



Anti-Bullying Policy

Our vision, rooted in the words of Jesus (Matthew 19:14), "***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,***" is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

September
2026

Accepted by Staff and Governors

September
2028

Date for Review

Introduction

Enhance Academy Trust (**the Trust**) is committed to providing a safe, positive, valuing and inclusive environment free from bullying and discrimination for all our pupils, staff and parents/carers. Here at Christ Church CE Academy, bullying of any kind is unacceptable.

In keeping with our Christian vision, rooted in the words of Jesus, "*Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these*" (Matthew 19:14), we are committed to creating a school community where every child is welcomed, valued, respected and enabled to flourish. We believe that every member of our school community is made in the image of God and deserves to be treated with dignity, kindness and compassion.

The Anti-Bullying Policy plays a vital role in supporting our Christian vision and values by promoting a culture of dignity, respect, inclusion and belonging for all. It should be read in conjunction with *Valuing All God's Children: Guidance for Church of England Schools on Challenging Homophobic, Biphobic and Transphobic Bullying* (Second Edition, Summer 2019) and the Barnardo's Positive Identities Service *Anti-Bullying Guidance* (Appendix A).

Purpose of the Policy

The purpose of this policy is to inform pupils, parents and staff of procedures with regard to preventing any form of bullying and discrimination and aiming to ensure consistency when reporting and responding to incidents.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child protection policy
- Confidentiality Policy
- Online Safety Policy and Acceptable Use Agreements (AUPs)
- Curriculum Policies such as RSHE and Computing

What is Bullying?

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. ([DfE "Preventing and Tackling Bullying"](#), July 2017).

Bullying is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. It is unacceptable and should not be tolerated.

Bullying involves a deliberate intention to cause harm and is often characterised by an imbalance of power between the person displaying the bullying behaviour and the person being targeted.

Bullying can take many forms:

- **Physical** bullying is intentionally causing pain or distress using physical actions. This can include hitting, kicking, pinching, punching, pushing, scratching, spitting or any other form of physical or sexual violence. Damaging or taking things that belong to another person can also be classed as physical bullying.
- **Emotional** bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.

- **Verbal** bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing. Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material. This may include homophobic, biphobic, transphobic, racist, sexist, disablist or other discriminatory language.

Statements that threaten or tease others can be verbal bullying, even if they do not involve these kinds of words (see below).

- **Indirect** bullying that does not directly involve the person being targeted. This can include spreading rumours about someone, or purposefully excluding them from an activity because of their sexuality or gender identity.
- **Psychological** bullying involves actions intended to cause fear, anxiety, humiliation or emotional distress, such as coercion, manipulation, social exclusion, public humiliation or threatening to disclose personal information.
- **Cyber** bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general. This includes sending texts, calling people to verbally abuse them, sending videos or picture messages, sending emails, using social media or instant messaging (IM) apps, or writing malicious posts on online forums or blogs. This can also include sending threatening messages or death threats.

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'.

The eight protected characteristics under the Act are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Mobile Phones, Online Safety and Cyberbullying

As mobile phones and personal electronic devices are not permitted for use during the school day, opportunities for cyberbullying on the school site are significantly reduced. This supports the school's proactive approach to preventing bullying, promoting positive behaviour and safeguarding pupils.

Reporting Online Harm Outside School Hours

The school recognises that cyberbullying and other harmful online behaviours may occur outside of school hours and away from the school site. Where such behaviour affects the wellbeing, safety or education of pupils, the school will take appropriate action.

Pupils, parents/carers and staff are encouraged to report concerns relating to online harm, cyberbullying or inappropriate online behaviour to the school as soon as possible.

The school will:

- Record and investigate reports of online bullying or harmful online behaviour.
- Provide appropriate support for pupils affected.
- Work in partnership with parents/carers to address concerns.
- Involve external agencies where necessary, including the Police, Early Help or Children's Services, where appropriate.
- Apply sanctions in accordance with the Behaviour Policy where behaviour outside school has an adverse impact on pupils, staff or the wider school community.
- Take appropriate action to remove, report or escalate harmful online content where possible.

All actions taken will be in line with the Trust's Online Safety Policy, Behaviour Policy, Safeguarding and Child Protection Policy, and relevant Department for Education guidance.

SEND Vulnerabilities

The school recognises that some pupils may be more vulnerable to bullying, including pupils with SEND, disabilities, communication difficulties, SEMH needs, looked-after children and pupils perceived to be different from their peers.

