



Flourish, Succeed, Let Your Light Shine

Heritage Coast Federation

Anti Bullying Policy



School	Designated Safeguarding Lead	Safeguarding Governance Lead
Fylingdales	Helen Thompson / Alison Dykes	Gareth Phillips / Alicia Hogarth
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Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
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Flourish, Succeed, Let Your Light Shine

Anti-Bullying Policy

At Fylingdales and Hawsker Primary Schools we are proud of the way our children behave. They care for others and know that they are expected to make positive choices in order that school is a calm and happy place to be. Care represents both our academic attitude as well as our emotional ethos, as we feel that positive relationships form the foundations of both. Children who care and have been taught to care will have the ability to form meaningful and caring relationships, which will provide the foundations to becoming well-rounded members of society. The school understands that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will support these needs via an individualised graduated response.

It is important that all staff, children and parents work together in order to support the positive and supportive ethos of our school. This policy should be followed by all members of staff and supply teachers consistently.

Christian Values are firmly rooted in this policy. This information is created from staff discussion, ideas and feedback. Research into Relational Behaviour Policies has been considered and applied, particularly where behaviour is seen as the communication of a need. We have also considered current research and theory from the fields of attachment and trauma and on effective support for personal development. In our Church school, our vision is to “flourish, succeed and let your light shine”. This policy intends to outline how our whole school community lives this out in relation to tackling anti-bullying, including lesbian, gay, bisexual and transgender. We want to make sure everyone feels welcome, happy and safe. Christian values of love, forgiveness and reconciliation are important to how we underpin our relationships in school. Our policy reflects Church of England guidance “Flourishing for All: Anti-Bullying Guidance for Church of England Schools” (September 2024).

*“Be always humble, gentle, and patient. Show your love by being tolerant with one another”
Ephesians 4:2*

Our Christian Values are firmly rooted in this policy.

Our School Values

Trust

“Trust in the Lord with all your heart” Proverbs 3:5-6



Our behaviour and anti-bullying policies are built on the foundations of trust, dignity and respect for our children. Children are trusted to ‘do the right thing’ and staff are equally trusted to offer fair, dignified treatment for all children. At The Heritage Coast Federation we establish environments and relationships based on trust to treat each other as we would wish to be. Furthermore, children trust that their problems are dealt with, their voices heard and they can see things improved and supported for them

Community

“All the believers were one in heart and mind” Acts 4:32



The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. We, at The Heritage Coast Federation, believe the value of community encompasses our other values of hope, trust and respect. Through Christ we all share fellowship with one another as one big family. We recognise that maintaining promoting an anti-bullying culture and equality across school is an ongoing process, reliant on the dedication and commitment of all stakeholders.



Hope

**“Those who hope in the Lord will renew their strength.”
Isaiah 40:31**

True hope is much more than a general idea that things will get better. It is more than a belief in progress, which sees the world and people getting better all the time, growing away from violence, ignorance and confusion.

Respect

“In everything, do to others what you would have them do to you. . . .” Luke 7:12



The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. This is a key driver for this policy, as we believe that children deserve both dignity and respect when learning about equality and anti bullying education. In turn, respect for all adults within the school community is promoted. We recognise that for some children, there could be a number of barriers or issues causing a child to bully another and it is our role as a school to identify these and implement strategies to remove these

Rationale

“So in everything, do to others what you have them do to you” (Matthew 7:12) firmly roots our approach within the Heritage Coast Federation. It underpins all actions taken by children, staff, governors and families. Our school values are rooted deeply in the teaching of Jesus Christ.

The Church of England’s Vision for Education references whole heartedly the aspiration to educate the whole child:

“I came that they might have life, and have it abundantly and in all its fullness” (John 10:10)

The same Vision articulates the principle of education for dignity and respect, referencing:

“the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth” (Church of England, Vision for Education) Page 3

The key principle and rationale of this policy is to outline, within the teaching of Jesus and the Church of England’s Vision for Education how anti-bullying is tackled and challenged across The Heritage Coast Federation. In line with the teaching of Jesus and the Church of England’s Vision for Education, alongside “Flourishing For All” (September 2024), we believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about anti-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.

