



**St Sebastian's C of E Primary  
School and Nursery**

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*"Love for Others, Learning in Every Step"*



# **St. Sebastian's Church of England Primary School and Nursery**

## **Anti-Bullying Policy**

Date	June 2024
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Approved by:	C&A Committee
Review	June 2026

**"A school family with a Christian ethos, where we help each other to flourish."**

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## **Introduction**

At Saint Sebastian's Primary School and Nursery we have a strong sense of family, where all who come can belong, feel safe and experience God's love regardless of their background. We aim to provide a safe, caring and friendly environment where children can maximise their potential. We believe that our school values of Friendship, Honesty, Forgiveness, Trust, Compassion and Thankfulness reflect the love of Jesus and provide a caring framework upon which we can all grow and encourage all children to reflect these in their daily activities.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## **Aims**

Bullying is wrong and damages individual children. We will therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour we aim to prevent bullying. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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.

The aims of our anti-bullying policy are as follows:

- To fulfil our statutory responsibility to respect the rights of children and to safeguard and promote their welfare by being proactive in preventing bullying;
- To create an ethos in which attending our school is a positive experience where all members of our community feel safe;
- To constantly promote the school's Christian values of Friendship, Honesty, Forgiveness, Trust, Compassion and Thankfulness;
- To make it clear that all forms of bullying are unacceptable at our school;
- To encourage pupils to report incidents of bullying, including cyber bullying;
- To ensure all members of staff deal with every incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change;
- To liaise with parents and other appropriate members of our community.

## **Definition**

Bullying is an act of repeated aggressive behaviour in order to intentionally hurt another person, physically or mentally. Bullying is characterised by an individual behaving in a certain way to gain power over another person. (Ducharme 2010).

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic, bi-phobic and trans-phobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

Bullying will not be accepted or condoned at Saint Sebastian's CofE Primary School and Nursery. All staff will be proactive in the prevention of bullying and all forms of bullying will be addressed.

Bullying can include: Physical pushing, kicking, hitting, pinching etc. Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through

ridicule, humiliation, and the continual ignoring of individuals. Racial taunts, graffiti, gestures, sexual comments, and/or suggestions and unwanted physical contact.

It is important to recognise that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if targeted (negative) behaviour is carried out several times/repeatedly on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying; however, it is still important to recognise that this behaviour is upsetting and not acceptable. Such incidents will be dealt appropriately by class teachers in line with our behaviour policy.

### **Safeguarding**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff will discuss this with the school's designated safeguarding lead. The DSL will then report their concerns to their local authority children's social care and work with them to take appropriate action.

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves including through the safeguarding team.

### **Prevention of Bullying**

We believe that the most important part of our bullying strategy is to prevent it from happening in the first place. To do this we:

- Set a culture and ethos of good behaviour through consistent implementation of the behaviour policy;
- Ensure that adults proactively deal with issues between children before it escalates;
- Ensure all parents know their roles within this policy;
- Regularly review and update approaches;
- Ensure that sanctions are proportional to the seriousness of bullying;
- Have open discussions about issues that may motivate bullying in lessons;
- Use anti-bullying organisations to raise awareness;
- Ensure staff have strong training around managing bullying;
- Ensure processes are in place to stop bullying as soon as it arises;
- Create an inclusive environment where success is celebrated.

### **Education to help prevent Bullying**

- **Assembly** Our British and School Values Assembly themes raise awareness of bullying
- **PSHE scheme** – Jigsaw PSHE scheme has set units of work around bullying, how it impacts others and how it can be dealt with
- **Anti-bullying week** – Each year the school engages with anti-bullying week.

- **Anti-bullying ambassadors** – Year 5 and 6 pupils complete training to support children with issues at playtimes and are clearly visible by wearing purple sashes

### **First Responses to Bullying**

When dealing with incidents of bullying, we must be careful in the language that is used as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

- Remain calm - you are in charge;
- Take the incident or report seriously
- Reassure the victim/s
- Find out as much as you can relating to the incident
- Act as quickly as possible
- Think hard about whether action needs to be private or public • should other adults be informed?
- Offer concrete help and advice to the victim/s
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Punish the bully, but be careful how this is done
- Be careful to follow the school's Behaviour Policy
- Clearly explain the punishment and why

When an incident occurs, all staff will:

- Record the incident on a Bullying Incident Form (Appendix 1) and hand it to the Head of School to be uploaded to CPOMS;
- Make sure the incident does not live on, but monitor the victim and bullies discretely;
- Think ahead to prevent a recurrence;
- Follow the Behaviour Policy for sanctions to implement.

