but there may be instances of mean, nasty behaviour.

We teach assertive behaviour: by that, we mean the ability to express our rights without infringing on the rights of others, in a way which is warm, clear and sincere.

### **What are the different types of bullying?**

Bullying has many characteristics. These can include:

|                                   |                                                                                                                                                                                                                             |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical                          | Pushing, kicking, hitting, punching, scratching, spitting or any use of violence                                                                                                                                            |
| Verbal                            | Name calling, teasing, putdowns, sarcasm, insults, threats                                                                                                                                                                  |
| Relational                        | Silent treatment, excluding, spreading rumours, taunting, making friendship conditional                                                                                                                                     |
| Cyber                             | Use of internet and related technologies to harm people in a deliberate, repeated and hostile manner                                                                                                                        |
| Sexist                            | Bullying based on sexist attitude that when expressed demean, intimidate or harm another person because of their sex or gender                                                                                              |
| Sexual / transgender / homophobic | Negative attitudes and feelings towards people who are identified, or perceived as being lesbian, gay, bisexual or transgender                                                                                              |
| Racist                            | The repeated aggression against people because of their race, colour, nationality or ethnic origin, with the purpose of violating a person's dignity and creating intimidating, hostile, degrading or offensive environment |
| Religious                         | Conduct, words, or practices which disadvantage people because of their colour, culture of ethnic origin                                                                                                                    |

The school also needs to be informed of incidents outside of school, which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally at planned times across the school day e.g. before break times.

All these types of characteristics can be grouped into the following:

- Bullying related to race, religion or culture,
- Bullying related to special educational needs or disabilities,
- Bullying related to appearance or health conditions,
- Bullying related to sexual orientation,
- Bullying related to home circumstances and
- Sexist or sexual bullying.

The Horsell Village School will accept none of the above behaviours from staff or pupils.

### **Who is covered by this policy?**

This policy covers all children at The Horsell Village School. It also covers the bullying of school staff whether by students, parents or other members of staff.

Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

### **Vulnerable Groups**

Certain groups of pupils may be particularly vulnerable to bullying. These can include pupils with special educational needs and disabilities (SEND), young carers, children who are looked after or previously looked after, pupils from ethnic minority backgrounds, and pupils who are lesbian, gay, bisexual or transgender (LGBT+), are questioning their sexual orientation or gender identity, or who are perceived to be LGBT+. Pupils may also experience bullying because of the sexual orientation or gender identity of a parent, carer or other family member, whether this perception is accurate or not.

### **Special Needs and Disabilities**

Children with special educational needs and/or disabilities (SEND) may be more vulnerable to experiencing bullying behaviour. They may also find it more difficult to communicate or report their experiences, meaning that bullying can sometimes be harder to identify and address. Staff should be alert to any changes in a child's behaviour and wellbeing and provide regular opportunities for them to discuss any worries or concerns.

In some cases, a child's experiences or circumstances may contribute to them displaying bullying behaviour. Where this is the case, appropriate support should be provided for both the child displaying bullying behaviour and the child experiencing bullying behaviour. Children who have experienced bullying behaviour or other adverse experiences may come to view such behaviour as acceptable or normal. While this may help to explain the behaviour, it does not excuse it, and appropriate support and intervention will be put in place to address it.

### **Proactive Strategies:**

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored. Pupils understand that this behaviour is not tolerated.

The school promotes a safe school environment through:

The 'STOP' approach.

## **STOP**

**S** -several

**T** - times

**O** - on

**P** - purpose

**S** - start

**T** - telling

**O** - other

**P** - people

The school embraces the Values Education approach which encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils. In addition to the named strategy above, our school values and school motto we also use the following strategies to help prevent bullying:

- PSHE Lessons - based on the Jigsaw mindfulness approach
- Reflections linked to our values, life skills and healthy relationships.
- Annual Friendship week
- School Council
- ELSA
- Social skills groups
- Information and guidance for parents, as well as listening and responding to parent views
- An open-door policy in which pupils and parents / carers can feel safe to inform any member of staff of any worries or issues and know that matters will be treated confidentially
- Online safety is taught through the computing curriculum and through cross curricular links with other subjects.