Bullying of any kind goes against everything we state in our vision and ethos and will not be tolerated. The Heritage Coast Federation is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. We believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about anti-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.

“Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected.” Bishop Frost, “Flourishing for All: Anti-Bullying Guidance for Church of England Schools” (September 2024)

Legislation and Guidance

This policy is informed by and complies with the following legislation and guidance:

- Keeping Children Safe in Education
- Working Together to Safeguard Children (2026)
- Preventing and Tackling Bullying (DfE)

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE)
- The Equality Act 2010 - Education and Inspections Act 2006
- Education and Inspections Act 2006

This policy should also be read alongside the school's Safeguarding, Behaviour, Online Safety and PSHE policies.

Aims of the policy

- To ensure a secure and happy 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.
- Enable children to learn to respect others, and to control and take responsibility for their own behaviour;
- 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

Definition of bullying .

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated and is intended to hurt someone emotionally or physically. 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. It can happen face to face or online. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

"Do not pass by a man in need, for you may be the hand of God to him" Proverbs 3:27



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- ☐ Everybody has the right to be treated with respect.
- ☐ Everybody has the right to feel happy and safe.
- ☐ No-one deserves to be a target of bullying.
- ☐ Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms including actions on site and off site.

The nature of bullying can be, but is not limited to:

- ☐ Emotional - being unfriendly, Repeated exclusion from groups, games and other activities, tormenting, threatening behaviour, Intentional ignoring to cause hurt
- ☐ Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory or offensive language, ridicule, comments
- ☐ Physical - pushing, kicking, hitting, punching or any use of violence or inappropriate/unwanted physical contact, threat of physical harm or with a weapon, damage to personal property
- ☐ Extortion or theft - demanding money/goods with threats
- ☐ Online / Cyber – use of social media, messaging and calls, emails. Misuse of associated technology e.g photos and videos. Sharing of untrue or private information without permission
- ☐ Coercive and harmful sexual behaviour
- ☐ Racist - racial taunts, graffiti, gestures
- ☐ Sexual - unwanted physical contact, sexually abusive comments
- ☐ Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- ☐ Transphobic – because of gender identity or perceived gender identity
- ☐ Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- ☐ Visual/written (e.g. graffiti, gestures, wearing racist insignia)

These information above includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site.

The school recognises the increasing role of technology in pupils' lives and the risks associated with online bullying. We ensure that appropriate filtering and monitoring systems are in place and operate in line with safeguarding guidance.

Online safety is taught explicitly through the curriculum and reinforced through assemblies and pastoral support. Any concerns relating to cyberbullying or online harm are managed in line with the school's safeguarding procedures and in collaboration with the Designated Safeguarding Lead.

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 our electronic CPOMs log. Where appropriate, follow up actions and sanctions will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using our CPOMs system to ensure that patterns of behaviour can be monitored.

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 can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. Records are made and kept on CPOMS and 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.

Child on Child Abuse

As per our Safeguarding Policy, school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Incidents of sexual harassment, sexual violence or harmful sexual behaviour will be managed in line with the DfE guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges'. Such behaviours are never considered "banter" or part of growing up and will always be treated seriously as safeguarding concerns. This abuse could, for example, include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls.

The school and its staff will take all possible actions to ensure child on child abuse cannot go unnoticed. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned. All allegations of peer-on-peer abuse will be treated as a safeguarding concern. Concerns will be investigated and managed in accordance with the school's safeguarding procedures.

Causes of 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
- Related to another vulnerable group of people

What are the signs and symptoms of bullying?

