

Speen Church of England School



Anti-Bullying Policy

Issued: April 2026

Next Review: April 2027

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

- EPHESIANS 3:17 (NLT)

Introduction and Rationale

Speen Church of England School is a small, nurturing voluntary aided infant school in Speen, Buckinghamshire, serving children aged 4 to 7. With approximately 40 pupils organised into two classes (Pippins and Bramley), the school has a close family atmosphere underpinned by its six Christian values: Care, Courage, Respect, Honesty, Responsibility, and Family. The school's motto — Seek. Believe. Achieve. — reflects its commitment to the flourishing of every child.

Ofsted has noted that pupils behave well, feel safe, and support one another, and that any bullying concerns would be dealt with swiftly. This Anti-Bullying Strategy builds on these foundations and on the school's Behaviour Policy (September 2025) to set out a clear, proactive, and restorative approach to preventing and addressing bullying. It applies to all members of the school community: pupils, staff, governors, parents, and carers.

Aims

This strategy aims to:

- Create and sustain a school environment in which every child feels safe, respected, and valued.
- Ensure all pupils, parents, carers, and staff understand what bullying is and know how to respond to it.
- Prevent bullying through a proactive curriculum and relational approach rooted in the school's Christian ethos.
- Respond to all incidents of bullying promptly, consistently, and restoratively.
- Monitor the impact of this strategy through regular review and pupil voice.

Definition of Bullying

Consistent with the school's Behaviour Policy, bullying is defined as unwanted behaviour from a person or group that makes someone feel uncomfortable — including feeling frightened (intimidated), less respected (degraded), or upset (humiliated). It may be obvious or subtle, a one-off or sustained, and perception of bullying can differ from person to person.

Where bullying is related to a protected characteristic (age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation), it may also constitute Harassment under the Equality Act 2010.

Types of bullying recognised at Speen School

Type	Description
Emotional	Being unfriendly, excluding, or tormenting another child.
Physical	Hitting, kicking, pushing, taking another's belongings or any use of violence.
Verbal	Name-calling, sarcasm, spreading rumours, and teasing.
Prejudice-based / Discriminatory	Taunts, gestures, or abuse based on race, faith, gender, sexuality, disability, or other protected characteristic.
Sexual	Explicit remarks, unwanted physical attention, or comments about sexual reputation.
Cyber-bullying	Bullying via social networks, messaging apps, gaming platforms, or other online channels.

Given that Speen's pupils are aged 2 to 7, the most common forms are likely to be emotional exclusion, physical incidents, and verbal unkindness. Staff are nonetheless alert to all types, including online incidents that may originate outside school hours.

Prevention: Creating a Bullying-Free Culture

Ethos and Values

The school's six values — Care, Courage, Respect, Honesty, Responsibility, and Family — are lived daily through collective worship, classroom routines, and the way adults model relationships. The school rule on Courage explicitly encourages children to tell someone if another child is doing something wrong, and the Family rule reminds everyone that all are included. These values form the primary preventative framework.

PSHE and Social-Emotional Learning

PSHE at Speen teaches the social skills of sharing, turn-taking, listening, and giving and receiving feedback. Staff use circle time, agreed class rules, and emotional vocabulary work to help children recognise and name their own and others' feelings. These activities directly equip children with the language and skills to resist and report bullying.

PSHE lessons will include age-appropriate content on:

- What bullying is, what it feels like, and why it is always wrong.
- The difference between falling out (normal) and bullying (repeated/intentional hurt).
- Who to tell and what to expect when you report a concern.
- Staying safe online (cyber-bullying awareness, introduced at Reception and built upon).
- Celebrating difference and diversity in line with British Values and the Equality Act.

Curriculum Integration

Anti-bullying themes are embedded across the wider curriculum:

- English: Stories and books that explore friendship, kindness, inclusion, and standing up for others are used throughout both classes.
- Forest School: Weekly sessions build resilience, cooperation, and trust within the class family.
- Assemblies: Collective worship addresses themes such as kindness, forgiveness, courage, and the value of each person, directly connecting to anti-bullying messages.
- School Council: Pupil voice is central to shaping the school's behaviour expectations. The School Council reviews rules and can bring anti-bullying agenda items to meetings.

Awareness Campaigns

The school will participate in Anti-Bullying Week (held each November, organised by the Anti-Bullying Alliance) with activities and assemblies reinforcing the year's national theme. Display boards in shared areas will carry anti-bullying messages. Year-round, the Manners Trophy and Star of the Week rewards celebrate kindness and inclusion, which are the antithesis of bullying behaviour.

Transition Support

Given the school's age range (2 to 7), particular attention is given to transitions: from home to Pre-School, from Pre-School into Reception (Pippins), and from Pippins to Bramley Class. Staff use relationship-building activities, home visits, and buddy systems to ensure every child feels securely connected from the outset, reducing the vulnerability that can make children targets.

Reporting Bullying

How Pupils Report

Pupils are taught to tell a trusted adult — any member of staff — immediately if they are bullied or witness bullying. The school's Courage value and school rule explicitly prompt this. Staff will never dismiss a report and will always take it seriously.

Because children aged 4 to 7 may lack the vocabulary or confidence to label their experience, staff are trained to notice behavioural signals: reluctance to attend school, changes in mood, withdrawal from play, unexplained injuries, or loss of belongings. These are treated as potential bullying indicators.

How Parents and Carers Report

Parents and carers who are concerned that their child is being bullied should contact the class teacher in the first instance. This can be done via the school office by phone (01494 488321) or email (office@speenschool.com). Concerns will be acknowledged within one school day and investigated promptly.

