



Anti-Bullying Policy

Chiddingly Primary School

Document Name	Anti-Bullying Policy	
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Signed		Date: January 2021
Position	Executive Headteacher	
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ANTI-BULLYING POLICY

Policy contents:

1. Our School vision and values
2. Guiding principles for preventing and tackling bullying
3. What is bullying?
4. The role of Governors
5. The role of staff (duties)
6. The role of staff (responses)
7. The curriculum: how we prevent and tackle bullying through our curriculum
8. Involving parents
9. Involving pupils
10. Monitoring the effectiveness of our approach

1. Our School Values

Our school is one in which we want pupils to flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members and groups of the school community.

 **Our Vision** 

We aim to establish a happy community school, where every child is provided with a toolkit for life-long learning through high quality teaching. We have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

Respect We expect outstanding behaviour; promoting respect, kindness, patience and friendship to all. <i>"Treat others as you would like to be treated"</i>	Enjoyment We value a happy, safe, secure and purposeful environment in which children feel comfortable in their learning. <i>"Be happy at school and make the most of every day"</i>
Excellence We pursue excellence in all we do. We expect outstanding teaching and standards of achievement. <i>"Be the best you can be"</i>	Working Together We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish. <i>"We are all special, unique and talented"</i>
Resilience We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies. <i>"You never know what you can do until you try"</i>	Creativity We develop responsible creative thinkers who are self motivated with a curiosity for learning. <i>"Understand your learning and how to improve"</i>



Achievement for all  *Learning Together*  *Learning for Life*

2. Guiding principles for preventing and tackling bullying

The Governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment free of fear or intimidation.

We recognise that victims, and perpetrators, of bullying can be significantly affected by events and actions. The impact of bullying on mental health and wellbeing, for all involved, can be extremely harmful and the Federation works to support those affected on a 1:1 basis. The effects and impact are incorporated into the curriculum as a preventative measure to educate children on this.

Bullying is unacceptable at Chiddingfold school and will not be tolerated.

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

2. What is bullying?

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. *(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017, p. 4)*

We understand that all children have disagreements with each other and may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

At Pioneer schools, we recognise that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Four main types of bullying can be identified:

Physical	hitting, kicking, pinching, taking or hiding belongings.
Verbal	name calling, teasing, insulting, writing or sending unkind notes or messages, threats including cyber-bullying (see later in policy).
Emotional	being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
Online	email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (cyber bullying)

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others actively joining in and therefore afraid of ring leader (associates).
- Those who give positive feedback to the bully, perhaps by smiling or laughing (reinforcers).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

3. THE ROLE OF GOVERNORS

The Governors will liaise with the Head of School over all anti-bullying strategies, and the Governor responsible for safeguarding and/or the Chair of Governors will be made aware of individual cases where appropriate.

The Governing Body will discuss, review and endorse agreed strategies.

The Governing Body will monitor the effectiveness of the Policy.

4. THE ROLE OF STAFF (duties)

The Executive Head and Head of School will:

- ensure that all staff have an opportunity of discussing strategies and these strategies are reviewed regularly;
- determine the strategies and procedures;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- report to the governing body.

Teachers will:

- be responsible for liaising with other staff over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution;
- teach the anti-bullying programme in the PSHE and Citizenship courses;
- keep the leadership team informed of incidents;
- ensure proper record keeping.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where it is most likely.

5. THE ROLE OF STAFF (responses)

If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the adult approached using the seven steps of the procedure:

- **Step One** – Interview with the victim: talk to victim about their feelings and experience

- **Step Two** - Convene a meeting with the people involved: adult arranges to meet with the people who were involved (minus the victim), including witnesses as required.
- **Step Three** – Explain the problem: adult tells them about the way the victim is feeling.
- **Step Four** - Share responsibility: the adult states that they know the group/individual is responsible and they can do something about it.
- **Step Five** – Ask the group for their ideas: each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- **Step Six** – Group solution developed and implemented
- **Step Seven** – Meet them again: about a week later the adult discusses with each student, including the victim, how things have been going.

The following procedure will also be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed.
- The implementation of the strategy will be overseen the Class Teacher.
- Parents will be kept informed by the Class Teacher.

Sanctions

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Sanctions put in place with reference to the behaviour policy as appropriate.
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bullying. Any exclusion for even a short period would be discussed and agreed by the Headteacher or Head of School.

As with the initial approach, the following procedure will be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Executive Headteacher or Head of School.
- Parents will be kept informed by the Class Teacher.

6. The curriculum: How we prevent and tackle bullying through our curriculum

We use a range of strategies to prevent bullying behaviour:

- The school values of respect, working together and enjoyment are promoted across the school day and the curriculum.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others.
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.
- Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities.
- The values of the school and the class charters are always upheld. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community

- The school will raise the awareness of the anti-social nature of bullying through a Citizenship programme, school assemblies, the pupil governors, use of class assembly time and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

7. Involving parents

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

8. Involving pupils

- Pupils will be involved in the positive strategies through both the pupil governors and class assemblies. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils **in understanding and recognising the types of bullying and how to address it age appropriately.**
- Pupils must know to who they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Executive Head, Head of School and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Executive Head will report to the governing body.