There are many signs or behaviours that indicate someone is being bullied. Generally speaking, parents and school staff may notice persistent signs of anxiety that are not the norm for the person concerned. A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child consistently shows any changes to their normal pattern of behaviour:

They may appear as:-

- Reluctance to attend or travel to school
- Change to sleep patterns
- Change to eating habits
- Mysterious 'stomach pains' / feeling ill in the morning
- Unusually withdrawn, anxious or lacking in confidence
- Unusually aggressive, disruptive or unreasonable
- Cries themselves to sleep at night or has nightmares.
- Unexplained missing or damaged clothes or property
- Hiding or unexplained cuts or bruises
- Afraid to use the internet, email or mobile phone

- Struggling to concentrate / starts to underperform at school
- Changes their use of language e.g starts swearing or using aggressive language for no apparent reason

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

School strategies to prevent and tackle bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. Leaders regularly analyse bullying data to identify patterns and trends. This informs targeted interventions, staff training and curriculum development. Findings are reported to governors to ensure accountability and continuous improvement.

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.
- Ensure all children have a secure knowledge and understanding of the definition of bullying.
- Where appropriate and possible, ensure children know how their concerns will be dealt with and that they are being taken seriously
- All staff will be visible, listen and educate. All adults are aware of their role by being approachable and taking concerns seriously.
- Involving the school community in developing our policy and using a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.
- The My HappyMinds and SCARF PSHE 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 also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- 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. Teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Daily circle / check in times provide ongoing opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Building a positive ethos based on respecting and celebrating all types of difference in our school. Stereotypes are challenged by staff and pupils across the school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement. Restorative justice and relational system approaches within the behaviour policy provides support to targets of bullying and those who show bullying behaviour.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Liaise with other members of staff to share details about specific incidents and pupils.
- Ongoing education of online safety and how this could become a platform for cyber bullying.
- Children are encouraged to openly discuss emotions and issues within their daily 'check-in' with their class teacher.
- Children are nominated by staff for the roles of 'Respect Ambassador', where they have a responsibility to acknowledge and promote kindness and positive behaviour around the school.
- Children are regularly reminded of the importance of not keeping quiet and to 'tell someone'.

- Cyber-bullying is covered in annual work with the NSPCC workshops and a workshop with the local PCSO.

As a school we believe that behaviour is a way of communication, therefore we look at negative and bullying behaviour and tackle this in line with our behaviour policy. We believe that consequences should repair relationships and never seek to shame or ostracize children from their peers, school community and family, as this could lead to further negative behaviours.

All adults are responsible for managing behaviours of all children and we have a whole school approach to managing behaviour. We have categorised behaviour into yellow, amber and red which have clear consequences for incidents of each category. (Please see separate Behaviour Policy document).

- ☐ Having a positive ethos that all pupils, staff and parents understand.
- ☐ Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
- ☐ Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- ☐ Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- ☐ Provide assurances to child that concerns have been listened to and action will be taken.
- ☐ Consider who else is involved and what roles they have taken.
- ☐ Send clear message that the bullying must stop.
- ☐ Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
- ☐ Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- ☐ Raising awareness of online bullying through regular e-safety lessons.
- ☐ Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- ☐ Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups
- ☐ Ensuring midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- ☐ Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

We ensure that there is a trusted adult for every child at The Heritage Coast Federation and that children know that they can come to an adult at any time to share any concerns. In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Ensuring children have a key member of staff to confide in, or share worries with is an essential part of our role and we ensure that all children understand the ways to confide in adults. Activities in the classroom, such as circle time, and daily check in times are used to address and unpick issues that may impact upon a group of children, or an individual. Being available to hear worries or reports of bullying is something that is an important role for all staff in school, including lunchtime, after school and office staff.