### **Intervention**

We recognise that bullying behaviour is often covert and can take place without the knowledge of adults. In many cases, concerns only come to light when a child, parent or carer reports an incident or shares a worry. It is therefore essential that all staff remain vigilant, foster positive relationships with pupils, and create an environment in which children feel safe and confident to speak out about any concerns.

These concerns will always be taken seriously through a structured approach. All reports of bullying will be investigated and dealt with by a member of the SLT (Senior Leadership Team) or designated Anti-Bullying leads.

If the incident is found to be that of bullying, a record will be made using the schools online reporting system (CPOMS). Record of incidents will also be reported to the LGC.

Each case is individual and will mostly be investigated using the following structure. This will vary depending on the needs of each individual. However, in general:

- 1 The facilitator (usually class teacher, sometimes Steering Group – SLT - or Headteacher) will sensitively question the victim to establish what is happening, and how the victim is feeling.
- 2 They will explain what is going to happen next and help the victim articulate feelings: 'When X does...it makes me feel...'
- 3 They will then (if appropriate) meet with the perpetrator to allow them to articulate what happened and how they are feeling.
- 4 They will invite children, the victim and the perpetrator, to a place which is private and comfortable and where a discussion can take place without interruption.
- 5 The victim is invited to speak directly to the perpetrator using assertive vocabulary....'When you...I feel...'
- 6 The perpetrator is then asked to describe how the victim is feeling.
- 7 The facilitator then asks both children to suggest how the situation might be resolved.

### **And Carer involvement:**

Parents and carers of both the child displaying bullying behaviour and the child experiencing bullying behaviour will be invited to meet with the school. During these discussions, the school's approach to addressing bullying behaviour will be explained, along with the support and intervention being provided. Parents and carers will also be offered guidance on how best to support their child at home.

The school encourages children to report any bullying behaviour to a trusted adult. Parents and carers play an important role in supporting this by encouraging their child to speak to a member

of staff if they have concerns. Where appropriate, parents and carers may wish to contact the school to share concerns so that staff can provide timely support and take any necessary action.

### **Sanctions:**

- 1st Incident - not severe – both parties called together, parents informed, mentoring and monitoring of situation.
- 2nd Incident - quite serious – letter home, missed playtimes for bully, internal exclusion, mentoring and monitoring of situation.
- 3rd Incident - very serious – consider temporary exclusion, (ie lunch time spent at home) involvement of outside agencies, letters home, mentoring and monitoring of the situation.

### **Advice for Parents of a Child Who Is Bullying or Exhibiting Bullying Behaviour:**

If your child is bullying, they could be copying the behaviour of other people at home or at school; or perhaps they haven't learned better ways of mixing with their friends. Friends may be encouraging bullying, or your child may be going through a difficult time and acting out aggressive feelings.

### **To stop your child bullying:**

- Explain to your child that what they are doing is unacceptable and making other children unhappy
- Show your child how they can join in without bullying
- See your child's teacher to talk about how you can work together to stop your child bullying
- Check regularly with your child about how things are going at school
- Give your child lots of praise when they are co-operative and kind to other people

### **Review:**

Reviews will be held frequently at first and then occasionally, in order to monitor the situation.

### **Monitoring:**

- All incidents will be monitored by the Class Teacher.
- Staff will be made aware of any pupils whose behaviour is being monitored to ensure vigilance at lunchtimes etc.

### **Complaints procedures**

Any complaint raised will be treated seriously, confidentially and courteously and given the time necessary for the complainant to feel that the matter has been dealt with properly. It is important that the complainant has confidence in these procedures and knows that the matter will be investigated impartially and dealt with as quickly as possible. We will ensure that we comply with all equality legislation and are sensitive to individual needs.

