

Thurgoland C.E. Primary School



Anti-Bullying Policy

Approved by:

Headteacher Mr D Jordan

Chair of Governors Mrs Laura Gregory-White

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THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): **A mustard seed...**

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

"I AM BECAUSE WE ARE."

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

TO MAKE THE WORLD A BETTER PLACE.



AMEN

COMBATING BULLYING

Statement of Intent

Thurgoland CE Primary School is committed to creating a safe, inclusive and respectful environment where all members of the school community are supported to be and become their best self.

Bullying is not tolerated at Thurgoland CE Primary School and is taken seriously as a safeguarding concern. It will always be challenged, recorded and addressed. We recognise that bullying can have a significant impact on children's wellbeing, development and ability to learn.

This policy aims to:

- Prevent bullying through a proactive, whole-school approach
- Ensure all members of the school community understand what bullying is and how it is addressed
- Provide clear procedures for identifying, reporting and responding to bullying
- Ensure effective support is in place for all children involved
- Promote a culture of respect, inclusion and positive relationships

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy and reflects the requirements of Keeping Children Safe in Education (KCSIE). Staff maintain a safeguarding mindset of "it could happen here" and remain professionally curious.

Definition of Bullying

Bullying can be defined as:

"Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally."

(DfE: *Preventing and Tackling Bullying*)

Bullying can include:

- name calling, taunting, mocking
- physical harm such as hitting or kicking
- taking belongings
- spreading rumours or exclusion
- offensive comments or discriminatory behaviour

Bullying can also take place online (cyberbullying), including:

- sending harmful messages
- sharing images or videos
- online harassment through apps, games or social media

Thurgoland CE Primary School recognises that bullying can be emotionally abusive and can cause significant harm.

Bullying is recognised as a form of child-on-child abuse and may be treated as a safeguarding concern where appropriate.

Bullying will never be dismissed as:

- "banter"
- "just having a laugh"
- "part of growing up"

The school recognises that bullying may not always be reported. Staff will maintain professional curiosity and act on concerns or patterns identified.

All victims will be taken seriously and supported appropriately.

Forms and Types of Bullying

Bullying can affect anyone. This policy includes, but is not limited to:

- Physical bullying
- Emotional bullying
- Sexualised bullying or harassment
- Online (cyber) bullying
- Bullying related to SEND or disability
- Bullying related to mental health
- Bullying linked to home circumstances
- Prejudice-based bullying (race, religion, culture)
- Homophobic, biphobic and transphobic (HBT) bullying
- Gender-based bullying
- Bullying related to pregnancy or maternity

School Ethos

Thurgoland CE Primary School recognises that bullying can:

- create barriers to learning
- impact mental health and wellbeing
- affect the wider school community

Safeguarding underpins all aspects of this policy and bullying concerns will be managed in line with the Safeguarding and Child Protection Policy where appropriate.

Our school community:

- Promotes a culture of respect and inclusion
- Challenges inappropriate behaviour and language
- Recognises that some children are more vulnerable
- Responds promptly and effectively to concerns
- Works in partnership with parents and carers
- Ensures children feel safe to report concerns
- Recognises that bullying may indicate wider safeguarding needs

Actions Taken to Combat Bullying

The school creates a preventative culture through:

- Teaching through PSHE and RSHE, assemblies and wider curriculum
- Promoting positive relationships and respectful behaviour
- Wellbeing check-ins and journaling
- Teaching assertiveness and help-seeking strategies
- Building child self-esteem and resilience
- Celebrating diversity and inclusion
- Monitoring behaviour and safeguarding patterns through CPOMS and Inclusion Team meetings
- Using the wellbeing register and wellbeing plans to support children
- Engaging parents in understanding bullying
- Providing safe spaces for vulnerable children
- Offering structured playtimes and peer support
- Participating in Anti-Bullying Week

Staff are expected to remain vigilant, professionally curious and report concerns promptly.