Pupils are encouraged to report bullying to:

- ☐ A trusted adult

- ☐ Their class teacher/TA
- ☐ Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

In order to support children with identifying and tackling bullying, we will:

- *Regularly canvas children and young people's views on the extent and nature of bullying through cross-curricular lessons, activities and daily 'check in'.*
- *Ensure that all pupils know how to express worries and anxieties about bullying.*
- *Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.*
- *Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.*
- *Publicise the details of help lines and websites.*
- *Offer support to pupils who have been bullied and to those who are bullying in order to address issues or problems they are undergoing.*

Reporting bullying – roles and responsibilities

Staff All staff at The Heritage Coast Federation have a duty to challenge bullying (including HBT – homophobic, biphobic and transphobic bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

As part of induction, all staff are trained in the implementation of this policy. Regular training for staff on behaviour also takes place through training days, including de-escalation and restorative approaches and other specific training opportunities.

Senior Leaders and the Headteacher

The Headteacher along with the Assistant Headteachers 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. The Headteacher includes behaviour information, including the number of recorded serious incidents, in a half termly report to the full governing body.

Parents/Carers/Families

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. Parents and carers can contact any member of school staff to share their concerns. Parents can share concerns using any of the following:-

- Phone the school office
- Speak to class teachers at the beginning or end of the school day
- Make an appointment to see a member of staff
- Send information about any incidents via email to the school office hawskeradmin@hcfed.co.uk / fylingdalesadmin@hcfed.co.uk or to the headteacher at headteacher@hcfed.co.uk
- Sending a message to the class teacher via Class Dojo.

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.

Responding to Bullying

At The Heritage Coast Federation we take all allegations of bullying seriously and each case is dealt with according to the needs of the children involved. All incidents will be investigated thoroughly by an appropriate member of staff (normally the Classteacher). From the start of any investigation into a reported incident, a careful written record will be compiled on CPOMS, our cloud-based system for recording child-related incidents. The record will include details of:

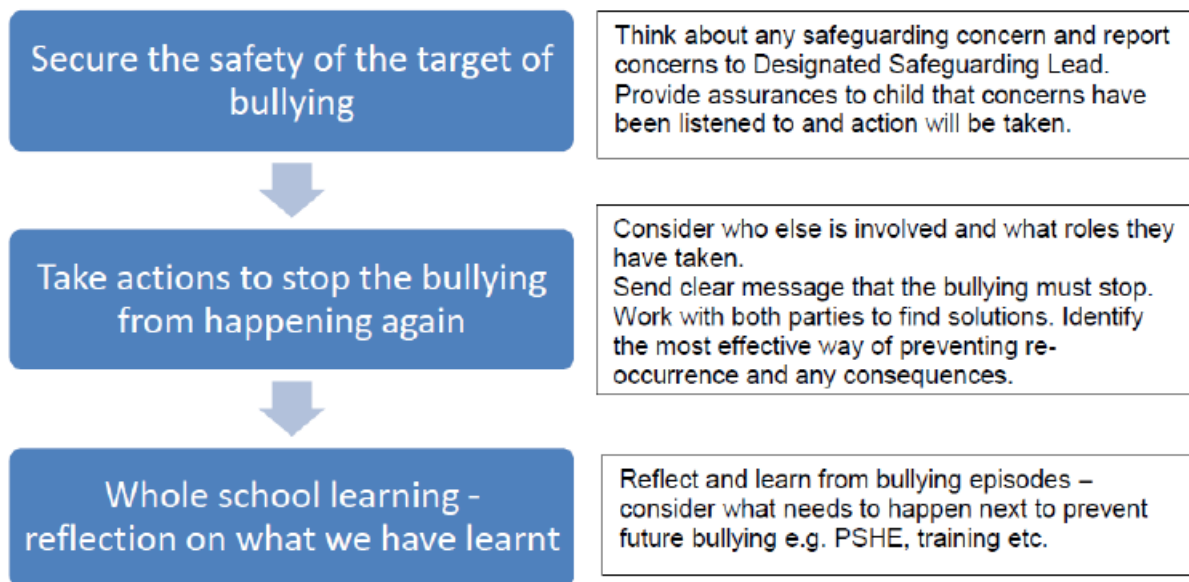
- the allegation
- the victim and perpetrator
- action taken including restorative justice, sanctions etc.
- date and time when parents contacted
- any follow up meetings, actions.

