



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Anti-bullying Policy

September 2025

Rationale

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.

The anti-bullying policy in Emmaus School forms part of the whole school behaviour policy. We believe that good behaviour is essential to a successful learning environment. Our school rules have been established to make boundaries of acceptable behaviour clear and to ensure safety. We expect all pupils to keep them and we encourage positive attitude through a system of rewards and consequences.

At Emmaus we believe that all children deserve the chance to achieve their potential. This requires that opportunities be granted for learning, to ensure that children attain high standards in all subjects and develop enquiring, rational minds. It is equally important that this school promotes the spiritual, moral, social and cultural development of each child such that they have the capabilities to deal with life's responsibilities and experiences.

Children need a calm and secure environment in which to flourish. Bullying can undermine an individual's confidence and self-belief and hinder their growth and potential.

This policy has been developed to prevent bullying amongst children and set an agreed procedure for dealing with incidents of bullying, that staff, parents and pupils can rely upon. Ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

Definitions

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. 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. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Emotional – excluding a child from a game; ignoring a person when they speak; hiding a person’s belongings
- Verbal – spreading malicious rumours; name-calling;
- Physical – any violent action or the threat of such, damaging or stealing from another child.
- Racial – racial taunts, gestures or graffiti.
- Sexual – unwanted physical contact or sexually-abusive comments
- Homophobic, biphobic and transphobic – because of or focusing on the issue of sexuality
- Cyberbullying – All areas of the internet, including email, social network sites, texting, misuse of associated technology, i.e. camera and video facilities.

Bullying is not falling out with friends, slight disagreements, or the use of nicknames. However, all such incidents, and all claims of bullying, should still be handled sensitively and fairly.

Preventing Bullying

Within Emmaus, children are encouraged to have a voice of their own. Through collective worship, class discussions and questioning in lessons children learn that their opinions matter, that they themselves have value and that they can approach their teachers to speak to them on any matter that concerns them. In the same way they also learn that their actions have consequences, and that they have a responsibility for their own behaviour.

Praise is given and positive behaviour is rewarded.

All staff; Senior Leadership Team, teachers, assistants and welfare, give time to the children and listen to them.

The school council operate a Buddy System and a Friendship Bench on the playground in order to support any child who feels they need a friend.

Teachers meet the parents each evening at their classroom doors, and can deal swiftly with any concerns or worries before they escalate.

Spotting incidents of bullying

Bullying can take place in the classroom the corridor or on the playground. An isolated incident on the playground may be just that, but may also be indicative of serial behaviour. Teachers should also be aware of changes in the mood, behaviour and attitude of pupils as this may also indicate that they are experiencing problems. Parents’ worries should be listened to, followed up, and reported back to the parent concerned, as should any issues raised by the pupils themselves. Most importantly, a worried child that approaches an adult themselves must be given the time, space and attention that any concern deserves before deciding if bullying has taken place.

When establishing that bullying has taken place, the needs and feelings of the victim must be paramount, but it needs to be established whether or not an incident is isolated (not bullying) or part of a pattern (bullying), before sanctions are imposed and children are labelled. Discussions with all parties must be caring; the children involved and witnesses should be encouraged to speak up; help and support should be offered.

Investigations should be thorough and presumptions should not be made. The alleged bully and the victim should be spoken to separately, and the reasons behind the event(s) should be established as well as the event itself.

Dealing with incidents of bullying

In all situations, once it is *established* that bullying has taken place, a written record should be kept by the class teacher and the incident(s) should be reported to the Headteacher. The parents of all parties should be informed, and any punitive measures should reflect the seriousness of the events. This should all take place without delay.

In addition:

The victim – needs to be offered continuous support to ensure that self-esteem and self-confidence are restored. They need to know that none of these events are their fault. They should be given the chance to speak to an appropriate adult within the school, and given advice on how to cope with bullies in the future, and directed towards appropriate literature.

The child who bullied – needs to be taught to take responsibility for their actions, and that their behaviour has consequences. If the victim wishes it, the ‘bully’ should apologise in person and in writing. It may also be that the child who has been bullying, has themselves been bullied, and may wish to talk about this.

Parents – should be encouraged to support the school’s policy and monitor the behaviour of the ‘bully’ and the ‘bullied’, informing the school if they continue to have concerns. They should encourage their child to have a positive view of themselves, and others.

Teachers – should monitor both children’s behaviour and speak to each separately over the following weeks. Within class, they should continue to develop the calm and secure environment that the children require.

Helpful Websites

Don’t Suffer in Silence - <http://www.dfes.gov.uk/bullying/>

Bullying Online - <http://www.bullying.co.uk/>

Scripts for schools - <http://www.scriptsforschools.com/>

NSPCC - <http://www.nspcc.org.uk/>

National Children’s Homes (NCH) - <http://www.nch.org.uk/>

Childline - <http://www.childline.org.uk/>

These sites offer a variety of advice and resources, although some are aimed across several age ranges.