Anti-Bullying Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)

Policy adopted on – **December 2021**

Policy last amended – **July 2025**

Policy to be reviewed – **July 2026**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

The Three Schools Anti Bullying Policy

Introduction

At The Three Schools we aim to provide an environment underpinned by Christian values, where everyone experiences the joy of learning.

Our Ethos

Our Schools are at the heart of their village communities, providing happy, safe and stimulating environments rooted in Christian values. We encourage our children to become independent, resilient and self-motivated learners to enable them to grow in self-esteem, achieve success and flourish as confident, well-rounded individuals in the rapidly changing world. Working together with our parents, we; Nurture each child's potential; Promote a lifelong love of learning; and value the impact of emotional health and wellbeing. We recognise the role of all pupils, staff, parents and stakeholders for promoting emotional health and well-being. We strive for excellence and enjoyment in all that we do.

We use the World Health Organisation's definition of mental health and wellbeing "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". We implement the Anti-Bullying policy with the emotional health and well-being of children and staff at the core of what we are working towards.

Our Aims

- To nurture our children, within a supportive Christian environment, so that they are happy, confident and well-rounded individuals.
- To work in partnership with our school families and our local community and to value pupils' voice.
- To inspire our children with a rich and deep curriculum, designed for them, where the arts, physical education and music are championed.
- To support our children to become independent, resilient and self-motivated learners by creating an environment where they have the freedom and confidence to take risks.
- To develop our children as global citizens, who share responsibility for the natural world, and feel empowered to make positive changes.

At The Three Schools we aim to provide an environment underpinned by Christian values, where everyone experiences the joy of learning. Bullying at The Three Schools is taken very seriously; it is not a normal part of growing up and it can have a negative impact on learning, attainment and attendance.

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Objectives

The Three Schools' Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. This policy has been drawn up with involvement of the whole school community and with reference to The Church of England's **'Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Second Edition) Summer 2019.**

Our anti-bullying policy aims to:

- Promote respect and tolerance for each other, including and engaging with everyone's perception of bullying
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- Clarify for pupils and staff what bullying is and that it is always unacceptable
- Explain to staff, pupils and the whole school community why bullying occurs and its impact on individuals and the school as a whole
- Have in place an anti-bullying support system based on reconciliation and forgiveness, that all staff and pupils understand and to apply the system consistently.

Our school community

- Will discuss, monitor and review our anti-bullying policy on a regular basis
- Will support staff to promote positive relationships and identify and tackle bullying appropriately
- Will ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Will report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/Carers in turn work with the school to uphold the anti-bullying policy.

Definition of bullying

As defined in **'Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Second Edition) Summer 2019**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Types of bullying

(As defined in 'Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Second Edition) Summer 2019)

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)

- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

The Three Schools are aware that it is possible that the bully may be an adult and will impose appropriate sanctions and if necessary, follow safeguarding procedures where this is the case.

Preventing and responding to bullying

What we do to prevent bullying
We will:

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience and Emotional Health and Well-Being.
- Consider all opportunities for addressing bullying including through the curriculum, through information and displays, through peer support and through the student council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to and that action will be swiftly taken which is sensitive to their needs. Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. **Worry boxes** are available for indirect or anonymous disclosure. **Everyone must realise that not telling someone means that the bullying is likely to continue.**

Roles in Anti-Bullying

Staff

We expect staff to:

- Provide children with a framework of behaviour including class rules which supports the whole school policy and expectations of the schools regarding bullying and what actions to take if they or others are being bullied by referring to the **Anti Bullying Statement** (Appendix 3).
- Ensure children have a clear understanding of the difference between **Bullying** and **Bugging** and will have a clear understanding of how to use the **DEBUG system** to equip children with a series of steps they can use to solve problems when another child is 'bugging' them rather than 'bullying' them. (Appendix 4).
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Challenge bullying (including Homophobic, Biphobic and Transphobic (HBT) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.
- Report any incidents of Bullying or prejudice related incidents to the Senior Leadership Team using the **Bullying and prejudice related incidents report form** (Appendix 1).
- Offer support to pupils who have been bullied
- Work with pupils who have been bullying to address the problems they have
- Provide pupils with a good role model
- Raise awareness of bullying through stories, role-play, discussion, peer support, pupil/student council, PSCHE, RE and Citizenship