The incident on CPOMS will go to the Headteacher and Assistant Head. The Senior Leadership Team will monitor incident reporting logs and information recorded and analyse the results.

On occasions there may be disagreement between parents/carers and the school staff regarding whether an incident or incidents constitutes bullying. The school will investigate all such incidents and apply its experience and professional judgement accordingly to the situation.

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

1. The victim will be reassured that the incident is unacceptable, will be dealt with appropriately and that their safety and well-being is the priority. Support will be offered to the target of the bullying from the class teacher, support staff etc.
2. Staff will record the bullying incident and pass this to the Headteacher, who will store it centrally on CPOMS.
3. The Headteacher will monitor incident reporting forms and information recorded and analyse the results.
4. The school's behaviour and anti-bullying procedures will be followed and the bully will have sanctions applied which are communicated to all relevant members of staff (including MSAs). All staff will proactively respond to the bully who may also require support.
5. Where applicable, termly reports summarising this information will be reported the Governing Body.
6. All staff will assess whether parents and carers need to be involved and they will be kept informed. Staff will ensure a brief record of conversations is kept on CPOMS.
7. The Headteacher, in conjunction with others, will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
8. The situation will be closely monitored by all relevant staff. Initially, on a daily basis and thereby less frequently over time (unless the situation does not improve), when sanctions applied may be reviewed.
9. All racial/homophobic incidents are recorded on CPOMS and reported to the Governing Body and the Local Authority as requested.



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and Pupil Parliament meetings.

All staff are required to complete a CPOMS incident report and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

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.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday 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 in conjunction with the Assistant Headteachers. Leaders regularly analyse recorded bullying incidents to identify patterns and trends, including those related to protected characteristics or specific groups of pupils. This analysis informs targeted interventions, staff training and curriculum development.

Findings are shared with the governing body through half termly reports to ensure accountability and continuous improvement. The effectiveness of the school's anti-bullying strategies is evaluated through pupil voice, parent feedback and behaviour data.

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 three years, or sooner if required,

Supporting Policies

This policy should be read in conjunction with the Behaviour policy, which includes an escalation of sanctions. A child-friendly version of this policy is shared with pupils, displayed in classrooms and revisited regularly to ensure all children understand how to report concerns and access support.

Pupil voice plays a key role in shaping our approach, with regular opportunities for pupils to share their views through surveys, class discussions and pupil leadership groups.

If parents have any concerns in relation to the handling of any allegations of bullying, they should speak to the Headteacher in the first instance. Any complaints would be managed in line with the School Complaints Policy.

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues.

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Young Minds

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/>

NSPCC Childline – advice and stories from children who have survived bullying

Contact Number 0808 800 5000 for advice for parents

Pupil Helpline number 0800 1111

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Bullying on line

<https://www.familylives.org.uk/>

<https://www.childnet.com/>

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members

include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 1 - Examples of Serious Behaviour Incidents

Serious behaviour incidents can include, but are not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Objects being used inappropriately
- Racist abuse
- Any form of bullying; including homophobic, bi-phobic and transphobic bullying
- Inappropriate use of mobile devices (e.g. mobile phones, tablets etc)
- Physical assault, including spitting
- Verbal abuse/threatening behaviour
- Homophobic abuse
- Sexist abuse
- Sexual assault (Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation), sexual harassment, sexual violence,
- Theft
- Damage to school property, damage to neighbouring property and
- damage to property when off-site when representing the school, such as on a school trip or on the bus on the way to or from school
- Smoking, drinking alcohol
- Vandalism
- Persistent disruption to learning
- Repeated breeches to the school rules
- Sanctions may be applied when a pupil has misbehaved offsite when representing the school, such as on a school trip or on the bus on the way to or from school

Appendix 2: Roles and responsibilities

Everyone:

Treat one another with dignity, kindness and respect.

