



# OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School  
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review date
September 2025	September 2025	September 2025	September 2026

*At Old Bexley CE Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community.*

*Our school values are the Fruit of the Spirit – Love, Joy, Peace, Patience, Goodness, Kindness, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-23) These values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. They underpin all aspects of school life, including behaviour and relationships within the school.*

## ANTI-BULLYING POLICY

- It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.
- DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).
- Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.
- This policy must be read in conjunction with other school policies such as: Behaviour; Equal Opportunities; Ethnic Minority/English as an Additional Language.

Bullying can be, but is not limited to:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** Racial taunts, graffiti, gestures.
- **Sexual:** Unwanted physical contact or sexually abusive comments.
- **Homophobic:** Because of, or focussing on the issue of sexuality. Homophobic, bi-phobic and transphobic (HBT) bullying is unacceptable.

- **Verbal:** Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, ie camera and video facilities.

**Pupils are encouraged to report such actions immediately.**

#### **Aims and objectives:**

- Bullying is wrong and damages individual children. We do all that we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
- 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.
- We adopt 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. We make clear each person's responsibilities with regard to the eradication of bullying in our school.

#### **Victims of bullying should be:**

- Listened to;
- Supported and reassured;
- Asked to report further instances immediately.

In serious cases the victim's parents will be informed.

**Very small children may have already learnt that aggressive behaviour helps them get their own way. Sadly, they may have also learnt that creating fear in their victim is a rewarding experience. It is vital, therefore, that:**

- Early intervention is employed before this learning is reinforced.
- Pleasure or gratification from bullying is short-lived through the immediate punishment of such behaviour.
- Witnesses of bullying learn that the consequences for the bully are serious.

It remains important that, even within the process of dealing with pupils who do not always appear to accept the ethos, values or code of conduct of the school, we should hold to the principle of 'CATCHING CHILDREN BEING GOOD' and that these pupils may be so 'caught.'

#### **The role of governors**

- The governing body supports the Head Teacher 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 governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **The role of the Head Teacher**

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, 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 Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Senior members of staff draw the attention of children to this fact at suitable moments.
- The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so 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 a part of their behaviour.

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

- All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher or a member of the SLT. 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 Head Teacher, the teacher informs the child's parents/carers.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Head Teacher or member of the SLT is informed. The child's parents/carers are then invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as social services.
- 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 formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and P4C is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents/carers**

- Parents 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 response, they should contact a member of the SLT or Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents/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 supported and trained to understand they should not tolerate any form of bullying.
- Pupils are supported and encouraged to report any bullying or behaviour they deem to be unkind and unacceptable.
- Children who have been deemed as behaving in any manner that can be construed as bullying are dealt with following the school's behaviour policy. Support is put in place for those pupils. The school works in partnership with parent/carer to improve such behaviour.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire and within weekly school council meetings.

### **Monitoring and review**

- This policy is monitored by the Head Teacher, who reports to governors on request about the effectiveness of the policy.
- This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's termly report on behaviour, and by discussion with the Head Teacher.
- This policy will be reviewed every year, or earlier if necessary.