

# Anti-Bullying Policy



## Christ Church C of E Primary School

# ANTI BULLYING POLICY

(Linked to Behaviour, SEN, Equal Opportunities, Safeguarding and Child Protection policies)

## Introduction

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. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur.

## Legal Requirements

It is a government requirement that all schools have an anti-bullying policy.

The Education Act 2006 states that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. The DFE document **Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies (July 2014)**, outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

## What is Bullying?

The DFE document **Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies (July 2014)** states 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If a child discloses bullying, as soon as there is a hint of a child protection issue, the normal bullying investigation should stop and child protection procedures should take place (see Child Protection Policy).

## Our School Definition:

Each year, during Anti-Bullying week, we work together with the children together we record their definition of bullying.

*Bullying is...*

*When someone teases constantly.*

*Hurting someone, this could be physical, using internet/cyberbullying (2013) or any other technology, and verbal.*

*Someone who is able to frighten you and makes you feel uncomfortable.*

*Bullies may try to manipulate you or threaten you 2013*

*It is deliberate and intentional 2013*

*Nov 2009, Nov 2010 (Agreed by pupils), Nov 2011, 2012, 2014, 2016 reviewed and agreed by pupils – no amendments*

## **Aims and Objectives**

Our ultimate aim is to prevent bullying in the first instance by:

- Creating a school environment that reflects the caring Christian ethos of the school, our school values and Friendship Charter:
  - Be Honest
  - Be a Peacemaker not a Peacebraker
  - Be a True Friend
  - Do as you would be done by
  - Be Positive
  - Say Sorry, Show you are Sorry

## **Embedding our robust Behaviour Policy**

- Providing a PSHE curriculum that enables pupils to discuss and develop strategies for good friendships.
- Heightening the children's awareness of bullying; what bullying is and how to deal with bullying through participating in an annual Anti-Bullying Week.
- To make clear to everyone within our school community that no form of bullying is acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To offer comfort and support to victims.
- To confront bullies with the seriousness of the offence, but to offer support and counselling to help them to readjust their behaviour.
- To consider any punishment carefully. Reacting aggressively or unduly punitively gives the message that it is all right to bully if you have the power.
- To seek parental support and peer group support and co-operation at all times.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- The school will work towards these aims in partnership with the parents. The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

## **Other school policies connected to our anti-bullying policy are:**

- **PSHE and Citizenship**
- **Equal Opportunities**
- **Safeguarding**
- **Behaviour**
- **Health and Safety**
- **Inclusion**
- **Teaching and learning**
- **ICT**
- **E-Safety**
- **Physical Activity and Education**
- **Single Equality Scheme**

## **Preventing Bullying**

We feel that a clear policy for preventing bullying, understood and supported by all staff, children, parents and governors, will enhance our existing positive behaviour policy and forge links with the curriculum through personal and social education. Tackling bullying is one part of making the school a happy place for everyone.

Although, not exclusively the case, it is considered that the times during the school day when the children have freer activities (i.e. before school, playtimes, lunchtimes in particular, and immediately after school) are times when bullying is more likely to occur. All supervising adults during these times must be made fully aware of this policy and procedures to follow.

The curriculum offers an ideal vehicle for conveying to pupils the school's attitude to bullying. The Personal and Social Education programme can tackle the issue of bullying through circle time and other related activities. These activities

also help to give children the confidence to "speak out" against bullying. Drama and role play activities are a very powerful way of exploring the issue while themes for assemblies/ collective worship can serve to reinforce the message.

The school environment will promote an anti bullying ethos. Posters reminding children about dealing with bullying will be displayed. Children's views will be taken seriously and they will be given frequent opportunities to respond to questionnaires concerning their well being and to discuss issues concerning bullying or behaviour with the School Council.

Anti-bullying help leaflets are available to children and parents and carers.

## **Procedures – see also appendix 1**

### **The Role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

### **The Role of the Head Teacher**

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, are equipped to identify and deal with all incidents of bullying.

### **The Role of the Teacher and Support Staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents. Parents, staff and children involved work together to resolve the problem.

In staff meetings there is an opportunity to record all incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witness an act of bullying should discuss it with a member of staff and this will be recorded in our cause for concern file.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and the appropriate course of action agreed for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs coordinator. We then invite the child's

parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

Teachers use a range of strategies to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

National anti bullying week is used to support the school's work.

