



Hey with Zion Church of England & Methodist Primary School

Anti Bullying Policy

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Hey with Zion has a joint Church of England and Methodist Foundation.

The values of LOVE, HOPE and ASPIRE alongside British Values (democracy, mutual respect, tolerance, individual liberty and the rule of law), permeate the school's ethos.

We are a loving, inclusive family, rooted in our Christian Values and nurturing ethos. We provide a positive learning environment where all children can achieve their full potential.

Hey with Zion's Vision Statement

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

Within the love of God, we aspire to do the best we can for ourselves and others.

Our Mission:

Hey with Zion is a family in which everything we do is built upon our Christian values and ethos. We endeavour to create a place where everyone feels they belong, they are happy, nurtured, safe and valued.

Our mission is to:

- Kindle a love of learning for all children; enabling them to develop creative, inquiring minds and achieve high personal success through an excellent and enjoyable curriculum.
- Develop individuals to have self-knowledge to sustain a happy and healthy lifestyle filled with awe and wonder.
- Develop positive attitudes and behaviours and encourage children to form caring relationships as active citizens in the local and wider world.
- Enable our children to make right choices and take safe actions within their life experiences.
- Through challenge and high expectation prepare our children to reach their full potential by teaching academic and life-skills

Epworth Education Trust Mission Statement

The Epworth Education Trust is a multi-School Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their school life and learning experience will shape them for the whole of their lives

Safeguarding Statement:

At the Hey with Zion we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and Local Advisory Board.

Our core Christian Values at Hey with Zion Church of England and Methodist Primary School believes that to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific

expectations which can be seen in our School Rules, Habits for Learning and underpinned by our Christian values. This unique approach is bespoke to our school in line with how we 'do all we can' to support pupil development.

Anti Bullying Policy

Rationale

We believe that everyone in our school has the right to feel welcomed, safe, and happy. Only when this environment is achieved can all members of the school community reach their full potential. Bullying in any form undermines this aim and denies equality of opportunity. Preventing bullying is therefore the responsibility of everyone, and this policy provides guidance to support the school's vision of being "*a happy, caring school family*" in which all individuals are valued.

Where bullying does occur, victims must feel confident and supported in using the school's anti-bullying procedures to bring it to an end. The school is committed to challenging attitudes that enable bullying, increasing understanding and empathy for those who are bullied, and strengthening the Christian ethos that underpins our community. We place great importance on our pastoral role in supporting the welfare of children and the wider school community.

Our ethos ensures that children develop and learn in all aspects of their lives, while families are offered appropriate guidance and support. Every child is taught that society values diversity, mutual respect, and acceptance, and that each person is special and unique. Through this approach, the school actively supports children and families from minority groups and works to prevent ethnic and cultural bullying.

All incidents of homophobic, biphobic, transphobic (HBT), racist, sexist, sexual, disablist, and religious bullying are recorded and followed up effectively. The school calendar also includes positive awareness days that celebrate the achievements and successes of minority groups.

At Hey with Zion, we recognise the importance of mental health and wellbeing. This is promoted through regular staff training, access to counselling services, and targeted intervention programmes designed to support positive mental health for all members of our school community.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and diversity is celebrated.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

Definitions of Bullying

A definition of Bullying - 'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.' DCSF 2007

- Bullying is repetitive.
- It involves an imbalance of power.
- It may be verbal, physical, sexual, racial or psychological. It may encompass threats, extortion, cyberbullying, body language, exclusion and malicious gossip.
- Bullying is the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexist bullying based on gender
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about lesbian and gay people.
- Transphobic discrimination against and/or fear or dislike of people whose gender identity does not align with the gender they are assigned at birth, or whose gender identity or expression doesn't appear to align. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about trans people.
- Biphobic discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or of bisexuality. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about bisexual people.
- LGBTphobic collective discrimination against and/or fear or dislike of LGBT+ people (including those perceived to be LGBT+). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about LGBT+ people.
- Disablist Bullying linked to a perceived or actual disability or additional need
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email, internet chat room and social networking sites misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & phone & video facilities
 - Extremism the process by which a person comes to support terrorism and forms of extremist views.

Bullying is not:

Not all aggressive behaviour is bullying. We need to be clear about the distinction between bullying and isolated acts of aggression. Behaviour that appears to be bullying may be exhibited by some children without intention or awareness that it causes distress. It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships.

Recognising the signs:

Signs and symptoms of bullying can be extremely variable and will very much depend on the individual, but some of the more common signs are listed below: Physical signs: e.g. Physical injuries such as bruising, damaged clothing with no convincing explanation and general ill health due to stress Emotional signs: e.g. mood swings, apparent changes in personality, constant anxiety / nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness. Behavioural signs: e.g. withdrawn, frequent unexplained absences, poor concentration, eating disorders, alcohol / substance abuse, evidence of self-harming and disruptive / challenging behaviour. General: e.g. frequently 'lose' money or possessions, appears tired / lethargic, avoids entering / leaving school with others.

