

# ANTI-BULLYING POLICY

## Chapel en le Frith C of E VC Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
23.05.07	24.06.14	T6 2017	Teaching and Learning		
	10.05.17	T5 2020	Teaching and Learning	6	
	07.07.20	T6 2023	Full Governing Board	11.3	
	24.11.22	T2 2024	Full Governing Board	10.1	

# Chapel-en-le Frith C of E VC Primary School

## Anti-Bullying Policy

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that the incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff and to 'Call it out'. This principle is linked to our school policies on behaviour, child protection, 'looked after' children, inclusion, race equality and cultural diversity. We aim to promote positive behaviour and to create an ethos where every person is valued and diversity is celebrated. Children are involved in the creation of school and class rules that give clear guidance about our expectations of behaviour.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching 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.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### 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. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE Preventing and tackling bullying. Advice for headteachers, staff and governing bodies, July 2017.

Bullying is **STOP**:

Several  
Times  
On  
Purpose

Bullying can take many forms, including:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any unwelcome physical contact

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Racist	racial taunts, graffiti, gestures, making fun of others' customs, accent, dress, etc.
Homophobic	because of, or focusing on, the issue of sexuality
Sexual comments	unwanted physical contact or sexually abusive comments
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet misuse, such as email or internet chat room mobile threats by text messaging and calls, gaming sites and the misuse of associated technology i.e. camera and video facilities

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a target of bullying. Schools have a responsibility to respond promptly and effectively to issues of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. While understanding that some children express pain and anger through difficult behaviour at school, we have an important role to play in promoting positive behaviour. We aim to condemn the inappropriate behaviour but not the person, encouraging all pupils to find acceptable ways to manage difficult emotions. We recognise that anyone can be a target for bullying behaviour but that some factors may cause individuals to be at particular risk, especially any characteristic that is different from a majority group, and it is our responsibility to educate pupils to value diversity.

### **Prevention**

We use various methods to help children to prevent bullying. As and when appropriate, these include:

- using the P.S.H.E. curriculum to celebrate diversity and develop self-esteem, friendship skills, assertiveness and strategies to handle conflict
- peer mentoring at lunch times
- teaching and practising positive strategies to deal with bullying, e.g. saying 'Stop!' and 'calling it out'
- having direct and explicit discussions about bullying and why it matters
- writing a set of school rules
- writing stories or poems, or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up a play
- take part in Anti-Bullying week
- leaflets/literature in school
- the presence of pupil Stay Safe Mentors

### **Procedures**

The initial response should be tactful mediation towards peaceful resolution of issues, offering children opportunities to change behaviour and to recognise the distress they may have caused, helping individuals to understand that bullying is unacceptable and that they must take responsibility for their own actions. Through education we aim to instil a positive ethos throughout the school.

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As a whole school approach we will encourage children to raise their hands in the air and verbally tell the other child to STOP! Other children nearby will join in and shout STOP! if necessary and then tell an adult immediately if the action continues.

If repeated, deliberately hurtful behaviour persists:

1. Report bullying incidents to any member of staff.
2. In cases of bullying, the incident will be recorded by staff on CPOMS.
3. Where necessary, parents should be informed and will be asked to come to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and measures will be taken quickly, including monitoring incidents to effectively highlight patterns (such as times, areas, etc.).
6. An attempt will be made to help the bully (bullies) to change their behaviour.
7. Mediation between bully/target.
8. All incidents that are reported will be added to CPOMS to ensure close monitoring is in place and support can be given.

**Outcomes**

1. The bully (bullies) may be asked to apologise.
2. The bully (bullies) will be removed from the situation to consider their actions.
3. In serious cases exclusion, whether fixed term or permanent, will be considered.
4. After the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include ensuring that the target of the bullying is supported in being more assertive and the bully's self-esteem is enhanced.

**Signs and Symptoms**

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

- is frightened
- doesn't want to go on school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or keep 'going missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts and bruises

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- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's 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 of behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

#### **Monitoring**

The anti-bullying policy will be formally reviewed by staff and governors every 2 years.

Records of bullying incidents will be regularly examined by the Headteacher and Deputy Headteacher and followed up appropriately.

An online recording system is in place for all 'prejudice-related bullying incidents', which is completed by the Headteacher.

Peer mediators meet each half term with the ELSA to feedback on their observations and any incidents dealt with.

School Council members meet half-termly with a member of the teaching staff and feedback issues from their classes.

#### **Useful links**

Family Lives	<a href="https://www.familylives.org.uk/">https://www.familylives.org.uk/</a>
NSPCC	<a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/</a>
Childline	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>  Tel: 0800 11 11
National Bullying Helpline	<a href="https://www.nationalbullyinghelpline.co.uk/">https://www.nationalbullyinghelpline.co.uk/</a>