Everyone working at The Heritage Coast Federation have the responsibility to:

- Foster a safe and nurturing environment within the school;
- Build positive relationships with pupils and their families;
- Show respect, promote positive behaviour and communicate the school expectations, routines, values and standards through their teaching and in every interaction with pupils;
- Help pupils manage their emotions and behaviour;
- Use consistent and clear language to acknowledge positive behaviour and address misbehaviour;
- Challenge unacceptable behaviour;
- Adhere to procedures in dealing with behaviour issues;
- Report and log behaviour incidents/concerns in line with the policy, including child on child abuse;
- Alert DSLs regarding behaviours which could highlight a safeguarding concern (KCSiE, Working Together to Safeguard Children);
- Be aware of barriers to learning/behaviour and any adaptations to provision for individual pupils.

The Governing Body have the responsibility to:

- Ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school (Section 88(1) Education and Inspections Act - EIA - 2006);
- Make and review, a written statement of behaviour principles to guide the Headteacher (Section 88(2) EIA 2006 and publish the document on the school website;
- Consider duties under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Headteacher will:

- Promote, and act in accordance with, the Statement of Behaviour Principles in order to maintain a calm and safe environment where pupils can learn;
- Ensure the school maintains high expectations of pupils' conduct and does not tolerate poor behaviour;
- Support staff in order to ensure that pupil behaviour does not normally disrupt teaching and learning or interrupt established routines;
- Ensure any serious disruption which could compromise the safety of children or adults is handled proportionately, swiftly and decisively to remove the threat and prevent any reoccurrence.

School Leaders will:

- Be highly visible and routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them;
- Induct new staff into the behaviour culture, rules and routines and how best to support pupils to participate in the aims of the school;
- Identify appropriate training in line with any school/local/national priorities;
- Support staff with the implementation of the policy;
- Ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health need may at times affect a pupil's behaviour.

SENDCo will:

- Support class teachers to understand needs and make adjustments to routines/adapt provision for pupils with additional needs where appropriate and reasonable;
- Monitor the impact of adapted provision;
- Advise if a child should be included on the SEND register;
- Make referrals to outside agencies;
- Support parents/carers in understanding the needs of their child by sharing information and plans to promote a positive, consistent approach wherever possible.

Designated Safeguarding Lead will:

- Respond to any concerns, log incidents and make referrals in line with policy.

Pupils are expected to:

- Follow school rules at all times by reflecting the expectations of 'The Lindhead Way';
- Listen to adults – staff, parents, visitors etc. and show respect;
- Show respect for the learning environment;
- Speak to an adult if they are upset or worried about anything.

Parents are asked to;

- Keep the school informed about any issues that arise that might affect their child's work or behaviour.
- Support the school's behaviour policy and reinforce the policy at home as appropriate;
- Encourage respect for their child's school, staff and peers;

Appendix 3: Restorative and Relational Practice at The Heritage Coast Federation

In general, the relational approach places emphasis on relationships, respect, responsibility and restoration, which have been shown to be more effective in addressing issues of discipline and conflict than traditional behavioural approaches, where systems rely on the use of rewards and sanctions to encourage compliance.

Restorative practice is used to help resolve conflict between children. Staff are encouraged to use a scripted approach to ensure consistency, a calm and neutral voice, without directing blame at one person. As part of our approach, we use the analogy windows, mirrors and doors to support children in reflecting on their behaviours.

Windows are for looking out onto the behaviour and becoming aware of both the 'wows' and 'ows';

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions and learning from our own and each other's responses. In school we allow time for this for individual and group reflection and sharing of perspectives.

Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something purposeful in response. This can simply be done through a change in attitude or behaviour or thinking.

In addition, staff use the following questions:

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?

It is much better to allow the children to resolve their problems by talking it through. A restorative circle (an adult bringing the children together who are involved) usually results in children discussing what has happened, admitting any wrongdoing, sharing feelings and thinking of ideas to move forward. It is an important process for both the wrongdoer and the victim. They both have their voices heard and are part of the process of resolving the problem.