### **The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The Role of Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

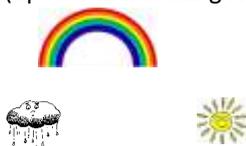
Our School Council has opportunities to raise pupil's views about a range of school issues, including bullying.

Pupil's ideas about how to stop bullying:

How we can stop it?

- *Information on anti-bullying especially cyber bullying*
  - *Tell someone*
  - *Stand up to the bully don't be a bystander.*
  - *Tell the bully that what they are doing is wrong*
  - *To understand that what the bully is doing is wrong*
  - *Staff to walk around the playground*
  - *Staff to spend time in the reflection area as well as main playground*
  - *Reminders (posters, stories, anti bullying week) on how to stop Bullying*
  - *Young leaders to act as playground mediators*
  - *Be a True Friend*
  - *Know what bullying is*
  - *Say sorry, show you are sorry*
  - *Be brave and know you have done the right thing*
- Reviewed and amended by the pupils Nov 2017

Two students designed a picture to demonstrate an analogy of bullying Nov 2011 and this has been kept in on the request of the children each year (up to and including Nov 2017) as they feel it represents the idea well.



The rain cloud shows us how we feel if we are being bullied – miserable, sad, like a cloud hanging over us.

The sun is how we feel when the problem has been resolved.

The rainbow as a symbol of hope, peace and a new beginning.

## External Support

Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Childline	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a> 0800011111
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Family Lives	<a href="http://www.familylives.org.uk">www.familylives.org.uk</a>
Glos Hate Crime	<a href="http://gloshate.co.uk/">http://gloshate.co.uk/</a>

## Monitoring and Review

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the cause for concern file, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

This policy will be reviewed annually

## Record of Changes

Nov 2010	Page 2	Someone who is able to frighten you and makes you feel uncomfortable.	Added
Nov 2010	Page 5	<i>Be brave and know you have done the right thing</i>	Added
Nov 11	Page 2	<i>Tell the bully that what they are doing is wrong Nov 11</i> <i>To understand that what the bully is doing is wrong Nov 11</i>	Added
Nov 12	all	In response to incident Apr 12 the policy has changed significantly to include clear procedures and strategies for dealing with incidents of bullying	
Nov 13	Page 2	Bullying of definition added to	
Nov 14		Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies (July 2014) updated	
Nov 16	None	No changes but addressed during anti bullying week.	
Nov 17	Page 6	Additions to how pupils feel they can stop bullying	

## Appendix 1

### Guidelines for school staff

#### Stage 1 Action against bullying

- Deal with any incident as soon as you know it's happening.
- Make it very clear that bullying is not tolerated in this school.
- Talk to both bully & victim separately. Make notes of what they say.
- To the bully explain:
  - how being bullied makes people feel,
  - you will be observing him / her & contacting parents if it does not stop
- To the victim – comfort, reassure and praise for telling.
- Use PSHE lessons/Silver Seal to reinforce what bullying is, why people bully, how to deal with bullying as well as strategies for getting along with each other.

#### Stage 2 Action against bullying

**If the bullying persists despite use of appropriate strategies the following actions must be undertaken.**

One or more of the following sanctions may be applied in the case of known incidents.

- The child is monitored through a behaviour card – See Behaviour Policy
- Missing playtimes
- Missing PE / games
- Coming straight into school in the morning.
- Leaving 5 minutes later than victim.
- "Offenders" should complete a reflection sheet with an adult – see appendix 2.

#### Action by adults involved:

- Log every incident on attached proforma – see appendix 3
- Make summary notes of discussions with both bully & victim.

#### One to one meeting/s with victim with or without parents:

- Read book "Resolving Bullying" or other resources that provide strategies and support.
- Read book 'The Huge Bag of Worries'
- Discuss strategies for developing self assertiveness.
- Role play situations
- Give a leaflet to take home
- Agree strategies to access help / places to retreat

#### Increase meetings with bully's parents.

- Explain what sanctions may be applied and other actions to be taken.
- Explain possible next steps – lunchtime exclusion / fixed term exclusion / permanent exclusion
- Give booklet "Preventing Bullying!" by Kidscape

## Appendix 2

# Offender Reflection Sheet

What type of person would I like to be?