Procedures to Follow

All bullying concerns must be taken seriously and responded to promptly.

Where appropriate, concerns will be managed in line with safeguarding procedures.

Immediate action will always be taken to ensure the safety of the child.

When a concern is reported:

- The incident is dealt with immediately by staff
- The child is supported and kept safe
- Where concerns meet the threshold for safeguarding, they must be reported to the Designated Safeguarding Lead (DSL) without delay
- All incidents are recorded on CPOMS
- Relevant staff are informed
- Parents/carers are informed where appropriate

Bullying will be treated as a safeguarding concern where it is:

- repeated or persistent
- involves physical harm or threat of harm
- involves sexualised behaviour or harassment
- discriminatory or prejudice-based
- impacting significantly on a child's wellbeing or safety

All staff understand that safeguarding is everyone's responsibility. Concerns must be shared, and fears about sharing information must not delay action.

Leadership response:

- Incidents are reviewed by the DSL and Inclusion Team
- Patterns and repeated concerns are monitored
- Appropriate actions are agreed

Action planning includes:

- Support for the child affected
- Sanctions for the child displaying bullying behaviour
- Sanctions will be applied in line with the school's Behaviour and Relationship Policy
- Behaviour or support plans
- Ongoing monitoring

Where bullying is:

- persistent
- severe
- or indicates risk of harm

it will be treated as a safeguarding concern and managed in line with the Safeguarding Policy.

Where appropriate, support may involve:

- early help
- SEND support
- external agencies

Cyberbullying

Cyberbullying is treated in line with the school's Online Safety and Safeguarding policies and may be considered a safeguarding concern where appropriate. Staff will follow the same reporting and recording

procedures for online concerns. This includes incidents that occur outside of school where they impact on children's wellbeing or relationships in school.

The school will:

- Act quickly
- Support all children involved
- All concerns must be recorded promptly, accurately and in line with school safeguarding procedures using CPOMS.
- Work with families and agencies
- Remove harmful content where possible
- Involve police if necessary

Children will be taught how to stay safe online through PSHE and RSHE and the wider curriculum.

Supporting Children

Children who have been bullied will be supported through:

- Immediate pastoral support
- Opportunity to talk to a trusted adult
- Wellbeing support or plans
- Restoring confidence and self-esteem
- Ongoing monitoring
- External support where needed

Children displaying bullying behaviour will be supported through:

- Reflection and discussion
- Parental involvement
- Behaviour or Wellbeing support plans
- Education around behaviour
- Sanctions in line with behaviour policy
- External support if required

Supporting Adults

Bullying of adults is not tolerated.

Adults will be:

- listened to and supported
- advised on next steps
- supported through school procedures

Where appropriate:

- complaints procedures
- disciplinary processes
- or legal action

may be followed.

Monitoring and Review

Bullying is monitored through:

- CPOMS records
- Inclusion Team meetings
- analysis of patterns and trends
- child voice

Safeguarding and bullying are reviewed through:

- internal monitoring
- external safeguarding audit
- governing body oversight

The governing body receives updates on:

- safeguarding trends
- bullying incidents
- outcomes and actions

Monitoring ensures that responses to bullying are effective, consistent and responsive to the needs of all children.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com
 - Show Racism the Red Card: www.srtrc.org/educational
- LGBTQ+
- Barnardo’s LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
 - Metro Charity: www.metrocentreonline.org
 - EACH: www.eachaction.org.uk
 - Proud Trust: www.theproudtrust.org
 - Schools Out: www.schools-out.org.uk
 - Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC ‘Report Abuse in Education’ Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign/posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-to-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-desham

Child Voice Tools

At Thurgoland CE Primary School, child voice is gathered using age-appropriate approaches to understand wellbeing, relationships and safeguarding across the school. The following tools are used:

Reception Survey (Early Years Foundation Stage)

Method: Whole-class discussion using visual prompts (emoji scale), with adults recording responses.