Aims and Objectives

The aims and objectives of Christ Church CE Academy are to:

- Create a safe, inclusive and nurturing environment in which attending school is a positive experience for all members of the school community.
- Make it clear that all forms of bullying, discrimination and harassment are unacceptable and will not be tolerated.
- Ensure that all pupils, staff and members of the school community feel safe, respected and valued.
- Encourage pupils to report concerns about bullying, whether they are experiencing it themselves or witnessing it happening to others.
- Respond promptly, consistently and effectively to incidents of bullying.
- Support, protect and empower pupils who have experienced bullying, ensuring that they are listened to and their concerns are taken seriously.
- Support pupils who display bullying behaviour to understand the impact of their actions, take responsibility and make positive changes to their behaviour.
- Promote positive relationships, respect, kindness and inclusion throughout the school community.
- Ensure that pupils play an active role in preventing bullying and promoting a culture of respect.
- Work in partnership with parents and carers to prevent, identify and address bullying behaviours.
- Ensure that all staff understand their responsibilities for preventing, identifying, reporting and responding to bullying.
- Promote equality of opportunity and foster respect for all, regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity.

We also want to ensure that:

- all governors, teachers, education support assistants, lunchtime supervisors, non-teaching staff, pupils and parents should have an understanding of what bullying is.
- all governors, teachers, education support assistants, lunchtime supervisors, and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- all pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.

At Christ Church CE Academy, we take all incidents of bullying seriously. Pupils, parents and carers can be assured that all reports of bullying will be taken seriously, investigated promptly and responded to appropriately. No pupil will be disadvantaged or face sanctions for reporting bullying or raising concerns in good faith.

Bullying of any kind is unacceptable and will not be tolerated. Creating a safe, inclusive and respectful school community is a shared responsibility, and all members of the school community are expected to play an active role in preventing, identifying and addressing bullying behaviour.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Signs of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning.
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Procedures to Help Prevent Bullying

At Christ Church CE Academy, we are committed to fostering a culture of respect, kindness and inclusion, where all pupils feel safe, valued and able to flourish.

Bullying prevention is embedded throughout school life and supported through a range of proactive measures, including:

- School Council
- Class charters, rules and responsibilities
- Displays that promote positive relationships, equality and diversity
- Assemblies that promote respect, kindness and inclusion
- Collective Worship linked to our Christian vision and values
- Trusted adults, including teachers, teaching assistants and lunchtime supervisors, who pupils can approach for support
- Pastoral support
- Restorative approaches to resolve conflict and repair relationships
- Play Leaders and Wellbeing Leaders
- Relationships, Sex and Health Education (RSHE)
- Opportunities for reflection and discussion within RSHE lessons
- Behaviour reflection and restorative conversations
- Activities and awareness raising during Anti-Bullying Week
- Online safety education, including awareness of cyberbullying
- Opportunities to celebrate diversity and promote equality across the curriculum

Procedures for Staff Dealing with Incidents of Bullying

The following steps will be taken when responding to concerns or incidents of bullying:

- Where bullying is suspected or reported, the member of staff receiving the concern will respond promptly and take appropriate action.
- Staff will ensure that the pupil who has experienced bullying feels safe, supported and listened to.
- Staff will speak to all pupils involved separately and gather information to establish the facts.
- Appropriate support will be provided for the pupil who has experienced bullying.
- Support will also be provided for the pupil displaying bullying behaviour to help them understand the impact of their actions, take responsibility and make positive changes to their behaviour.
- Staff will promote a restorative and problem-solving approach, encouraging pupils to repair relationships and move forward positively. Where appropriate, restorative conversations or meetings may be used to support reconciliation and forgiveness.
- Staff will reinforce the message that bullying, discrimination and harassment are unacceptable and will not be tolerated.
- Appropriate action will be taken swiftly to stop the behaviour and prevent it from recurring.
- Consequences and sanctions, in line with the school's Behaviour Policy, may be applied where appropriate.
- A member of the Senior Leadership Team will be informed of the incident and the action taken.
- Parents and carers of the pupils involved will be informed and involved as appropriate.
- All incidents will be recorded in accordance with school procedures.
- The situation will be monitored and reviewed to ensure that the bullying has ceased and that all pupils involved continue to receive any necessary support.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.