### **The Role of Governors**

The governing body supports the Head of School in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head of School 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 of School**

It is the responsibility of the Head of School 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 deal with incidents of bullying. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of School may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head of School ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head of School 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 part of their behaviour.

### **The Role of Staff (Teachers, Teaching Assistants, Lunchtime staff and admin)**

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the Head of School.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Lunch-Time Supervisors and other adults inform class teachers of any concerns. Teachers will consult the Head of School, who will inform the child's parents.

Incidents which are considered to be of a bullying nature are recorded on a 'Bullying Incident Form' (see appendix 1). Where Parents contact school to make allegations of bullying, a Parent Interview is completed to record the conversation and actions to be taken.

These are monitored by the Head of School. Such incidents are recorded and uploaded to CPOMS, so that any bullying trends can be monitored more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for child being bullied, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head of School. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies such as the Social Services.

Adults routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding, and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The Role of Parents**

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.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Advice/ Information for parents (See appendix 2)

### **Vulnerable Pupils including SEND**

The school will support all children who are being bullied. We are aware that some children are more susceptible to bullying and some children will need more support than others when dealing with the impact of bullying. Children with SEND can find it more difficult to communicate incidents so as a staff we are alert to this. We ensure we know our children and have strategies in place for children to communicate with adults.

### **Bullying which occurs outside the school premises**

If bullying has occurred outside of the school premises and is reported to school staff, it will be investigated and acted upon as described above. If it is appropriate the Head of School will inform any relevant outside agencies or the police. Sanctions implemented to pupils for bullying will be in line with the school's behaviour policy

### **Monitoring**

To monitor the effectiveness of this policy, Senior Leaders:

- Will review the anti-bullying records to look for patterns and consult the data from pupil questionnaires;
- Will address emerging issues in a timely manner and identify potential staff training requirements.
- The Head of School will report to the local governing body, and to the Trust, the number of incidents recorded and further observations once a term;
- Review the effect of procedures and training.

### **Any Other Key Information**

This policy is to be used in conjunction with:

- The Behaviour Policy
- SEND Policy
- Cyber-bullying Policy
- Safeguarding Policy

**Review**

To be produced by the Subject Leader and Head of School and reviewed by the Governing Body on a two-yearly cycle.

## Appendix 1 – Bullying Incident Form

**Location/Event:**

**Date of Incident:**

**Time of Incident:**

<b>Type of behaviour displayed /experienced:</b> (Please Tick)			
<b>Isolation</b> (Being ignored or left out)		<b>Possessions</b> (Items taken or damaged)	
<b>Verbal</b> (name-calling, taunting, mocking, threatening)		<b>Written</b>	
<b>Cyber</b> (Online, social media, email, text, posting photos/videos)		<b>Spreading Rumours</b>	
<b>Other</b> (please specify)			

**Names of Individuals Involved:**

		<b>Gender</b>	<b>Age</b>	<b>Role*</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				

**\*Role: V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did the bullying behaviour occur?

<b>Are there indications that the behaviour was related to any of the following:</b>			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

**Summary of the Behaviour:**

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**Action Taken  
Overall**

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**With each Individual involved (noted on page 1)**

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In 'Action Taken' include any sanctions, exclusions, parental involvement or involvement with external agencies.

<b>Form Completed By:</b>	<b>Date:</b>
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## **Appendix 2 – Information for parents**

### **Bullying Information for Parents**

Whenever a bullying incident is discovered, we will go through several steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing, it may be useful for parents/carers to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?

Although incidents may not be considered bullying any concerns will always be followed up thoroughly in the school and dealt with appropriately. When a bullying incident has come to the attention Saint Sebastian's CofE Primary School and Nursery, it will always be taken seriously, investigated, and actioned. However, we cannot report back to the parent/carer of any child except their own.

Saint Sebastian's CofE Primary School and Nursery staff will:

- Talk the incident through with all parties involved;
- Record the incident and any actions thoroughly on an Incident Sheet;
- Support the person who has been bullied to express their feelings;
- Support the person displaying the bullying behaviour to express their feelings and identify strategies for modifying behaviour;
- Discuss which rule(s) have been broken;
- Discuss strategies for making amends;
- Consider the involvement of outside agencies where necessary;
- Ensure all staff are aware of the incident and are actively monitor the situation at break time, lunch time and lesson times.

Actions will be in line with our Behaviour Policy, and may include:

- Withdrawal of a privilege for a limited period of time;
- Missing part or all of break and lunch times;
- Internal exclusion (working in isolation and staying in at break and lunch times) as a consequence to more serious incidents;
- Exclusion (fixed term or permanent) in extremely serious circumstances.

