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Signed Headteacher………………………………………………………. Date of Signature: …………………………..

Signed Chair of Governors ………………………………………………………. Date of Signature…………………………

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness

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Vision Statement

Walking in the footsteps of Jesus with Love, Trust and Forgiveness
Children Flourish
Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in
Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart.

Staff, parents and governors will work together closely to give every child the best possible education and
life chances.

The school will make a positive contribution to the local community and beyond.
"Life in all its fullness" John 10:10

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, "walking in the footsteps of Jesus with love, trust and forgiveness."

Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- KCSiE 2025

1.3. This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health Policy

1. Definition

1.4. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

1.5. Bullying is generally characterised by:

- **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.

1.6. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

1.7. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

2. Types of bullying

1.8. Many kinds of behaviour can be considered bullying and can be related to almost anything.

1.9. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

2. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

2.1. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

2.2. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

2.3. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

2.4. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

2.5. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

2.6. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

2.7. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

3. Roles and responsibilities

2.8. The Senior Leadership Team is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

2.9. The Behaviour Lead/Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring all incidents are reported and logged in CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data recorded in CPOMS relating to bullying at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

2.10. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Inclusion Leader of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying on CPOMS once they have been approached by a pupil for support.

2.11. The Family Support Officer is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant staff regarding any incidents of bullying.

2.12. Parents are responsible for:

- Informing the school office or Behaviour Lead/ Headteacher if they have any concerns that their child might be the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

2.13. Pupils are responsible for:

- Informing a member of staff if they witness bullying or feel they are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

4. Statutory implications

2.14. The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

2.15. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

2.16. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

2.17. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

3. Prevention

3.1.   All reported or investigated instances of bullying will be investigated by a member of staff.

3.2.   Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

3.3.   All types of bullying will be discussed as part of the curriculum. The school will engage thoroughly in Anti-bullying week each November to continually raise awareness of bullying and measures to tackle it.

3.4.   Diversity, difference and respect for others is promoted and celebrated throughout the curriculum and particularly through our Jigsaw PSHE curriculum

3.5.   Seating plans will be organized, reviewed and altered as appropriate in a way that prevents instances of bullying.

3.6.   Potential victims of bullying are carefully placed in working groups in which they will not be abused or taken advantage of.

3.7.   Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and responsibilities around school.

3.8.   All members of the school are made aware of this policy and their responsibilities in relation to it.

3.9.   All staff members receive training on identifying and dealing with the different types of bullying.

3.10.   A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.

3.11.   The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

3.12.   Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they feel they are victims or have witnessed an incident.

3.13.   Before a vulnerable pupil joins the school, the pupil's teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

3.14.   The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

3.15.   The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

4. Signs of bullying

4.1.   Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

4.2.   Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

4.3.   Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

4.4.   In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

4.5. If staff become aware of any factors that could lead to bullying behaviours, they will record this on CPOMS and notify the Behaviour Lead or SENDCO, who will investigate the matter and monitor the situation.

5. Staff principles

5.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

5.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

5.3. Unpleasantness from one pupil towards another is always challenged and never ignored.

5.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

5.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

5.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

5.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

6. Preventing child-on-child sexual abuse

6.1. The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence.

6.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

6.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

6.4. Sexual violence refers to the three following offences:

- **Rape**: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

6.5. The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

6.6. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

6.7. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RHE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

6.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

6.9. All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

6.10. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

6.11. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

6.12. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

6.13. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

6.14. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

6.15. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Multi Agency Safeguarding Hub (MASH).

Managing disclosures

6.16. Victims will always be taken seriously, reassured, supported and kept safe.

6.17. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

6.18. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL.

6.19. The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

6.20. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

6.21. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.

6.22. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

6.23. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

6.24. More information regarding the school's stance on preventing child-on-child sexual abuse is available in our Child Protection and Safeguarding Policy.

7. Cyber bullying

7.1. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

7.2. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

7.3. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

7.4. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

7.5. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

7.6. The DFE Searching, Screening and Confiscating Advice for Headteachers document will be followed at all times.

8. Procedures

8.1. Minor incidents are reported to the victim's teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and reports the incident and outcome on CPOMS.

8.2. When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

8.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

9. Sanctions

9.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

9.2. The headteacher informs the pupil of the type of sanction to be used in this instance (time off the playground, service-based activities, etc.) and future sanctions if the bullying continues.

9.3. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-

face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

9.4. The perpetrator is taught to understand, by speaking regularly with their teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

9.5. Parents are informed of bullying incidents and what action is being taken.

9.6. The SLT informally monitor the pupils involved over the next half-term and hold weekly check ins

10.   Support

10.1. For a month after the initial complaint of bullying, the Teacher or SLT holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

10.2. Staff across the school will be alerted to the need to monitor and provide prompt support in interactions between the victim and perpetrator

10.3. If necessary, group dynamics are broken up by members of staff by assigning places in classes.

10.4. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

10.5. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

10.6. The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

10.7. The school realises that bullying may be an indication of underlying mental health issues. The school will consider whether support from relevant outside agencies is required.

10.8. The school will work with the perpetrator regarding any underlaying mental health or emotional wellbeing problems.

11. Follow-up support

11.1. The progress of both the bully and the victim are monitored by their Teacher and SLT

11.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

11.3. If appropriate, follow-up correspondence is arranged with parents one month after the incident.

11.4. Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with a member of SLT or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered ELSA where appropriate

11.5. Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

11.6. Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

11.7. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the parents, the headteacher and DSL will look to transfer the pupil to another mainstream school.

11.8. Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

12. Bullying outside of school

12.1. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

12.2. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

12.3. Where bullying outside school is reported to school staff, it is investigated and acted on.

12.4. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

12.5. The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

12.6. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

13. Monitoring and review

13.1. This policy is reviewed every two years by the headteacher/DSL and SLT

13.2. The scheduled review date for this policy is November 2027.

Further Information Sources

Links to other policies/documents

Behaviour Policy

Child Protection and Safeguarding Policy

PSHE and RHE Policy

Social, Emotional and Mental Health Policy

Links to other websites

Role Holders

Names of all Role holders specified in this document can be found on the school website:
http://www.romseyabbeyschool.co.uk/

Further Information Sources

Links to other policies/documents

Health and Safety

Links to other websites

www.hants.gov.uk

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