- Reassuring the pupil and providing continuous support- making sure they are not at risk of immediate harm and involve them in any decision-making as appropriate
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussion with a member of staff to establish what has happened, understand the impact of the behaviour on others, and identify the need for change.
- Informing and involving parents/carers so that school and home can work together to support positive behaviour change.
- Providing appropriate education, guidance and support to address the underlying causes of the behaviour and develop positive relationships.
- Where bullying has occurred online, requesting that harmful content is removed and reporting inappropriate content or accounts to the relevant service provider.
- Applying proportionate sanctions in line with the school's Behaviour Policy. This may include the loss of playtime or lunchtime privileges, placement on an Orange or Red Report, or restriction of privileges, including online access where cyberbullying concerns are identified.
- Facilitating restorative conversations, where appropriate, to help pupils take responsibility for their actions, repair relationships and rebuild trust.
- Working with external agencies or support services where additional intervention is required. This may include participation in educational workshops or targeted support programmes.
- Where necessary, working in partnership with the wider community and specialist services to provide further advice, guidance and support. This may include involvement from the Police, Early Help, Specialist Children's Services or Child and Adolescent Mental Health Services (CAMHS), where appropriate.

Reporting Incidents

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.

Incident reports will need to be completed using our CPOMS safeguarding programme as follows:

Core category:

bullying

Sub-categories:

cyber bullying
homophobic, biphobic or transphobic
physical bullying
racist incident
sexist
sexual harassment/violence

The incident report on CPOMS should contain the following information:

- who was involved (using the 'linked students' option), including the name of the victim and perpetrator along with any associates or bystanders to identify and monitor patterns previously and in the future
- where the incident took place
- actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely
- when the incident took place
- date/time of the incident so patterns can be identified
- what was said, recording the specific language used, even if this is offensive
- action taken; not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim

The Senior Leadership Team will review incidents looking for patterns e.g. pupils needing support or their behaviour addressing.

The Role of Pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community.

Pupils will have opportunities to develop their resilience and problem-solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in RSHE lessons, or may be referred via pastoral care. The seriousness of making false reports will be understood.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives. From time to time pupils may be involved in-group support for vulnerable individuals (those who have been bullied and those who have bullied).

The Role of Parents

Parents have an important role in actively encouraging their children to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership.

If parents have concerns about bullying or hurtful behaviour, they should take up those concerns with the class teacher.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

The Role of the Trust and Governors

The Trust and Local Governing Bodies support Head Teachers in all strategies to eliminate bullying from our schools.

It is the responsibility of the Local Governing Body to monitor and review the anti-bullying policy and its effectiveness. They require the Senior Leadership Team to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.

Appendix A



Discrimination occurs when an individual or group is treated unfairly, less favourably or subjected to prejudice because of a real or perceived characteristic.

Racist Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards a person or group because of their race, ethnicity, nationality, culture or skin colour.

Sexist Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards a person because of their sex or gender. This may include assumptions about abilities, roles or behaviours based on gender stereotypes.

Homophobic Bullying or Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards people who are, or are perceived to be, lesbian or gay. This may also include the use of homophobic language, regardless of the intended meaning or whether the target identifies as gay.

Biphobic Bullying or Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards people who are, or are perceived to be, bisexual.

Transphobic Bullying or Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards people who are transgender, non-binary, questioning their gender identity, or who are perceived to be transgender. This may include deliberately misgendering an individual or refusing to respect their affirmed identity.

Homophobic, Biphobic and Transphobic (HBT) Bullying

Bullying or discriminatory behaviour motivated by prejudice towards someone's actual or perceived sexual orientation or gender identity.

Religious Discrimination

Prejudice, stereotyping, discrimination or hostility directed towards a person or group because of their religion, faith, beliefs or lack of belief.

Disability Discrimination (Disablist Bullying)

Prejudice, stereotyping, discrimination or hostility directed towards a person because of an actual or perceived disability, special educational need, learning difficulty, medical condition or difference in ability.

Socio-Economic or Class-Based Discrimination

Prejudice, stereotyping, discrimination or hostility based on a person's actual or perceived socio-economic background, family circumstances, appearance, housing situation or financial status.

Appearance-Based Prejudice

Bullying or discrimination relating to a person's appearance, including body shape, weight, clothing, medical conditions or physical characteristics.

