

Anti Bullying Policy



Our approach to bullying

As a church school with a strong Christian ethos, bullying both verbal and physical will not be tolerated in this school. As part of our Christian ethos it is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community. Please remember that this policy should be read in conjunction with the school's behaviour policy.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if they were not intended to hurt. Poor behaviour will not be tolerated and as such is it made clear that abuse is not passed off as 'banter' or as 'part of growing up'. We understand that bullying may take place inside or outside school (on the journey to and from school), on school visit or during after school clubs.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time by a single child or a group of children, making it difficult for the person / persons concerned to defend themselves.

'Kidscape' suggest a range of behaviour that constitutes bullying:

Verbal: Name calling, persistent teasing, mocking, taunting and threats, including racist comments

Physical: Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

Cyber: Misuse of IT devices or communications to bully a person or a group, typically through messages / actions that are threatening or cause offence, anxiety or humiliation. (please read in conjunction with the school's AUP)

Cyber Bullying can Include:

Abusive comments, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.

Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.

Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.

Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.

Pressurising someone to do something they do not want to such as sending a **sexually explicit image**.

Children and young people can be targeted for any reason, but bullying is often:

Racist: Bullying based on ethnicity, skin colour, language, religious or cultural practices.

Homophobic: Discrimination based on sexuality and/or gender identity.

Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include sending ***images of a sexual nature***.

Disabilist: The bullying of children who have special educational needs and disabilities.

Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, social behaviour.

What is not Bullying?

One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. One off incidents or teasing do not constitute bullying.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

Children who are bullied are more likely to:

- have low self-esteem;
- develop depression or anxiety;
- become socially withdrawn, isolated and lonely;
- have lower academic achievements due to avoiding or becoming disengaged with school;
- be unable to form trusting, healthy relationships with friends or partners in the future

Remember bullying can be peer to peer, however, it can also be teacher to student or student to teacher.

Our Aims

Schools have a legal responsibility to prevent bullying under the Education Act 2002, the Education and Inspections Act 2006 and Equalities Act 2010.

Here at Chidham Parochial Primary School we aim to prevent bullying by:

- Raising pupils' awareness of bullying behaviour and the school's anti-bullying policy through curriculum and worship times
- Challenging the attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- Celebrating differences and the importance of our own strengths
- Supporting children and encourage them to talk and share, educate them on the importance of positive behaviour and responsibilities as a bystander.

- Improving the play facilities and staffing so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised by high ratios of adults.
- Training staff with the skills and knowledge to safeguard children

Our approach

We will:

- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly.
- Encourage children to report all incidents of bullying to a member of staff
- Ensure staff are trained in safeguarding the recognise signs of bullying

Curriculum Time

Through the curriculum time, staff will increase children's awareness of bullying and to help them to develop strategies to combat it. This will involve the use discussion and role-play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'. Circle Time or Class Time will be held regularly and used in classes to discuss important issues including bullying. Good behaviour will always be encouraged.

Outside of the classroom, Collective Worship will be used to explore the school's values. These will include specific conversations on bullying in anti-bullying week and relationships, but also other values such as truthfulness, honesty, respect, trust and justice. These values are all reflected on outside of worship, by all members of staff when managing allegations or incidents with children. Furthermore these values are celebrated through our Monday Messenger and our Gold Book in Sharing Assembly each Friday.

Procedures for Managing Bullying

1. Staff Investigations to Bullying

A 'problem solving' approach will always be used first. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. Conversations like this may happen on the playground when two children fall out or have a disagreement. These may be one off incidents. The adult would aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. This may then be reported to the class teacher and a follow-up meeting may be held with the pupils to find out whether their solution has been effective or not. It is when these conversations become more regular that parents may be informed and logs collated

A record of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves. Incidents that are logged may be reported to the parents. Any serious or repeated incidents must always be reported to the Head teacher and parents. Full and detailed logs would then be kept and review meetings held with parents and class teacher(s). The school monitor their logs and know to highlight items of a severe or repetitive nature.

The school responds to cyber bullying in the same way. Any recorded incidents would be logged and shared with parents and responded to in the same way. Cyber bullying is taught through e-safety lessons and via presentations from guest speakers.

2. Children's Roles and Responsibilities

- Don't ignore bullying – it won't go away on its own and it may get worse.
- Tell someone you trust – such as a teacher, parent or friend.

- Be a reporter – whether you are being bullied or you are the bystander, make sure you report the incident
- Always follow the school's Home School Agreement
- Remember – it's not your fault. No one deserves to be bullied.

3. Parental Involvement and Reporting

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. Involvement of parents at an early stage is essential. In serious cases the family of the bullied pupil may wish to involve the police charging the bullying pupil(s) with assault. This is their right.

On some occasions, if matters cannot be fully resolved in school, the problems will be further analysed with the possibility of outside agency involvement giving additional support. For example, the bully, with agreement of the parent, may be referred to behaviour support service.

Parents must always remember to inform the school of all details. It is imperative that this information is shared with the school, firstly with the class teacher and then if necessary with the Headteacher. This should always be shared during a confidential meeting so that concerns can be recorded by staff.

Should parents feel that a member of staff has not responded to their concern they should refer to the school's complaint procedure.

Sanctions

Where a child has behaved inappropriately, sanctions for poor behaviour may be used by all staff members. Sanctions may vary from child to child and will vary depending on the incident. School's sanctions may include missing play times, being removed from class, writing letters of apology or being sent to the Headteacher. Only in extreme situations would exclusion or reporting to the police and social services take place. It is the parents' responsibility to support these sanctions in conjunction with the school's behaviour policy.

Support for the Victim and Bully

Both the victim and the bully may require support from the school. The school currently employs a number of personnel in addition to the Class Teacher and Teaching Assistant to support children: the Locality Family Support Worker, the Learning Support Teacher and Learning Support Teaching Assistant. All 3 of these team members may give support to the victim or the bully to raise their self-esteem and support them to develop more secure and honest relationships.

Daily or weekly meetings can also be planned to review behaviours for the victim and/or bully. These may run over a week to 4 weekly timescale. Parents would be invited to attend these review meetings and support the development of previous 'normal' behaviours and relationships.

This policy will be reviewed at least annually and in the light of any changing circumstances. This policy is published on the school's website and can be obtained at any time from the school office. This policy is followed and constantly implemented by all school staff