



Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

ANTI-BULLYING POLICY

Adopted	Autumn Term 2026
Committee	Full Governors
Review Date	Autumn Term 2028
The scope of this policy is Forsbrook CE Primary School and Nursery OOSC	

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

Our Mission Statement:

Our mission statement encompasses everything that we are about. We live and breathe our core values, we provide a quality education and we create opportunities that children will never forget!

As a Christian school, we live and breathe our core values, provide a quality education and create opportunities children will never forget.

Through:

- **LOVE** will encourage thankfulness in our children, so that they appreciate what they have, but also recognises the needs and wants of others
- **JOY**, will be at the heart of our collective worship, that increases the spiritual development of both children and adults
- **PEACE**, will nurture our school family's mental health and well-being, whereby all feel a sense of *peace* knowing that they are secure and *loved*
- **HOPE**, provides a safe, nurturing and *loving* community in which all can achieve excellence, inspire dreams, open minds and create futures
- **COURAGE**, expresses the Christian belief that almost anything is possible because God is *for* us and will encourage us to take part in activities, which take us beyond our usual comfort zone.
- **COMPASSION**, provides us with opportunities to support charities and good causes that improve the quality of life within our community, our country and the wider world.
- **RESPECT**, builds strong caring relationships based on mutual respect, celebrating the uniqueness of all individuals and improves our collective understanding of different faiths and cultural diversity.
- **FRIENDSHIP**, encourages an attitude of inclusivity and openness towards others, making our relationships resilient and faithful

Our Vision:

"Start children off on the way they should go, and even when they are old they will not turn from it."
Proverbs 22:6

We are a Christian school where quality and opportunities make a difference. All children are unique and valued as children of God, who are welcomed into our safe, loving and supportive Christian family. We strive for excellence and inspire dreams both now and in the future. Every child is nurtured to achieve their God-given potential.

The school vision is underpinned by our eight Christian values:

Love, Joy, Peace, Hope, Friendship, Compassion, Respect, Courage

These are the foundations that create 'Our Forsbrook Family'.

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, hospitable and inclusive Christian 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.

(Please refer to related policies: SEND Policy, Behaviour Policy, Equality policy)

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate, repeated and undermines our God-given worth. 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.

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
- Persistent Bullying

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 bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances

Reporting bullying

Reporting- roles and responsibilities

- Staff - All staff have a duty to challenge bullying (including HBT bullying and language). They should be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. If a member of staff receives any reports of bullying or has suspicions that bullying could be taking place, it is their responsibility to tackle this in line with the school's behaviour policy or, in certain cases, report this to a member of the senior leadership team.
- Senior staff - The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents/carers - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. If a parent is concerned about bullying, they should report this to their child's class teacher, who will then seek advice from the senior leadership team.
- Pupils - Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it. If a child feels they are the target of bullying or they suspect that another child is being targeted, they should report their concerns immediately to a member of staff or to a peer who they can trust. Pupils are encouraged to speak to an adult who they feel comfortable with (usually their class teacher or teaching assistant). This can be done in a safe environment and away from other pupils.

Responding to bullying

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

1. Staff will record the bullying on the school's behaviour monitoring system.
2. Designated school staff monitor the school's behaviour monitoring system each term and analyse the results.
3. Designated school staff produce termly reports summarising the information which the headteacher will report to the governing body
4. Support will be offered to the target of the bullying from the class teacher and senior leadership team or through our nurture group programme.
5. Staff will proactively respond to the bully who may require support from the class teacher, peer mentor or senior leadership team.
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 pupils' wellbeing beyond the school day. Staff, parents and 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's behaviour monitoring system. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

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 attitudes, beliefs or views towards a protected characteristic or minority group. It is distinct from bullying and tied to protected characteristics such as race, religion, gender identity, disability etc. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

Any prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher regularly reporting 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.

We will challenge the use of homophobic, biphobic, transphobic and racist language, ensuring any incidents are recorded, followed up and met with appropriate pastoral action.

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.
- Our PSHE 'Jigsaw' programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It supports inclusion, respect and an anti-bullying whilst also offering 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.

- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring and buddy systems offer support to all pupils.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- The role of collective worship is used as a vehicle for challenging injustice, teaching values and for promoting inclusion and well-being.
- We encourage our children to be active participants in creating a respectful, inclusive environment promoting our school values at all times. These are incorporated into all of our policies.
- Playtime rules display the school values and expectations of our pupils and are displayed on the KS1 and KS2 yards.

Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, school workers and lunchtime supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is 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 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.

The policy is reviewed every 24 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.