Instructions for children:

“We are going to talk about how you feel in different parts of your school day. You can show us if you feel happy 😊 or sad 😞.”

How do you feel...

Situation	😊 Happy	😞 Sad
On your way to school	<input type="checkbox"/>	<input type="checkbox"/>
In your classroom	<input type="checkbox"/>	<input type="checkbox"/>
When playing outside	<input type="checkbox"/>	<input type="checkbox"/>
During wet play (inside)	<input type="checkbox"/>	<input type="checkbox"/>
When eating dinner	<input type="checkbox"/>	<input type="checkbox"/>
When using the toilet	<input type="checkbox"/>	<input type="checkbox"/>
When moving around school	<input type="checkbox"/>	<input type="checkbox"/>

Situation

 **Happy**  **Sad**

At after-school club (if applicable)

Talking about worries

If you feel worried or sad, who would you talk to?

- My teacher
- Another adult in school
- Someone at home
- My friends
- Someone else: _____




Year 1 Survey (Key Stage 1)

Method: Individual paper-based survey with adult support.

Instructions for children:

“Tick how you feel in each situation. There are no right or wrong answers.”

How do you feel...

Situation	 Happy	 OK	 Sad
On your way to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In your classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When playing outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During wet play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When eating dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When using the toilet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When in the corridors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At after-school club (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you feel worried or sad, who would you talk to?

Tick all that apply:

- My teacher
- Another adult in school
- Someone at home
- My friends
- Someone else: _____

Years 2–3 Survey (Lower Key Stage 2)

Method: Online survey (e.g. Microsoft Forms)

Section 1: Feelings Across the School Day

Options: 😊 Happy / 😐 OK / 😞 Sad

- On your way to school
- In your classroom
- During playtime outside
- During wet play
- During dinnertime
- When using the toilet
- When moving around school
- When attending after-school clubs

Section 2: Peer Relationships- Positive Experiences

Options: Never / Once / More than once / Many times

- Helped me
- Been kind to me
- Shared with me

- Included me in games or activities
- Listened to me when I am talking
- Smiled at me in a friendly way

Section 3: Negative Experiences

Options: Never / Once / More than once / Many times

- Called me names
- Left me out on purpose
- Tried to hurt or threatened me
- Laughed at me to be unkind
- Took something that belonged to me without asking
- Made me do something I didn't want to do
- Said something unkind about how I look or who I am

Section 4: Bullying Awareness

Options: Agree / Not sure / Disagree

- I know what bullying is
- I know the difference between bullying and falling out
- I know who to tell if someone is unkind
- I know what will happen if I report a problem

Section 5: Trusted Adults

Who would you ask for help if something at school was worrying you?
(Select all that apply)

- A teacher
- Another adult in school
- A lunchtime supervisor
- A peer mediator
- A friend
- An adult at home
- I'm not sure

Years 4–6 Survey (Upper Key Stage 2)

Method: Online survey (e.g. Microsoft Forms)

This survey includes all sections from the Years 2–3 survey, with the following additional sections:

Section 6: Feelings About Adults and Safety

Options: Always / Sometimes / Never

- I feel comfortable telling a teacher if something is wrong
- I feel comfortable telling another adult in school if something is wrong
- Adults in school care about how I feel
- Adults deal with problems well

- Adults take problems seriously
- I feel safe at school

Section 7: School Environment, Inclusion and Respect

Options: Always / Sometimes / Never

- I enjoy being part of Team Thurgoland
- Children treat each other with respect
- Difference is respected in our school
- Everyone is treated as unique and special
- Everyone is treated fairly

Section 8: Child Voice (Open Questions)

- Tell us about what makes being part of Team Thurgoland special.
- Tell us something that you think would make being part of Team Thurgoland even better.

These surveys are conducted regularly using developmentally appropriate approaches to gather child voice on wellbeing, relationships, behaviour, and safeguarding. Findings are used to inform school improvement, strengthen safeguarding practice, and promote a safe, inclusive and respectful school environment.