Appendix 4 - ANTI-BULLYING PATHWAY

Windows, Mirrors & Doors: A Restorative Journey Toward Respect and Belonging

Step 1: Reminder & Reflection

Window: *"How might they feel?"*

- **What happens:** Adult calmly addresses the behaviour and reminds the pupil of school values.
- **Purpose:** Help the pupil understand why the behaviour is hurtful and how to act kindly instead.
- **Actions may include:**
 - Gentle adult reminder
 - Reflection discussion: see others' perspectives
 - Restorative action:
 - Verbal check-in / warning
 - Restorative conversation (apology, reflection)
 - Kindness reflection / Re-teaching of respectful behaviour

 **Focus:** Building empathy through guided thinking

STEP 2 – Look in the Mirror

Mirror: *"Is this who I want to be?"*

- **What happens:** If the behaviour continues or is more serious, the teacher contacts parents.
- **Purpose:** Involve home to support behaviour change and Child reflects: why the action wasn't okay
- **Actions may include:**
 - Phone call home
 - Reflection activity with a member of staff
 - Supervised time-out or loss of privileges (e.g. part of break time)
 - Kindness goal or daily check-in
-  **Focus:** Self-awareness and accountability

◆ STEP 3 – Restorative Conversation

Door: *"What can I do to make it right?"*

- **What happens:** Pupil is referred to the Assistant Head
- **Purpose:** Show seriousness of repeated bullying and enforce accountability.
- **Actions may include:**
 - Formal meeting with pupil and teacher
 - Guided restorative conversation
 - Further loss of privileges
 - Individual support plan or behaviour chart
 - Written or spoken apology
 - Circle time or peer support
 - Repair activity (e.g. helping, kindness act)
-  **Focus:** Owning actions, making amends

◆ STEP 4 – Support Plan & Agreement

Doorway to Change: *"Who can help me do better?"*

- **What happens:** A formal meeting is held with parents, pupil, and staff.
- **Purpose:** To create a structured behaviour and support plan and communicate the severity.
- **Actions may include:**
 - Written behaviour agreement
 - Restorative justice meeting with the person harmed
 - In-school suspension or exclusion from activities
 - Regular mentoring
 - Limited privileges, reflection time
-  **Focus:** Supported change with structure

● STEP 5 – Safety First

Door of Protection: *"Everyone deserves to feel safe."*

- **What happens:** For persistent or severe bullying there may be suspension or permanent exclusion in line with the behaviour policy
- **Purpose:** Ensure safety and well-being of all pupils.

- **Actions may include:**
 - Internal exclusion
 - Fixed-term suspension
 - Involvement of external support services
 - Risk assessment and reintegration plan with restorative focus
-  **Focus:** Safety, responsibility, and healing

Additional Notes

- **Support for all:** Support will be given to both the target of bullying and the child displaying bullying behaviour.
- **Records kept:** All incidents and responses will be logged on CPOMS.
- **Education first:** The focus is always on helping children learn better ways to interact.
Windows – Understand others
Mirrors – Know ourselves
Doors – Choose growth and kindness

Appendix 5

ANTI-BULLYING PATHWAY – Child friendly version (Image also used in the classrooms)

Windows, Mirrors & Doors: A Journey to Respect and Kindness

Step 1 – Reminder & Reflection

Window: “How might they feel?”

- A grown-up reminds you of our school values.
- Think about how the other person feels.
- Let’s talk about being kind.

 *Focus: Understanding others and showing empathy*

Step 2 – Look in the Mirror

Mirror: “Is this who I want to be?”

- A teacher may talk to your parents.
- You’ll think about why the behaviour was not okay.
- You might write or talk with a grown-up about what happened.

 *Focus: Being honest with yourself and taking responsibility*

Step 3 – Restorative Conversation

Door: “What can I do to make it right?”

- You’ll meet with The Assistant Head or the Headteacher.
- Together, you’ll plan how to fix the situation.
- You may say sorry, help others, or take part in a kindness activity.