The role of:-

Pupils

If you are being bullied: -

- Tell someone you trust.
- Remember you are not the one with the problem.
 - If you are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) you can go to the teacher with a piece of work, using this as a reason to speak to the teacher.
- If you can, ignore the bully.
- If you can, do not show you are upset.
- If possible, avoid being alone in the places bullying happens.
- If you can, be assertive.
- Walk away quickly and confidently, even if you do not feel that way inside.
- Your safety is more important than your possessions. If you are in danger, don't hold onto them.
- Be proud to be special and unique.

Friends

- Listen and talk it through.
 - Try to be sensitive.
 - Try not to leave them on their own.
 - Persuade the person being bullied to talk to an adult.
- If you can, be assertive.

Bystanders

- Even if you don't take part in the bullying but see it and walk away, you are ignoring your responsibilities.
- Get help from an adult.
- Give sympathy to the person being bullied and try not to leave them alone.
- Tell someone you trust.

Staff

All staff in our school take all forms of bullying very seriously and intervene to prevent incidents from taking place.

A 'Bullying Report Form' (appendix A) is completed if bullying is suspected and stored on CPOMs.

When we become aware of any bullying taking place in school, we deal with the issue immediately.

This may involve counselling and support for the victim and person who has carried out the bullying.

We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

Staff may feel it beneficial to set up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members or prefects.

Pupil lunchtime support can also be beneficial through friendship circles.

Actions the School will take to Tackle Bullying

- Prevention is better than cure so staff will be vigilant for signs of bullying and always take reports of incidents seriously.
- Staff will use the curriculum, circle-time, worship themes and PSHE activities to reinforce the ethos of the Hey with Zion Primary School and help pupils to develop strategies to combat bullying-type behaviour and promote British Values across the school.
- All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.
- The school will ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationship education and group sessions -such content will be specific to age and stage development.
- The school will work with partner agencies such as the NSPCC and deliver the “Speak Out, Stay Safe” programme to provide workshops for pupils to help them learn about online safety and the importance of speaking out.
- Circle-time helps children develop a positive self-image. This frees them emotionally to behave more co-operatively and look outwards at ways of addressing the needs of the wider society. It places children in role as citizens not subjects. Hey with Zion Primary School will use curriculum design, worship themes, PSHE and circle-time to develop positive relationships, provide children an opportunity to develop their feelings and give them skills to make it work without conflict.
- Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- Hey with Zion Primary School values its open-door policy. Parents and carers can meet with teachers and the pastoral staff to discuss any concerns or worries they may have. At times an appointment may be necessary.
- All staff have the relevant up to date online Prevent training.
- All reported incidents of bullying will be investigated and taken seriously by staff members.

- A record will be kept of any bullying incidents, and where necessary appropriate referral will be made to outside agencies e.g. Greater Manchester Police's Channel referral, social care etc.
- The Headteacher or Pastoral Manager will be responsible for this, and a copy of the report and the action taken will be kept by the Pastoral Manager in the child's file.
- Older pupils may be asked to write a report themselves.
- In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported by staff to the Pastoral Manager or SLT.
- If bullying includes racist, biphobic, disablist, homophobic or transphobic abuse then it should also be reported to SLT or Pastoral Manager to be recorded.
- All incidences of bullying will be reported to the Local Advisory Board each term by the Headteacher. Upon discovery of an incident of bullying, the school will follow Seven Steps Approach which is a restorative approach in line with the school's Positive Behaviour Policy.

Stage One – 'The Seven Steps Approach' When bullying has been observed or reported at Hey with Zion we follow 'The Seven Steps Approach'.

Step One - Interview the victim. When the teacher/staff member finds out that bullying has happened he / she starts by talking to the victim about his/her feelings. He / she does not question him/her about the incidents, but he/ she does need to know who was involved.

Step Two - Convene a meeting with the people involved. The teacher/staff member arranges to meet with the group of pupils who have been involved. This will include some children who joined in but did not initiate any bullying.

Step Three - Explain the problem The teacher/staff member tells the group about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his/her distress. At no time does she/he discuss the details of the incidents or allocate blame to the group.

Step Four - Share responsibility. The teacher/staff member does not attribute blame but states that she/he knows the group are responsible and can do something about it. This can be an effective way to provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.

Step Five - Ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher/staff member gives some positive responses, but she/he does not go on to extract a promise of improved behaviour.

Step Six - Leave it up to them. The teacher/staff member ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step Seven - Meet them again about a week later the teacher/staff member discusses with each child, including the victim, how things have been going. This allows the teacher/staff member to monitor the bullying and keeps the children involved in the process.

Step Seven is repeated periodically for several months.

Appendix 1
Bullying Report Form

This form will be sent to SLT or Pastoral upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil being bullied:	
Year group:	
Form group:	
How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

**How has the incident been dealt with?
Include parental involvement, use of restorative practice and any actions needed
moving forwards.**

Signed:

SLT: _____ Date: _____
Pastoral: _____ Date: _____