### **Links to other policies**

- PSHE Policy
- Behaviour and Wellbeing policy
- Safeguarding Child Protection policy
- Equal Opportunities Policy
- Confidentiality Policy
- Teaching and Learning Policy
- Online Safety Policy
- ICT Acceptable use Policy
- Curriculum, Teaching and Learning Policy
- Staff Behaviour Code of Conduct

## Attachment

- Bullying / Racial Incident Report  
Bullying/Racial Incident Report



| Reported by:                                                                                                                                                                                                                                                                                                                                        |  | Role                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------|--|
| Date(s) of incident(s)<br>Time(s) of incident(s)<br>Location(s) of incident (s)                                                                                                                                                                                                                                                                     |  |                                                    |  |
| <b>Details of people involved</b><br>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.<br>1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved |  |                                                    |  |
| <b>Bullying incident related to:</b> tick all that apply                                                                                                                                                                                                                                                                                            |  | <b>Forms of bullying used:</b> tick all that apply |  |
| Race                                                                                                                                                                                                                                                                                                                                                |  | Physical aggression                                |  |
| SEN or disabilities                                                                                                                                                                                                                                                                                                                                 |  | Deliberately excluding                             |  |
| Gender                                                                                                                                                                                                                                                                                                                                              |  | Name calling and teasing                           |  |
| Age                                                                                                                                                                                                                                                                                                                                                 |  | Cyber bullying                                     |  |
| Appearance or health condition                                                                                                                                                                                                                                                                                                                      |  | Damaging or taking personal possessions            |  |
| Sexual orientation                                                                                                                                                                                                                                                                                                                                  |  | Verbal threats                                     |  |
| Religion or culture                                                                                                                                                                                                                                                                                                                                 |  | Spreading rumours                                  |  |
| Other (define)                                                                                                                                                                                                                                                                                                                                      |  | Extortion                                          |  |
|                                                                                                                                                                                                                                                                                                                                                     |  | Other (define)                                     |  |
| <b>Frequency and duration of bullying behaviour</b>                                                                                                                                                                                                                                                                                                 |  |                                                    |  |
| Once or twice                                                                                                                                                                                                                                                                                                                                       |  | Persisting over two months                         |  |
| Several times a week                                                                                                                                                                                                                                                                                                                                |  | Persisting for more than a year                    |  |
| <b>Other notes on incident: including relevant previous behaviour</b>                                                                                                                                                                                                                                                                               |  |                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                     |  |                                                    |  |
| <b>Checklist: tick as appropriate</b>                                                                                                                                                                                                                                                                                                               |  |                                                    |  |
| Does incident involve same person?                                                                                                                                                                                                                                                                                                                  |  | Has a follow up date been set?                     |  |

|                                                                                                           |  |                                          |  |
|-----------------------------------------------------------------------------------------------------------|--|------------------------------------------|--|
| Have parents/carers been notified?                                                                        |  | Has action been agreed with victim?      |  |
| Had individual discussions with all?                                                                      |  | Has action been agreed with perpetrator? |  |
| Had group discussion with all involved?                                                                   |  | Are notes and comments attached?         |  |
| Other actions:                                                                                            |  |                                          |  |
| Medical treatment required?                                                                               |  | Referral to other agencies?              |  |
| Police involvement?                                                                                       |  | Specific report from staff attached?     |  |
| Report to governors?                                                                                      |  | Other?                                   |  |
| Details of actions agreed with everyone involved - including parents and carers where appropriate:        |  |                                          |  |
| Follow up review dates and interventions:                                                                 |  |                                          |  |
| Completed by:                                                                                             |  |                                          |  |
| Role:                                                                                                     |  | Date:                                    |  |
| Checked by:                                                                                               |  |                                          |  |
| Role:                                                                                                     |  | Date:                                    |  |
| Outcome of follow up and further actions taken:                                                           |  |                                          |  |
| Has the bullying stopped? Yes/No<br>Describe any other outcomes, who was involved and when they occurred: |  |                                          |  |