

Christ Church C of E Primary School

ANTI-BULLYING POLICY

VISION STATEMENT

Children and young people have a right to be protected from harm and discrimination. They should be able to live in an environment in which they are free from harassment, bullying and discrimination.

RATIONALE

At Christ Church C of E Primary School we aim to promote an atmosphere in which bullying is not tolerated and is dealt with quickly and effectively. Our school ethos is built on Christian Values which include respect and treating others as we would wish to be treated. We recognise that bullying can occur in any school and in many other areas of social life. We encourage children to help us to work against it and to report any incidents of bullying.

AIMS

All staff are committed to:

- ensuring that children feel safe in school;
- enabling children to learn in a safe, caring and supportive atmosphere;
- maintaining a climate in which children can tell, and be sure that adults will listen;
- delivering a personal, social and health education programme that includes personal safety;
- modelling and encouraging high standards of social behaviour;
- Involving children in developing and maintaining agreed playground and classroom rules.

The EQUALITY ACT 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

GUIDELINES

Bullying can be **physical, verbal or emotional** and can be carried out by a single person or a gang either younger or older than the victim. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to 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
- Racist - racial taunts, graffiti, gestures

- Sexual - unwanted physical contact or sexually abusive comments
- Disablist - targeted at pupils with disabilities
- Homophobic - occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender people (LGB&T)
- Cyber - all areas of internet, such as email & internet
- Social/Environmental – this is where young people are targeted due to an inequality of wealth.

Incidents of bullying can include:

- Name-calling, teasing and/or malicious gossip;
- Damaging or stealing personal property or schoolwork or equipment;
- Being made to do things unwillingly;
- Violence and assault, jostling, pinching, kicking, hair-pulling etc;
- Intimidation and/or extortion;
- Ostracising

Reasons for being a bully may be:

- being a victim of violence oneself;
- enjoyment of power or creation of fear;
- copying behaviour at home, by peers or seen on TV or films;
- expecting always to have one's own way;
- reaction to a domestic upset or change.

Bullying occurs in children of both sexes, from all backgrounds, cultures, races, from all ages from nursery to sixth form, and in adults.

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 of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares/ bed wetting
- 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 " go missing"
- asks for money or starts stealing money (to pay bully) has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / 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 & jumpy when a cyber message is received

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

What the school does to work against bullying

We believe that prevention is better than cure, so we work to encourage the caring side of children's nature and to ensure that they are well supervised: The staff do this by:

- arriving punctually for the start of classes and playground supervision;
- looking out for potential trouble spots and situations when on duty;
- treating children and other adults with respect;
- encouraging cooperation and a caring ethos throughout the school and in each class (E.g. home corner, collaborative reading and circle time etc.);
- discussion and circle time as part of the PSHCE curriculum;
- assemblies which frequently have themes related to caring and cooperation

When is it bullying?

Bullying is not a one off incident of being unkind/boisterous. Bullying is repeated, deliberate actions to hurt another child, either physically or emotionally.

Bullying and bossiness or bullying and boisterous behaviour may be distinguished as follows:

Bullying	Bossiness/Boisterous Behaviour
<ul style="list-style-type: none"> • A focus on weaker or more timid children, and with increasing reliance on threats and force; • A wilful and conscious desire to hurt, threaten and frighten; • Spoiling other children's activities and play, showing violence and hostility; • Rough, intimidating behaviour 	<ul style="list-style-type: none"> • Bossing whoever is around at the time; • Children usually grow out of it as they mature and learn social skills; • More natural and uncontrolled, not vindictive, high spirited, not unfriendly

Who can children tell?

Children know that staff will always listen to their concerns. The class teacher is often the first person they will speak to. At playtime at least two adults are on duty in each yard including at least one teacher. At lunchtime there are lunchtime supervisors, support staff and senior supervisors on duty. Children are constantly reminded that any problems can be brought to any member of staff during play and lunch breaks.

We also have a 'Feelings Box' near the hall and in each classroom. Children can write a message and put it in the box if they feel that they cannot speak to a teacher. These notes are taken out of the box regularly by the head teacher and dealt with.

Communication

Communication between staff, and between home and school, is essential. One person may only see part of a cumulative pattern of bullying which, in isolation does not seem very significant, but which forms part of a more serious problem. Staff on duty at playtime and lunchtime ensures that any incidents are reported to the class teacher, who will report the position quickly to the Head teacher or deputy head as appropriate. Parents of both victims and bullies are informed at an early stage, and their help is enlisted in resolving the issues. Parents who are concerned about their child's welfare, and who feel that their child may be being bullied should discuss the issue in the first

instance with the class teacher, and then with the Head teacher if the problem persists. Staff are updated about ongoing concerns during weekly staff briefings.

Action taken when an incident occurs

All incidents are investigated and taken seriously. The school will take the following action:

- support children who report that they feel they are being bullied;
- apply a hierarchy of sanctions to the bully, consistent with the school discipline policy;
- record incidents of bullying in a consistent way that allows for the monitoring of behaviour

Formal procedure for allegations of bullying

We aim for prevention rather than cure but if an allegation of bullying is reported, then the procedure is as follows:

1. Children involved will be spoken to by the class teacher (in close consultation with the Head teacher) and subsequently by the head teacher if appropriate;
2. All incidents will be recorded;
3. Parents may be involved and children will be informed of this.

If bullying has occurred:

4. Strategies will be put into place, e.g. friendship groups, monitoring and involvement of other agencies if appropriate
5. Governors are informed by the head teacher of any bullying and the situation is monitored regularly

Further sources of information

Other departmental advice and guidance you may be interested in:

DfE Behaviour and Discipline in Schools Guidance

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010 Power to tackle poor behaviour outside school The Equality Act 2010

Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Date Approved By Governors 11th February 2016

Dian Leggett – Chair of Governors

Gill Taylor – Head Teacher