St Hilda's Moorland Federation

Egton CE (VA) School and Danby CE (VA) School

ANTI-BULLYING POLICY

Effective Date:	May 2025
Date Due for Review:	Spring Term 2028 (3 years)
Approved By:	St Hilda's Moorland Federation Governing Body
Approval Date:	13th May 2025
Signed by Chair of Governors	Matthew White

> Our vision, as Church of England primary schools deeply rooted in a strong Christian tradition, is to 'inspire learning and develop children's potential as individuals within a caring, happy, and distinctively Christian family'.

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:
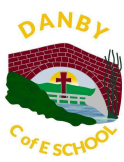
TRUST
Trust in the Lord and do good. *Psalm 37.3*

FRIENDSHIP
How good and pleasant it is when God's people live together in unity *Psalm 135.1*

RESPECT
In everything, do to others what you would have them do to you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

Contents

1. Together we will stop bullying: The St Hilda's Moorland Federation Vision, Ethos, and Commitment

At **St Hilda's Moorland Federation**, we strive to inspire learning and help every child achieve their potential in a caring, happy, and distinctively Christian family. Every child is known, valued, and supported as an individual. Our vision is rooted in the core values of **Trust, Friendship and Respect**, which shape all that we do and ensure a strong sense of community and belonging.

We are committed to creating a nurturing, inclusive, and safe environment where children flourish in body, mind, and spirit. We model our values through positive relationships and by providing engaging, meaningful learning experiences for all.

Bullying of any kind has no place in our schools. Every child has the right to learn and grow in a secure environment, free from fear, intimidation or harm. Although bullying is rare in our schools, we remain vigilant and proactive in addressing any concerns.

Together we will stop bullying. As *TELLING* schools, we expect any child or adult who is aware of bullying to speak up. All concerns will be taken seriously and responded to with care, consistency, and fairness.

2. Objectives of this Policy

At St Hilda's Moorland Federation, we are committed to preventing all forms of bullying and promoting a culture of respect, dignity, and inclusion throughout the schools. This policy aims to ensure that:

- All governors, staff, pupils, and parents understand what bullying is and how it affects individuals and the wider school community.
- All governors and staff know and consistently follow the Federation's anti-bullying procedures when incidents are reported.
- All pupils and parents understand the school's approach to bullying and feel confident in reporting concerns.
- Victims of bullying are supported, and those who engage in bullying are helped to reflect and make positive changes.
- Bullying is never tolerated and is dealt with promptly, fairly, and consistently in a school culture rooted in equity, diversity, inclusion, and justice.

3. Our definition of bullying

Bullying is a complex issue and involves behaviour that is **repeated**, **deliberately intended to hurt someone** (either physically or emotionally), and often **aimed at certain groups**, such as those based on **race, religion, gender, disability, or sexual orientation**.

Bullying is characterised by:

- **Repetition**: It occurs repeatedly over time.
- **Imbalance of power**: The victim feels unable to defend themselves.
- **Intentional harm**: The behaviour is meant to cause hurt, whether physical or emotional.

Bullying can take place between children, between adults, or between children and adults. It can include:

- **Physical bullying**: Hitting, kicking, or other forms of physical harm.
- **Verbal bullying**: Name-calling, taunting, racist or homophobic remarks.
- **Non-verbal bullying**: Gestures, face-pulling, or exclusion.
- **Emotional bullying**: Tormenting, putting people down, or excluding others.
- **Cyberbullying**: Using digital platforms (e.g., texts, social media, or messaging apps) to bully, such as sending hurtful messages, spreading rumours, or sharing images/videos.

Bullying can also target certain social identities, including but not limited to:

- **Race, religion, or belief**
- **Gender (sexist, sexual, and transgender bullying)**
- **Disability and special needs**
- **Sexual orientation**
- **Socio-economic status**

It is important to distinguish bullying from occasional teasing or conflict between peers, which may not be intended to cause harm. However, some one-off incidents, such as sharing an image or message, may escalate into bullying if repeated

At **St Hilda's Moorland Federation**, we take all forms of bullying seriously. We encourage open communication with parents and carers, and any concerns about bullying should be shared with us immediately. This allows us to investigate and resolve issues swiftly and effectively.