Recording

All reports of bullying will be recorded on the school's behaviour log. The Headteacher reviews this data regularly to identify patterns, ensure no groups of pupils are disproportionately affected, and inform this strategy's development. Prejudice-based and discriminatory incidents are logged separately and reported to the governing body and to the Local Authority as required.

Responding to Bullying

Guiding Principles

All responses are guided by the school's values of honesty, responsibility, and care. The school takes a restorative, relationship-centred approach: the aim is not simply to punish but to help all children involved understand the impact of behaviour, make amends, and restore positive relationships. This aligns with the school's Christian ethos of forgiveness and reconciliation.

Response Procedure

Step	Action
1	Listen carefully to all accounts — the child who reported, any target, and the child accused of bullying. Use the school's positive de-escalation script: 'Oh dear [name], what happened?' Stay on the child's level, give eye contact, and create calm.
2	Record the incident on the behaviour log on the same day, noting names, dates, locations, witnesses, and the nature of the behaviour.
3	Contact parents or carers of all children involved. This is done on the same day for any Level 3 or above incident, or whenever the welfare of a child requires it.
4	Apply proportionate consequences in line with the Behaviour Policy's levelled approach (Levels 1–4). For bullying, this is classified as serious misbehaviour at minimum Level 3, meaning a parental meeting, possible internal exclusion, and a Behaviour Plan where appropriate.
5	Support the target: check in daily for at least two weeks. Offer reassurance and, if needed, refer to the Headteacher or external support. Ensure the child feels safe and heard.
6	Support the child who has bullied: explore reasons behind the behaviour using ABC (Antecedent, Behaviour, Consequence) analysis. Implement an Individual Behaviour Plan if patterns continue. Involve outside agencies where necessary.
7	Restorative conversation: once both parties are ready, facilitate a structured restorative meeting to repair the relationship. Use the de-escalation script prompts: 'What can you do to make things right?' and 'What could you do differently next time?'
8	Follow-up: review the situation after two weeks. If bullying continues, escalate the response including possible referral to external agencies or, in the most serious cases, suspension.

Adjustments for SEND

The school recognises that children with SEND may experience bullying differently and may also exhibit behaviours that, without appropriate support, could escalate into bullying others. Before applying any sanction, staff consider whether the behaviour is related to a child's SEND and whether reasonable adjustments are needed. Behaviour Plans and PSHE delivery are adapted accordingly.

Cyber-Bullying

Although cyber-bullying typically involves devices used outside school (given the age of the children), it can still have a serious impact on school life. Where parents report online incidents, the school will: take the report seriously; advise parents on practical steps (reporting to the platform, keeping evidence, adjusting privacy settings); include the matter in the behaviour log; and address the relationship between those involved through the same restorative process described above.

Roles and Responsibilities

Who	Responsibility
Governing Body (Pastoral Committee)	Review and approve this strategy annually; monitor effectiveness; hold the Headteacher to account; review restraint data for patterns and equalities implications.
Headteacher	Implement this strategy consistently; review behaviour log data for bullying patterns; ensure staff are trained; liaise with outside agencies; report to governors; ensure safeguarding and pastoral support are aligned.
All Staff	Model respectful, kind relationships at all times; apply the strategy consistently; record incidents on the same day; inform the Headteacher; support targets and children who bully; contribute to PSHE delivery; maintain communication with parents.
Midday Supervisors	Be vigilant during lunchtimes — the highest-risk time for social difficulties. Report any concerns to the class teacher at the end of lunchtime. Use verbal praise to reward inclusion and kind play.
Pupils	Tell a trusted adult if they are bullied or see bullying. Practise the school values, particularly Courage and Care. Participate in School Council discussions about the school's rules and culture.
Parents and Carers	Reinforce the school's values and rules at home; report concerns promptly; work in partnership with the school; attend pastoral meetings when invited; take part in the life of the school.

Safeguarding

The school recognises that bullying can be both a safeguarding concern in itself and a sign that a child needs wider protection. All staff are trained to recognise when a change in behaviour may indicate a safeguarding issue. If bullying behaviour discloses or suggests abuse, exploitation, or significant harm, the Designated Safeguarding Lead (DSL) will be notified immediately and the school's Child Protection and Safeguarding Policy will be followed.

Prejudice-based incidents — including those based on race, religion, disability, gender, or sexual orientation — will always be treated with additional seriousness and reported as required by statutory guidance.

Monitor and Review

The effectiveness of this strategy will be monitored through:

- Regular review of the behaviour log by the Headteacher, looking specifically for patterns in bullying reports (type, frequency, class, gender, ethnicity, SEND status).
- Annual pupil survey and School Council discussions, which will include questions about feeling safe and about bullying.
- Annual parent survey, which will include questions about the school's handling of bullying.
- Annual report to the Pastoral Committee of governors on the number and nature of bullying incidents.
- Formal annual review of this strategy by the Headteacher and Pastoral Committee, with the next review due September 2026.

Any significant incident or pattern identified between formal reviews will prompt an immediate review and update of this strategy.

Related Policies and Guidance

- Behaviour Policy (September 2025) — Speen Church of England School
- Child Protection and Safeguarding Policy — Speen Church of England School
- SEND Policy — Speen Church of England School
- Equality Act 2010
- Keeping Children Safe in Education (DfE, current edition)
- Behaviour in Schools: Advice for headteachers and school staff (DfE, current edition)
- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE)
- Anti-Bullying Alliance — Anti-Bullying Week resources

Approval and Review

Role	Name	Date
Headteacher		April 2026
Chair of Pastoral Committee		April 2026
Next Review Date	April 2027	