 *Focus: Making things better and learning from mistakes*

Step 4 – Support Plan & Agreement

Doorway to Change: “Who can help me do better?”

- A meeting with you, your teacher, and your parents.
- You’ll get a behaviour plan to help you make good choices.
- Grown-ups will check in with you regularly.

 *Focus: Getting help and growing through support*

Step 5 – Safety First

Door of Protection: “Everyone deserves to feel safe.”

- If bullying keeps happening or is serious, big actions are taken.
- You might have time away from others or support from outside helpers.
- Everyone deserves to feel safe at school.

 *Focus: Keeping school safe for everyone*

Our Values

-  **Windows** – Understand others
-  **Mirrors** – Know ourselves
-  **Doors** – Choose kindness and growth





The Heritage Coast Federation

ANTI-BULLYING PATHWAY

Windows, Mirrors & Doors:
A Journey to Respect and Kindness

1



Step 1 – Reminder & Reflection

- A grown-up reminds you of our school values.
- Think about how the other person feels.
- Let's talk about being kind.



Window:
"How might they feel?"

Focus: Understanding others and showing empathy

2



Step 2 – Look in the Mirror



- A teacher may talk to your parents.
- You'll think about why the behaviour was not okay.
- You might write or talk with a grown-up about what happened.

Mirror:
"Is this who I want to be?"

Focus: Being honest with yourself and taking responsibility

3



Step 3 – Restorative Conversation



- You'll meet with The Assistant Head or the Headteacher.
- Together, you'll plan how to fix the situation.
- You may say sorry, help others, or take part in a kindness activity.

Door:
"What can I do to make it right?"

Focus: Making things better and learning from mistakes

4



Step 4 – Support Plan & Agreement



- A meeting with you, your teacher, and your parents.
- You'll get a behaviour plan to help you make good choices.
- Grown-ups will check in with you regularly.

Doorway to Change:
"Who can help me to do better?"

Focus: Getting help and growing through support

5



Step 5 – Safety First



- If bullying keeps happening or is serious, big actions are taken.
- You might have time away from others or support from outside helpers.
- Everyone deserves to feel safe at school.

Door of Protection:
"Everyone deserves to feel safe."

Focus: Keeping school safe for everyone

OUR VALUES



Windows –
Understand others



Mirrors –
Know ourselves



Doors –
Choose kindness and growth



The Heritage Coast Federation



It's OK to tell!



ANTI-BULLYING PATHWAY

Windows, Mirrors & Doors:

A Journey to Respect and Kindness

1



Reminder & Reflection

Window: "How might they feel?"

- A grown-up reminds you of our school values.
- Think about how the other person feels.
- Let's talk about being kind.



Focus: Understanding others and showing empathy



2



Look in the Mirror

Mirror: "Is this who I want to be?"

- A teacher may talk to your parents.
- You'll think about why the behaviour was not okay.
- You might write or talk with a grown-up about what happened.



Focus: Being honest with yourself and taking responsibility



3



Restorative Conversation

Door: "What can I do to make it right?"

- You'll meet with The Assistant Head or the Headteacher.
- Together, you'll plan how to fix the situation.
- You may say sorry, help others, or take part in a kindness activity.



Focus: Making things better and learning from mistakes



4



Support Plan & Agreement

Doorway to Change: "Who can help me do better?"

- A meeting with you, your teacher, and your parents.
- You'll get a behaviour plan to help you make good choices.
- Grown-ups will check in with you regularly.



Focus: Getting help and growing through support



5



Safety First

Door of Protection: "Everyone deserves to feel safe."

- If bullying keeps happening or is serious, big actions are taken.
- You might have time away from others or support from outside helpers.
- Everyone deserves to feel safe at school.



Focus: Keeping school safe for everyone



Our Values



Windows -
Understand others



Mirrors -
Know ourselves



Doors -
Choose kindness and growth