4. Our Commitment to Equity, Diversity, Inclusion, and Justice

At St Hilda's Moorland Federation, we are committed to building a school community where every child and adult is valued, respected, and able to flourish. Rooted in our distinctively Christian vision and values, we uphold the principles of equity, diversity, inclusion, and justice (EDIJ) in all aspects of school life, including how we prevent and respond to bullying.

We recognise that bullying can be linked to real or perceived differences in identity, background, ability, belief, or appearance. Our school actively promotes understanding, challenges prejudice, and ensures that no one is marginalised or excluded.
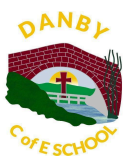
Our Commitments:

- Equity: We respond to each child's individual needs to ensure fair access to safety, support, and opportunity.
- Diversity: We celebrate the richness of different cultures, identities, families, and experiences within our school and beyond.
- Inclusion: We create a culture where everyone feels they belong, are heard, and are represented.
- Justice: We respond to bullying in ways that repair harm, restore relationships, and empower children to recognise and challenge unfairness.

In Practice:

- Our curriculum, Collective Worship, and resources reflect a diverse range of voices, families, and cultures.
- We tackle identity-based bullying, including that related to race, gender, disability, sexual orientation, gender identity, religion or belief, and socio-economic status.
- All staff receive regular training on inclusive practices and bias awareness.
- Children are taught to recognise injustice and to speak up safely for themselves and others.
- We monitor bullying incidents by type and adjust our responses to address any patterns linked to inequality or discrimination.
- We work in partnership with parents, carers, and governors to create an inclusive and safe environment for all.

Our vision is that all children grow up knowing they are loved by God, seen for who they are, and supported to thrive. In line with *Flourishing for All: Anti-Bullying Guidance for Church of England Schools (2024)*, our approach to bullying reflects our Christian duty to love our neighbour, seek justice, and walk humbly.

5. Preventing and Addressing Bullying

At St Hilda's Moorland Federation, we take a proactive approach to preventing bullying, rooted in our Christian values of Trust, Friendship, and Respect. We aim to create a caring, inclusive environment where every child feels safe and supported. Our clear school rules and behaviour expectations are reinforced daily through class charters, Collective Worship, and the PSHE and RSE curriculum, which include topics on respect, friendships, and diversity. Additionally, we actively promote pupil voice through the school council and class discussions, ensuring that children are aware of the unacceptability of bullying and understand how to report it.

We recognise that bullying can be more likely to occur at certain times, such as during lunch and break times. Therefore, we ensure that these periods are well-supervised, reducing the opportunities for bullying incidents to take place. Staff are vigilant and well-trained in identifying signs of bullying and are committed to dealing with any concerns promptly and effectively. We also engage with national initiatives such as Anti-bullying Week to increase awareness and promote our anti-bullying ethos.

Through our inclusive ethos, we foster positive relationships and raise awareness of bullying through a range of activities. These include writing school rules, signing behaviour contracts, creating stories or role-plays about bullying, and using methods to help children understand and prevent bullying. Our goal is to ensure that all children feel empowered to stand up against bullying and that they have the support and tools to do so.

6. Reporting and Responding to Bullying

At St Hilda's Moorland Federation, we encourage children to report any bullying they experience or witness. Children can report bullying to any trusted adult, including teachers, support staff, lunchtime supervisors, or a named anti-bullying lead (e.g., the Headteacher).

All reports will be taken seriously and thoroughly investigated. The class teacher will initially investigate the incident, and the Headteacher will be informed if necessary. In cases of serious bullying, incidents will be formally recorded, and discussions will be held with the alleged victim, the alleged bully, and any witnesses. The school will work to distinguish between bullying and minor disagreements, helping children to understand the difference.