- Through the Headteacher, keep the Governing Body well informed regarding issues concerning behaviour management
- Regularly canvas views on the extent and nature of bullying
- Ensure pupils know how to express worries and anxieties about bullying
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools
- Ensure parents/carers/pupils have a clear understanding of the arrangements for reporting bullying and how incidents will be recorded and investigated

Parents/Carers

We expect that parents/carers will:

- Understand and engage with everything that is being done to make sure children are safe and enjoy school.
- Know who to contact if they are worried about bullying including our complaints procedure
- Feel confident that everything is being done to make sure their child/children is/are happy and feel safe at school
- Be informed about and fully involved in all aspects of their child's behaviour
- We will work with parents/carers to address issues beyond the school gates that give rise to bullying.
- Have a clear understanding of the arrangements for reporting bullying and how incidents will be recorded and investigated. Through use of step-by-step guidance leaflet for Parents/Carers on the **Three Schools Guide for Parents: Bullying** (Appendix 2).

Pupils

We expect that all pupils will:

- Not take part in any kind of bullying
- Watch out for signs of bullying among their peers.
- Never be bystanders to incidents of bullying
- Offer support to any victim of bullying and encourage them to report it.
- Have a clear understanding of the expectations of the school regarding bullying and what actions to take if they or others are being bullied by referring to the Anti-Bullying Statement (Appendix 3).
- Have a clear understanding of the difference between **Bullying** and **Bugging** and will have a clear understanding of how to use the **DEBUG system**, by equipping children with a series of steps they can use to solve problems when another child is 'bugging' them rather than 'bullying' them. (Appendix 4).

Governors

We expect that Governors will:

- Support the Headteacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Tackling bullying

Recording

Incidents clearly identified as bullying must be reported to the class teachers responsible for the child/children who have been bullied and those who have been bullying. All incidents and follow up action will be recorded.

Reporting bullying

Anyone who believes they or someone else is being bullied must report their concerns to teachers, other adult staff or peers who will ensure these are reported to Mr David May or Mr Tristan Thorp.

Reporting – roles and responsibilities

- All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's effort to prevent bullying.
- The anti-bullying leads at the Three Schools are David May and Tristan Thorp.
- Senior staff - The Senior Leadership team and the headteacher across the Three Schools, have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the schools uphold their duty to promote the safety and wellbeing of all young people.

Senior Leadership Team

- Executive Headteacher – David May **(The Three Schools)**
- Deputy Headteacher – Tristan Thorp **(The Three Schools)**
- Key Stage 1 Leader – Charlene Smuts **(Mursley)**
- Assistant Headteacher – Heidi Martin **(Drayton Parslow)**
- SENCO – Rebecca Chapman-Hill **(The Three Schools)**
- EYFS Leader – Kate Towse **(Mursley)**

Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form **(Appendix 1**) and also record the incident centrally on the behaviour log.

2. The Senior Leadership Team (David May, Tristan Thorp, Heidi Martin, Charlene Smuts, Kate Towse and Rebecca Chapman-Hill), will monitor incident reporting forms and information recorded on the behaviour logs, analysing the results on a half-termly basis.

3. The Deputy Headteacher will produce half termly reports summarising the information which the headteacher will report to the governing body.

4. Support will be offered to the target and/or perpetrator of the bullying including; learning mentor, class teacher, peer mentor, buddy system support, circle time, playground buddies or setting time aside for regular support/chat/check (Headteacher, Class teacher or Learning Mentor).

We will support all involved by:

- Talking through the incident with the target and bully
- Helping the target and bully to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends within our Christian ethos of reconciliation and forgiveness.

Sanctions may include, but are not limited to:

- Missing break or another activity
- Meeting with staff, parent/carer and/or pupil(s)
- Formal letter home from the Headteacher
- Exclusion (internal/external). Parents/carers (of both the target and bully) will be informed of what has happened, and the action taken.

6. Staff will assess whether parents and carers need to be involved.

7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day.

Staff, parents/carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the school behaviour logs. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log/note to the Senior Leadership Team.

Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. Any such prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting any such incidents to the governing body. This not only ensures that all incidents are dealt with accordingly but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE/circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes and Learning Mentor 1:1 and group sessions offered to support all pupils.

Training

The headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the Anti-bullying policy.