Guide to Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying

Homophobic, biphobic and transphobic (HBT) bullying is any bullying behaviour, language or discrimination directed towards a person because of their actual or perceived sexual orientation or gender identity.

HBT bullying may include:

- Verbal, physical, emotional or online harassment, including insults, name-calling, taunting, threats or discriminatory language.
- The use of derogatory or prejudicial language relating to sexual orientation or gender identity.
- Offensive graffiti, images or written messages.
- Deliberately excluding, humiliating, ridiculing or isolating a person because of their actual or perceived sexual orientation or gender identity.
- Spreading rumours or making assumptions about a person's sexual orientation or gender identity.

- The misuse of words such as "gay" as a negative term or insult, for example, "That's so gay."
- Online bullying, including the sharing of discriminatory comments, images or messages through social media, messaging platforms or other digital technology.

Guidance for Staff

All staff have a responsibility to challenge bullying and discriminatory language whenever it occurs. When responding to incidents, staff should:

- Be familiar with and follow the school's Anti-Bullying Policy.
- Challenge all incidents of bullying, discriminatory behaviour and inappropriate language.
- Encourage pupils and colleagues to act as positive bystanders and report concerns.
- Remain calm and respond in a measured and supportive manner.
- Listen carefully and gather information before making conclusions.
- Allow time for reflection and discussion with all parties involved.
- Challenge the language or behaviour rather than labelling the child.
- Help pupils understand the impact that their words and actions may have on others.
- Use incidents as opportunities for education, learning and positive behaviour change.
- Ensure that incidents are recorded accurately in accordance with school procedures.

Example Staff Response

The response will depend on the nature of the incident, the age of the pupils involved, the context and the level of understanding displayed by those involved.

Where discriminatory language has been used, staff may:

- **Challenge the language respectfully**

"In our school we treat everyone with dignity and respect. Using the word 'gay' to mean something negative can be hurtful and disrespectful to other people."

- **Explore understanding**

"Can you tell me what you meant by that word?"

"What do you think that word means?"

"How might someone feel if they heard that being used in that way?"

- **Educate and reinforce expectations**

"We expect everyone in our school to treat others with kindness and respect."

"That language is not appropriate in our school because it can cause harm to others."

"Even if you did not intend to upset anyone, those words can be hurtful and we need to choose respectful language."

- **Record and follow up**

Following the incident, staff will ensure that appropriate action is taken, incidents are recorded accurately, parents/carers are informed where appropriate, and any required support is provided to the pupils involved.

General Anti-Bullying Support

- Anti-Bullying Alliance (ABA): www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- NSPCC: www.nspcc.org.uk
- Kidscape: www.kidscape.org.uk
- YoungMinds: www.youngminds.org.uk

- The Diana Award Anti-Bullying Programme: <https://www.antibullyingpro.com>

Department for Education Guidance

- Department for Education: *Preventing and Tackling Bullying* (updated July 2026) [\[gov.uk\]](https://www.gov.uk)
- Department for Education: *Keeping Children Safe in Education* (current version)
- Department for Education: *Behaviour in Schools* (current version)

Online Safety and Cyberbullying

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Internet Watch Foundation: www.iwf.org.uk
- Thinkuknow (National Crime Agency): www.thinkuknow.co.uk

Equality, Diversity and Inclusion

- Church of England: *Valuing All God's Children*
- Stonewall: www.stonewall.org.uk
- The Proud Trust: www.theproudsttrust.org
- EACH (Educational Action Challenging Homophobia): www.eachaction.org.uk

SEND and Disability

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Department for Education: SEND Code of Practice (0 to 25 years)

Racism, Religion and Nationality

- Show Racism the Red Card: <https://www.theredcard.org>
- Stop Hate UK: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- True Vision Hate Crime Reporting: www.report-it.org.uk

Sexual Harassment and Sexual Violence

- Department for Education: *Keeping Children Safe in Education*
- NSPCC: www.nspcc.org.uk
- Disrespect Nobody Campaign

Church of England Education Office

Valuing All God's Children: Guidance for Church of England Schools on Challenging Homophobic, Biphobic and Transphobic Bullying (Second Edition)

Additional sources of information, guidance and support can be found in the Department for Education's *Preventing and Tackling Bullying* guidance (updated July 2026), available at [Preventing bullying - GOV.UK](https://www.gov.uk/guidance/preventing-bullying).

Anti-Bullying Addendum: Mobile Phones, Online Safety and Cyberbullying

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