If bullying is confirmed, we will take immediate action to stop the behaviour. A restorative approach will be used where possible, aiming to help both the victim and the perpetrator, and provide appropriate support for both parties. Pupils will be encouraged to show and accept forgiveness, in line with our Christian values, with the bully (or bullies) being asked to offer a genuine apology. Other consequences may also be applied, as outlined in the Behaviour Policy and the Five-Step Plan.

Confidential records of all bullying incidents and serious unacceptable behaviour will be kept by the Headteacher. In more serious cases, parents will be informed and invited to a meeting to discuss the issue. If necessary, and depending on the severity of the situation, the police may be consulted. After the incident has been investigated and dealt with, each case will be closely monitored to ensure that bullying does not occur again.

Our goal is to ensure that all children feel empowered to stand up against bullying and that they have the support and that they have the support and guidance needed to report concerns and rebuild relationships.

7. Measuring Progress, Recording and Monitoring

At Egton CE VA and Danby CE VA Primary Schools, we are committed to continuously improving the effectiveness of our anti-bullying policy. To ensure bullying is addressed effectively, we involve children annually in structured conversations about their experiences within the school community, using methods such as surveys, focus groups, and pupil voice activities. This provides valuable insight into how bullying is perceived and experienced across the school.

All incidents of bullying are logged and monitored closely, including identity-based bullying, to identify trends and areas for improvement. Governors receive regular anonymised reports to support their monitoring of incident levels and the impact of the school's responses.
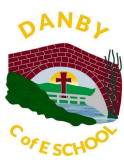
Actions taken in response to bullying are reviewed regularly to ensure they are effective, fair, and consistent. This ongoing process allows us to adjust and strengthen our approach where needed.

8. Links with Other Policies

This Anti-Bullying Policy is supported by a range of key school policies that work together to promote a safe and respectful learning environment. The Behaviour Policy sets clear expectations for conduct and explains how bullying is addressed through consistent sanctions and support. The Safeguarding and Child Protection Policy ensures bullying concerns are treated seriously and, where necessary, as safeguarding issues. The Relationships and Sex Education (RSE) Policy supports pupils in developing respectful relationships and understanding the impact of bullying. The Online Safety Policy outlines how children are kept safe online and how cyberbullying is addressed.

9. Policy Monitoring and Review

This policy is reviewed annually, with input from pupils, staff, parents, and governors, to ensure it remains current and effective. It reflects key guidance including *Flourishing for All: Anti-Bullying Guidance for Church of England Schools* (2024, amended 2025), the DfE's guidance on preventing and tackling bullying, and the *Equality Act 2010*.

10. Appendix:

Appendix A: Signs and Symptoms of Bullying

Appendix B: Roles and Responsibilities

Appendix C. Help Organisations

Appendix A: Signs and Symptoms of Bullying

It is important to be aware of potential signs that a child may be experiencing bullying. These signs can vary based on the child's age and personality but common indicators include:

Physical Symptoms:

- Unexplained injuries (e.g., bruises, cuts) or frequently missing items (books, clothing).
- Possessions damaged or lost, or money (e.g., lunch money) going missing regularly.

Behavioural Changes:

- Withdrawal, anxiety, lack of confidence, or reluctance to participate in activities.
- Changes in routine, becoming school phobic, or refusing to go to school.
- Sudden drop in academic performance or truancy.
- Aggression or disruptive behaviour at home or school.

Emotional Symptoms:

- Increased sadness, fear, or depression, and frequent stomach aches or headaches.
- Sudden mood swings, irritability, or crying episodes (e.g., at night or after school).

Avoidance:

- Avoiding school, specific areas (e.g., playgrounds), or friends.
- Asking to be driven to school, or changing their usual travel routine.
- Expressing fear of using the internet or mobile phones, or feeling nervous when receiving cyber messages.

Social Behaviour:

- Difficulty maintaining or forming friendships, or becoming more isolated.
- Bullying other children or siblings, potentially as a reaction to being bullied.