Monitoring the policy

- The headteacher and Senior Leadership Team are responsible for monitoring the policy on a day-to-day basis.
- The headteacher and Senior Leadership Team are responsible for monitoring and analysing the recorded data on bullying - Any trends should be noted and reported.

Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the half termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- PSHE Policy
- Behaviour Policy
- Equality and Diversity Statement
- Staff Code of Conduct
- Relationships and Sex Education Policy
- Child Protection Policy
- Whistleblowing Policy
- Emotional Health and Well-Being Policy

Policy monitoring and review

We will formerly review this policy every year as well as if incidents occur that suggest the need for review. The student council reviews the anti-bullying policy effectiveness annually. Parents/carers will be involved in policy review and monitoring via the school's anti-Bullying working party.

- David May (Executive Headteacher)
- Kaye Rudd (Chair of Governors – Swanbourne)
- Alison Terry (Chair of Governors – Mursley and Drayton Parslow)

Policy created – **December 2021**

Policy amended – **July 2025**

Policy to be reviewed – **July 2026**

Appendix 1: Bullying and prejudice related incidents report form

Bullying and prejudice related incidents report form

Every bullying or prejudice related incident should be recorded on this form as soon as possible.

Section 1: Staff details

Date completing form:……

Name of staff: ……

Email address of staff:……

After completion this form needs to be handed to: David May or Tristan Thorp

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Type of incident;

☐ **Bullying**

☐ **Prejudice related incident**

Nature of incident (Tick all that apply)

- ☐ Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ☐ Verbal (e.g. name calling, ridicule, comments)
- ☐ Cyber (e.g. messaging, social media, email)
- ☐ Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- ☐ Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- ☐ Damage to personal property
- ☐ Threat with a weapon
- ☐ Theft or extortion
- ☐ Persistent Bullying

Form of bullying or incident (Tick all that apply)

- ☐ Race – Racist bullying
- ☐ Sexual Orientation – Homophobic
- ☐ Sexual Orientation – Biphobic
- ☐ Special Educational Needs or Disability
- ☐ Culture or class
- ☐ Gender Identity – Transphobic
- ☐ Gender – Sexist Bullying
- ☐ Appearance or Health conditions
- ☐ Religion or Belief related
- ☐ Related to home/personal circumstances
- ☐ Other or non-specific

Details of those involved

(Record all involved, whether adults, pupils, visitors from the school community and from external organisations)

	Name	Age/Year Group	Other relevant information (e.g.Gender, SEN, Disability, Religion)
Target of bullying/incident			
Person responsible for bullying/incident			

Details of Incident

Date:	Place:	Time:
Witnesses		
Repeat of incident or serious incident		
Any relevant supporting information (e.g. witness accounts/screen grabs)		
Action taken		
Details of others involved or notified		
Actions for follow-up		
Date for reviewing		

Appendix 2 - Parents Leaflet

The Three Schools Guide for Parents: Bullying

Definition of bullying:

It is the wilful, conscious desire to hurt, threaten or frighten someone repeatedly by an individual or group.

Bullying may include:

- Physical Attack: Unwanted physical contact, kicking, punching, pinching, pushing, hitting etc.
- Words: Teasing and name calling, making fun of physical differences e.g. Fat/thin, tall/short etc.
- Rumours: Interfering with friendships, isolation of individuals, spreading unkind rumours
- Threatening: taking money, items, or threaten physical attack
- Annoying: continually annoying and causing discomfort and frustration
- Racist: Being unkind about race, colour or religion

If you are concerned about bullying:

At The Three Schools we have clear expectations of good and friendly behaviour, and we see bullying in a serious light. We also want to ensure that parents/carers and children can communicate their concerns with the school. We therefore encourage you to;

- Carefully listen to the child's account of the nature of the incident/s
- Acknowledge a child's fears and experiences. Open communication helps to accurately establish the nature of the concern and identify if the situation changes or improves with time.
- Speak to the Class Teacher who will make thorough enquiries and address the situation.
- Follow up with the Class Teacher and your child to find out about improvements and changes to the situation.

Should you not be entirely satisfied with the situation it would be possible to arrange a meeting with the Headteacher (or a senior staff member in their absence) who will further address the situation.

Never bully back, keep the communication open with the Class Teacher in working towards a solution.

