

CHELLINGTON CHURCH OF ENGLAND FEDERATION

Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”

Proverbs 20:15

**St. Lawrence VA Primary School /
Christopher Reeves VA Primary School**

ANTI-BULLYING POLICY

March 2020

Review Date: March 2021

Anti-Bullying Policy

Statement of Intent

**Bullying is behaviour which intentionally hurts another, physically or emotionally and is repeated over time and St Lawrence Primary School Christopher Reeves Primary School will always strive to tackle and prevent bullying.
Bullying is not occasional 'falling out'.**

This policy meets the legal requirement for all schools to have an anti-bullying policy and is informed by the Children Act 1989 and The Equality Act 2010. Its aim is to try and prevent and deal with any behaviour deemed as bullying. This policy supports the ethos of Christopher Reeves Primary School and St Lawrence Primary School as Church of England village schools serving the local communities. We are committed to providing education in a happy, secure Christian environment where all our pupils feel safe and able to learn in a relaxed and secure atmosphere free from discrimination of any kind and where bullying is regarded as unacceptable. We have values at the heart of our practice and work hard to ensure that all pupils and adults are fully included irrespective of their differences -religious, cultural, gender, race, language, disability or special needs.

This policy is consistent with the following policies, which can all be obtained from the schools: Behaviour Policy, Diversity Policy, PSHE Policy, *inc. its reference to British Values*, Lunchtime procedures and the Home School Agreement.

Objectives of this Policy

We want to ensure that:

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is and how it links to our church school ethos and values-based approach
- All governors and staff know what the school policy is and follow it when bullying is reported
- All pupils and parents know what the school policy is, and what they should do if bullying arises
- To monitor all incidents to ensure successful outcomes have been accomplished
- To ensure that our practice is underlined by our Values and contributes towards ensuring better relationships within our school

We also want to ensure that bullying incidents are:

- reported promptly to ensure the matter can be acted upon
- recorded carefully and information is kept secure
- analysed regularly to identify both successful strategies and any improvements that need to be made to procedure
- followed up within a set time period so that the schools can satisfy themselves that the matter has been successfully dealt with according to policy, and that the situation has been fully resolved

Our Values:

At both schools, we teach our children a group of core values such as respect, love, freedom and honesty in a structured rolling programme. All adults are required to act as role models and treat children with respect and fairness. As Values Schools, bullying of any member of our community, child or adult, is unacceptable and will not be tolerated.

Each school is a TELLING school. This means that anyone who believes they are being bullied, be it a child or adult, is encouraged to tell someone they feel safe with, be it a parent or a member of staff, or a colleague. Whoever is told about a suspected case of bullying has a duty to tell the Behaviour Lead so that this can be fully investigated.

Definition

What Is Bullying?

Bullying is sustained

Bullying is deliberate

Bullying involves one party having power over another

Bullying results in fear and isolation of the victim

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: name-calling, sarcasm, spreading rumours, teasing perhaps because of Special Needs, disability, appearance or home circumstances
- Electronic: text messages, mobile phones, email
- Cyberbullying via the internet (social network sites, chat rooms)

Types of bullying

- Racist: racial taunts, graffiti, gestures due to difference of culture or religion
- Sexual: unwanted physical contact or sexually abusive comments
- Sexist: because the person is a Male or Female
- Homophobic: because of, or focussing on the issue of sexuality
- Disability: because of appearance or disfigurement

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 investigate if a child:

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins faking illness in an attempt to avoid school
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Begins to do poorly in school work
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention and Education

As a Christian community, behaviour and choices are closely linked to the teachings of the Bible. The Value of each half term complements this teaching, and social and emotional skills are embedded in our PSHE curriculum. In managing the 'normal' conflicts experienced by children through the day, staff use the values framework, as well as our

Restorative Practice programme, to encourage pupils to reflect on what might have gone wrong and suggest how it could be put right. This is one of the key strategies to prevent behaviours escalating into bullying behaviours.

We observe National Anti-Bullying Week every November, and use Safer Internet Day in February each year, to bring a further focus to the issues of cyber-bullying.

Each year we focus on a different aspect that we feel either is relevant to our circumstances, or relates to the national theme.

Responding to Bullying

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. As schools we have a responsibility to respond promptly and effectively to issues of bullying. If the Senior Management team believe that bullying is in fact happening (as opposed to just bad behaviour), then the process of dealing with the bullying (described below) will begin.

Bullying Management Process

Children are strongly encouraged to tell someone straight away if they are being bullied themselves, or see bullying happening to anyone else. If parents are concerned that their child or any pupil is being bullied they are encouraged to discuss their concerns with a trusted member of staff.

When a bullying incident is reported to a member of staff, they will follow the agreed procedure as described below:

- **All relevant members of staff (including lunchtime supervisors and after school club leaders) are made aware of the situation.**
- **The incident is recorded on the appropriate form and passed to the Behaviour Lead or another senior member of staff in her absence**
- **Feedback from other members of staff** is taken to ensure that the information is accurate and that any actions taken are appropriate.
- **A decision is taken by staff and the head teacher** about whether this is a case of bullying or normal "relationship conflict" between children.

ie The behaviour is deemed:

- ***Intentional***
 - ***Sustained***
 - ***Involving an imbalance of power***
 - ***Resulting in fear or isolation of the bullied pupil***
- **Both sets of parents will be informed** of the outcome of the investigation and next steps.

If bullying is suspected:

- **The victim will receive support** to ensure they do not think it is their fault, the perpetrator will receive support to help them change their behaviour and both sets of parents will be informed and invited into school to discuss the situation.
- **The perpetrator will receive appropriate sanctions**
- **The perpetrator will also have support to change their behaviour.** This is usually done through a process where both victim and perpetrator are

interviewed separately to establish feeling on both sides, then the two are brought together (but only if the victim agrees to this first). This technique can be a very powerful way of helping the perpetrator realise the impact they have been having on the victim.

- **All incidents will be followed up with both sets of parents** to ensure that the issue has been resolved.
- **All bullying incidents are recorded** on the appropriate forms and this information is later transferred to the SIMs pupil information database by Mrs Mustoe, School Office Manager. Information is gathered by the Local Authority from all schools to identify and address trends and patterns that may emerge.
- **Governors are informed** of bullying and prejudiced related incidents each term via the head teacher's report.
- **Police involvement** will be sought if it is felt that the seriousness of the incident/s warrant it.

Opportunities to reinforce this policy

- Children are taught to keep themselves safe and follow class and school rules
- Pupils are reminded of the ways to conduct themselves in the larger shared spaces such as the playground
- Pupils are taught to tell a supervising member of staff as soon they feel they are being bullied or threatened.
- Pupils are asked to reflect on their own behaviour and consider that, in moments of challenge, insecurity or anger, we can all display behaviours which might be considered as threatening or 'bullying'

Any data collected in response to bullying is incorporated into the work teachers do in class; often children and staff discuss matters that have arisen in the playground especially if there have been any "relationship conflicts" between pupils.

In Nurture Groups, staff will explore issues with children in hypothetical situations so that children are supported to deal with such incidents should they arise in the future.

Data collected about patterns and types of bullying is also used in the annual review of the Anti-Bullying Policy and in reviews of the long term curriculum.

This policy will be reviewed annually by the Whole Governing Body.

Signed:
Chair of Governors

Date:
Date of next review: March 2021



CHELLINGTON FEDERATION

Bullying / Racist Incident Process Flowchart