Sleep and Eating Disturbances:

- Nightmares, trouble sleeping, or crying themselves to sleep.
- Stopping eating, becoming afraid to say what's wrong, or feeling ill in the morning.

These signs may also indicate other issues, but bullying should always be considered as a possibility and investigated thoroughly. It's crucial for adults to approach the situation with care and concern, offering support to the child in a safe and open environment.

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Appendix B: Roles and Responsibilities

Headteacher:	- Ensure the anti-bullying policy is implemented and monitored effectively. - Provide leadership in creating and maintaining a positive, inclusive school culture. - Oversee the overall progress of the policy and make adjustments as necessary. - Ensure that all staff receive appropriate training on identifying, responding to, and preventing bullying. - Provide ongoing support to staff in managing bullying-related incidents.
All Staff:	- Promote a respectful and inclusive school culture, modelling appropriate behaviour. - Respond promptly to bullying incidents, ensuring they are investigated thoroughly. - Offer appropriate support to both victims and perpetrators of bullying. - Be proactive in recognising the signs of bullying and intervene early to prevent escalation. - Support reconciliation and ensure that consequences for bullying are applied fairly.
Governors:	- Hold school leaders accountable for the implementation and effectiveness of the anti-bullying policy. - Regularly review and evaluate the impact of the policy on reducing bullying. - Ensure that the school is meeting expected standards and that bullying is being addressed appropriately. - Allocate resources to support anti-bullying efforts and monitor progress.
Children:	- Learn to recognise and report bullying, understanding its impact on others. - Speak to a trusted adult or use systems like the "Worry Box" to report incidents of bullying. - Actively participate in promoting respect and kindness throughout the school. - Support peers by standing up against bullying behaviour. - Be encouraged to take responsibility for helping prevent bullying in the school community.
Parents and Carers:	- Communicate concerns about bullying to the school promptly. - Be aware of the school's anti-bullying policy and how incidents are managed. - Support the school in addressing bullying by reinforcing positive behaviour at home. - Participate in discussions and actions to prevent bullying and promote respect. - Work with the school to ensure their child's well-being and safety.
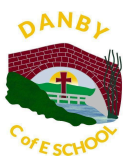
Appendix C. Help Organisations:

- **Advisory Centre for Education (ACE)** – 0808 800 5793
  Offers independent advice on education-related issues for parents.

- **Children's Legal Centre** – 0845 345 4345
  Provides free legal advice for children and young people.

- **KIDSCAPE Parents Helpline (Mon-Fri, 10-4)** – 0845 1 205 204
  Supports parents of children affected by bullying.

- **Parentline Plus** – 0808 800 2222
  Offers support and advice on parenting and child-related issues.

- **Youth Access** – 020 8772 9900
  Provides information and support for young people.

- **Bullying Online** – www.bullying.co.uk
  Offers advice and resources on bullying prevention.

- **The Anti-Bullying Alliance** – anti-bullyingalliance.org.uk
  Provides resources, research, and tools for tackling bullying.

- **KIDSCAPE** – www.kidscape.org.uk
  Offers advice, resources, and training for preventing bullying.

- **NSPCC** (National Society for the Prevention of Cruelty to Children) – 0808 800 5000
  Provides support and guidance for children and adults concerned about child abuse or neglect.

- **Childline** – 0800 1111
  A confidential helpline for children and young people to seek advice and support about bullying, abuse, or any other concerns.

- **Action Fraud** – 0300 123 2040
  If cyberbullying involves criminal activity, Action Fraud is the UK's national fraud and internet crime reporting centre.

- **Young Minds** – 0808 802 5544
  Offers mental health advice for young people and support for families dealing with mental health issues.

- **Family Lives** – 0808 800 2222
  Provides advice on parenting, family relationships, and emotional support.

- **Respect** – 0808 802 4040
  Provides support for individuals who are worried about their own behaviour towards others.

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