Maintaining a friendly and safe environment for our children:

We all play a very important role in ensuring that The Three Schools continues to provide a safe, caring and friendly environment for our children, allowing children to concentrate on and flourish in their education.

Your help is vital. Please help us by:

- Preparing young children about acceptable friendly behaviour and the negative effects of bullying
- Encouraging children to identify and report bullying that they either experience or see
- Encouraging children to speak to yourselves and staff about their concerns, fears and experiences so that behaviour can be corrected very quickly

Resources

Some useful websites that provide information on Bullying:

- www.anti-bullyingalliance.org.uk - Provides Help and advice for Parents, Carers, Children, Young People and Practitioners

- www.kidscape.org.uk - Provides advice, downloadable resources, assertiveness training for children

- www.childline.org.uk - get help and advice about bullying issues, talk to a counsellor online.

- www.bullyfreezone.co.uk – the project aims to raise awareness of alternative ways of resolving conflict and reducing bullying.

- www.parentlineplus.org.uk – a national charity providing help and support to anyone caring for children

- www.nspcc.co.uk – to make you more aware of the dangers children face, plus handy hints to help you to brush up your parenting skills. Go to Help and Advice, Parents and Carers

- www.stopbullyingnow.hrsa.gov - Bullying Information, Resources, and Prevention Tips. Whether you have been bullied, witnessed bullying, or bullied someone else

Appendix 3 - Anti Bullying Statement

The Three Schools' Anti-Bullying Statement

WE WILL NOT ALLOW BULLYING IN OUR SCHOOL

Bullying can happen in different ways:

- PHYSICAL ATTACK – for example kicking, punching or slapping.
- WORDS – Someone saying unkind things to you. Teasing and name calling.
- THREATENING – to take money or belongings from you or to hurt you.
- RUMOURS – someone spreading unkind rumours about you.
- ANNOYING – someone continually annoying you.
- RACIST – someone being nasty about your race or religion.
- RUDE – someone being rude to you because of how you are for example fat/thin, tall/short.

IF YOU ARE BEING BULLIED - TELL SOMEONE.

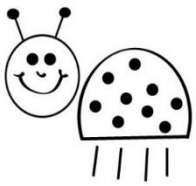
TELL YOUR TEACHER OR ANY OTHER MEMBER OF STAFF YOU FEEL YOU CAN TALK TO.

REMEMBER WE ARE HERE TO HELP YOU.

WE WILL NOT LET

YOU BE BULLIED BY

ANOTHER CHILD IN THIS SCHOOL



Appendix 4 – DEBUG Initiative

'Bullying' or 'Bugging'? - Using the 'DEBUG' System

A Guide for Parents

The **DEBUG** system is a method to equip children with a series of steps they can use to solve problems when another child is **'bugging'** them rather than **'bullying'** them.

How to Deal with 'Bugging'

The **DEBUG** System assists children in establishing boundaries, becoming assertive and promoting self-management - It is ideal for children in KS1 and KS2.

We can use the acronym, **DEBUG**, to help children remember the following five steps when another child is bothering or 'bugging' them;

Step 1 **D – Decide** to ignore.

Step 2 **E – Exit**, walk away.

Step 3 **B – Be friendly**, use friendly words.

Step 4 **U – Use** firm talk (no yelling).

Step 5 **G – Get** adult help.

When children are at Step 3 (**B – Be friendly, use friendly words**)

Children should consider using the following sentences.
When talking children should use a friendly voice:

- I feel (feeling words) when (what the other person is doing).
- Please (what you want to happen).

When children are at Step 4 **(U – Use firm talk, no yelling)**

Children should consider using the following sentences
When talking children should talk firmly (no yelling):

- I really don't like (what the other person is doing!)
- Stop it, right now!

When children are at Step 5 **G – Get** adult help.

- These 5 DEBUG steps help define an adult's role; children are all made aware they should without any hesitation, consult an adult after they have attempted to resolve their issues with another child using they first 4 steps if they feel they are being 'bugged' or annoyed by another child.
- If children feel at any stage uncomfortable with the 'bugging' they are experiencing or if they feel they need additional support, they are always recommended to move straight to Step 5 to find adult help and support.

All children will be introduced to the **DEBUG** system during assembly time and classroom discussion.
Pupils will be advised of how to use the five **DEBUG** steps when another child is annoying them or 'bugging' them.