



# East Bergholt

## CEVC Primary School

'I have come that they might have life, and have it to the full' John 10:10

### **Anti-Bullying Policy 2026 - 2027**

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Approved by:	Full Governing Body
Signature of Chair of Governors:	Chris Burns
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## **Aims and objectives**

At East Bergholt CEVC Primary School bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce 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, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. At East Bergholt CEVC Primary School, we strive to provide a happy, healthy, safe and secure environment in which all children and staff are valued and respected as individuals. Every child has the right to expect to be able to learn in a safe environment, and not to be bullied for any reason.

## **Background information**

All schools experience incidents of bullying, but all are unacceptable, whether a one-off incident or a persistent problem affecting one or more children. Bullying is a complex issue and it is felt that if it is to be dealt with effectively this policy must dovetail with the schools other pastoral policies, particularly the Behaviour and Relationships for Learning Policy as well as the schools SEND and Inclusion policies. As it is such a serious matter, it is important that we are always open about incidents occurring and do not try to ignore or minimise a problem. Bullying is a community issue as it affects pupils, families, teachers, other members of staff and governors and the solution will necessitate the involvement of several and sometimes all of these groups.

## **What is Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or mentally / emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video it can also include social exclusion both online or within the class and school). Bullying is often, but not in every incidence, motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator(s) and the victim(s). This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to a reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as

people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to allow staff when formally authorised by the headteacher to examine data or files on devices, and take appropriate action. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to a legal offence, they must give the device to the police as soon as it is reasonably practicable.

### Prevention

Our School aims to prevent bullying from occurring in a number of ways. First and foremost is the promotion and teaching of the schools Christian Values and having a strong ethos in school that celebrates diversity and difference and recognises all pupils and staff as valued individuals. This is achieved by:

- Teaching and demonstrating our Christian Values in all areas of the curriculum. This is covered in PSHE, Computing, RE lessons as well as in Worships and assemblies and one-off events
- Engaging in Anti bullying week, which is designed to help children understand what bullying is, how it makes people feel and what to do if someone witnesses it
- Effective training for staff in understanding bullying and the impact it can have and on how to respond to bullying
- A clear system for staff, children and parents to report bullying
- Creating an environment that children feel safe to tell an adult if they are being bullied, trust that they will be listened to and believed and be confident that the school will act to support them
- The use of Circle time alongside the PSHE curriculum to address any issues early and to further teach children about the impact of bullying
- Children are educated about the impact and effects of cyber-bullying through the school's Computing Curriculum. The computing curriculum is to look beyond stranger danger and to also focus on managing their own peer relationships online and the role bystanders have
- Ensuring sufficient supervision at all times and increased supervision if bullying is suspected or reported
- In all cases of cyberbullying, victims need to report the concern and the school's Behaviour and Relationships for Learning policy will be actioned and or the stepped process below will be followed

East Bergholt CEVC Primary School reserves the right to become involved in incidents that take place outside of the school grounds. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school

premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

### Response to Bullying

Despite the range of preventative measures in place, there are times when bullying may still occur. In these instances, it is important that the school takes swift action to support those involved, as well as apply disciplinary measures to pupils who bully to show clearly that their behaviour is wrong. We aim to apply these measures fairly, consistently and reasonably considering any Special Educational Needs (SEN) or disabilities that the pupils may have, and with consideration to the needs of vulnerable pupils. The school recognises that in some cases the perpetrator of the bullying behaviour may need support themselves. It is for the school to use its professional judgement to determine the best course of action on a case-by-case basis.

The anti-bullying Alliance (ABA) is clear on how children and parents want to see school respond to bullying:

Children:

- Want to be listened to, believed and feel that something will be done to support them
- Want to be consulted about how the bullying should be dealt with
- Prefer non-sanction based restorative responses
- Like the use of peer support
- Believe that support should be for the bullied and the bully (to see how their behaviour is bullying)

Parents:

- Want schools to act to support those involved to ensure their safety
- Want schools to educate children about differences
- Want established support mechanisms, such as peer support
- Want clear communication about a school's actions and the impact of these
- Appreciate schools bringing in external support to extend knowledge of different needs

As a school, we understand the importance of responding to bullying in line with the views of children and parents. The school follows, with some adaptations, the ABA's 3 step response model when dealing with instances of bullying.

#### Step 1

- Listen to the victim and assure them that they have been taken seriously and swift action will be taken.
- Secure the safety of those involved
- Investigate
- Consult the victim on how they would like the bullying to be dealt with
- Communicate with relevant parents and staff about the situation

#### Step 2

- Make it clear to the perpetrator that the bullying behaviour needs to stop
- Stop the behaviour reoccurring through restorative approaches such as circle time, circle of friends, support groups, restorative discussions and the use of sanctions as necessary and in line with the behaviour policy
- Set up an agreement among those involved about the way forward

#### Step 3

- Update parents on the actions taken and the impact of these
- Monitor the situation

- As a school reflect on any learning from the bullying incident:
  - a) Has this highlighted issues within our school?
  - b) Is any further staff training needed?
  - c) Do we need to refresh our policy?

All incidents or behaviours that could be considered bullying are recorded as per the Behaviour and Relationships for Learning Policy on CPOMS as any antisocial Difficult or antisocial dangerous behaviour would be.

### **Involvement of Pupils**

We will:

- Regularly canvass children's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying activities in school
- Offer support to students who have been bullied
- Work with children who have been bullied in order to address the problems they have

### **Liaison with Parents and Carers**

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's Behaviour Log on CPOMS, and by discussion with the Headteacher. They also analyse behaviour information on the Headteacher report termly.

Update Nov '25: This policy operates in conjunction with the school's Behaviour and Relationships for Learning Policy. All bullying behaviours are responded to using the same restorative, trauma-informed and proportionate approach, including recording on CPOMS, use of restorative conversations, protective consequences and parental communication. All other content remains unchanged from the approved January 2025 policy.