- Kind
- Thoughtful
- Popular for the right reasons
- A good friend
- Fun
- Helpful
- Aggressive
- Unkind
- Scary
- Unpopular
- Popular for the wrong reasons

How would you like others to treat you?

- With respect
- Thoughtfully
- With kindness
- Share belongings
- To play nicely
- To be invited round for tea
- Say nasty things to/about you
- Hit or kick you
- Take your belongings
- To exclude you

Why do you think you have lost you playtime, golden time etc?

- Look at what makes a bully. Do you think any of these are similar to how you have behaved? If so which ones?
- Do you think you have made (name of the victim) feel like any of those?
- How do you think (name of the victim) is feeling?
- How do you think their parents are feeling?
- How do you think your parents are feeling?
- What are we going to do to make this better for both of you?
- How do you feel about/at school?
- How do feel about/at school?

### **Actions and Targets**

(Name of offender) needs to.....



## Appendix 3



### Christ Church C of E Primary School

#### Bullying incident log

Date	Perpetrator's name	Victim's name/s	Details	Action to be taken
			When: Nature of incident:  Adults involved:  Parents informed?	

#### Other useful resources:

### **YOU CAN BEAT BULLYING!**

#### **SAYING NO**

- When you say **NO** say it firmly
- Try to avoid being near the bully – if he comes near you, move away or alert a friend or adult.
- Don't give in to pressure.
- Don't make excuses – if you don't want to do something you have the right to say NO.
- Stand up tall and straight.
- Look the bully in the eye.

## **MAKING YOURSELF FEEL BETTER**

- ◆ Make a list of all the things you are good at
- ◆ Talk about yourself in a positive way
- ◆ Develop your skills
- ◆ Think about going to a club or classes about something you are good at - this will increase your self confidence

## **REMEMBER.....**

- ◆ Decide what you want to happen.
- ◆ Practise what you will say and do.
- ◆ Stick to it!

And.....

- ◆ It takes time – you will feel better eventually!

***BULLYING IS WRONG.***

It makes life hard for others.

***BULLYING*** can be pushing, hitting, kicking, teasing, name calling, spreading rumours, leaving people out, ganging up on someone, breaking someone's property, demanding money or food, being horrible to others on the way home from school

**WHAT TO DO IF YOU ARE BULLIED**

Don't bottle it up inside

Tell someone you trust straight away (ie a friend, parent, teacher) and ask for help.

**WHAT TO DO IF YOU SEE SOMEONE BEING BULLIED**

Report any bullying straight away.

Don't join in

**WHAT WILL HAPPEN IF YOU BULLY SOMEONE**

Christ Church School takes bullying very seriously and you will have to talk

What is Bullying?

**A bully will deliberately decide to hurt or upset someone.  
They could call you names, threaten to get you or actually hurt you for no reason.  
They might wait for you in the playground or outside of school.  
They might ask you to give them things that belong to you.**

**Sometimes a bully will make you promise not to tell anyone.**

What should you do?

**You should tell them to stop at once.  
Then you should find someone to tell. It could be your teacher,  
your mum or another grown up.**

**Don't be scared to tell someone – we'll stop the bullying!**

Remember.....

**Say "NO" to bullying**



**You can help make our school  
a safe and happy place for everyone.**

**SCHOLASTIC**

Mentoring+  
Befriending  
Foundation  
the national body for  
mentoring and befriending

*I'll be  
there for you*

We don't bully in our school  
Everyone is kind  
No matter what you look like  
We don't really mind.

Everybody's different  
And that's what makes us great.  
But we all agree on one thing  
There's no room here for hate.

We try to help each other  
In everything we do  
And value thoughts and feelings  
No matter what the view.

There's no place here for bullies  
Just friends both old and new  
With one short, simple message –  
"I'll be there for you."

PHOTOCOPIABLE 1

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The poster features a central text area surrounded by various cartoon illustrations of children. At the top, a girl in a tutu and a boy in a suit are on a banner. To the right, a girl in a tutu holds a large pink heart. Below, a boy in a suit holds a banner, a girl in a tutu holds a banner, and a boy in a suit holds a banner. At the bottom, a boy in a suit is in a wheelchair, and a girl in a tutu is on a bicycle. The background is a light purple and blue gradient.