

# Anti-Bullying Policy



At Churchtown Primary School, our mission and values form the basis of all our policies and practice. This policy supports the aims of our school. At Churchtown Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils, in order for them to **Imagine, Believe and Achieve**.

In line with the *Equality Act 2010* it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Churchtown Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision and Values.

### Aims

The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while at Churchtown Primary School.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

### Bullying Definition

Bullying involves dominance of one person by another, or a group of others, it is pre-meditated and usually forms a pattern of behaviour.

Bullying is

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

As a whole school, we agree that bullying is:

- A repetitive, intentional process involving somebody hurting the feelings of somebody else.
- Deliberately hurting somebody, physically, psychologically or verbally, over a significant period of time.
- Putting people in uncomfortable positions repeatedly.
- A friendship that involves an imbalance of power.
- Hurtful to those being bullied.
- Wrong and unacceptable.

As a whole school, we agree that bullying can be about:

- Race or ethnicity (racist bullying).
- Religion or belief.
- Family and culture.
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'.
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability.
- What someone looks like.
- Where someone lives.

As a whole school, we know that bullying can occur:

- Through technology, such as online gaming and email, or through messaging on social media (cyberbullying).
- On the school playground, in the corridors and toilets, in the school dining hall or in the classroom.
- Outside school grounds: on the streets, in the park or in extracurricular clubs or at home.
- Anywhere!

### Signs and Symptoms

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

- Has poor attendance.
- Is ill frequently.
- Is reluctant to come into school building at the start of the day.
- Becomes withdrawn, anxious or starts lacking in confidence.
- Starts stammering.
- Has damaged / missing possessions.
- Shows changes in usual behaviour (e.g. aggressive, disruptive, unreasonable).
- Stops following the *Behaviour Ladder System* and shows challenging behaviour themselves.
- Has unexplained cuts and bruises.
- Is bullying other pupils / siblings.
- Reluctance to eating or stops entirely.

## Creating an Anti Bullying Climate in School

Our school's Behaviour and Rewards Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's Curriculum and promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

Raise awareness about bullying and our anti-bullying policy

Increase understanding for victims and help build an anti-bullying ethos

Teach pupils how constructively to manage their relationships with others

Teach pupils to tell an adult in school if they are concerned that they are or someone else is being bullied

Circle Time, assemblies, role- plays, videos and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

### Behaviour Policy:

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### Behaviour Ladder

Our school's *Behaviour Ladder* poster (see Appendix 2) are displayed in every classroom and throughout the school, it is regularly promoted in assemblies and PSHE lessons. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

### Churchtown Expectations

These are whole school rules that also promote positive behaviour

- Walk all the way, every day, in school!
- Have kind hands, kind feet and kind mouths!
- Avoid any rough activities!
- Always be honest, kind and fair. Always be good and willing to share!
- Walk single file on the left hand side!
- Use bins appropriately and correctly!
- Take care of each other, our school and our world!
- Be curious and ask why – it can make you smarter!
- Be prepared and ready for the day ahead!

These expectations form part of our **Behaviour Charter** as well, which is shared with all stakeholders.

## Responding to Bullying

We believe that **everyone** involved in the life of Churchtown Primary School must take responsibility for promoting a common anti-bullying approach. **As a school, we agree to:**

- Tell an adult in school straight away.
- Tell an adult at home.
- Tell a Peer Mentor or Bud and ask for their advice.
- Be supportive of each other and make each other feel safe.
- Provide positive role models.
- Try to sort it out by using our words and talking it through.
- Convey a clear understanding that we disapprove of unacceptable behaviour.
- Be fully involved in the development of the anti-bullying policy and support anti-bullying practice.
- Support each other in the implementation of this policy.

### **Strategies:**

- We will use the school's Behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
- All staff will understand their roles and responsibilities. They should aim to:
  - provide children with a framework of behaviour including rules which support the whole school policy.
  - emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere.
  - raise awareness of bullying, including cyber bullying, through the curriculum and various activities, stories, role-play, discussion, peer support, school/children's council, etc.
- All staff will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported. Staff will log incidents for each child on CPOMS.
- Pupils will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
- All allegations of bullying from children (when deemed appropriate by a member of teaching staff) will be investigated and followed up. Evidence may be gathered through observations, talking with staff, parents, the victim and the bully/bullies. This should be recorded. The Headteacher and/or senior member of staff should be informed immediately. Parents of the child(ren) who has reported being bullied must also be informed as soon as is possible.
- All allegations of bullying from parents will be investigated or monitored at the request of the parents. Evidence may be gathered through observations, talking with staff, parents, the victim and the alleged bully/bullies. This should be recorded. The Headteacher and/or senior member of staff should be informed immediately. Parents who have made the allegation should be kept informed as necessary.
- Parent(s) of the 'bully(ies)' will be informed of the outcome of an investigation, including the sanction. They will be invited to make an appointment with the Headteacher or senior. The purpose of the meeting is to explain what their child has done and agree the best way forward, if necessary, to work together in modifying their child's behaviour towards the other child.
- The parents/carers of the victim are kept informed throughout the process.
- Additional support may be available for parents who have found the outcome of an investigation difficult.
- Any victim of bullying will be well-protected immediately and in the future.

### **If further action is required, staff are aware that they can:**

- report to Local Academy Councillors and the CEO.
- Refer to the Complaints procedure on the school website
- consult the Community Policy Officer.

## **Sanctions**

If a child is bullying:

- The school behaviour policy will be applied and parents will be informed.
- Discussions with the Headteacher, Assistant Headteacher or Year Group Leader will take place
- Sanctions will be
- Full apology and recompense for the victim where appropriate.
- Careful monitoring by the senior member of staff involved.
- A bullying incident will be kept on his/her record and further action will be taken if there is a recurrence.

## **Treatment of the victim**

If a child has been a victim of bullying:

- The Headteacher, Assistant Headteacher or Phase Leader will become involved, following the initial complaint.
- Staff will endeavour to enable the pupils:
  - to deal more adequately with the situation
  - to know when, where and from whom to seek help
  - to support peers if appropriate
- The victim will always be told to report any incidents immediately in school to a member of staff.
- Parents will be kept informed and involved.
- Emails will be circulated to all staff with photos of the children concerned and basic information.

## **Assessing the Effectiveness of Strategies and Interventions**

We believe that we can monitor the effectiveness of our anti-bullying strategies by:

- monitoring the situation and individuals over a period of time.
- maintaining and updating detailed records on all incidents and individuals involved.
- ensuring there is regular communication with the pupils involved, as well as their parents.
- evaluating and addressing the strategies put in place if incidents of bullying continue.
- ongoing communication with staff on the effectiveness of our anti-bullying policy, strategies and recording systems.

## **Monitoring, Evaluation and Review**

The school will review this policy every year and assess its implementation and effectiveness.

This policy will be promoted and implemented throughout the school. This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy and e-Safety Policy.

All our policies are available on the school website or hard copies are available upon request.

## BULLYING INFORMATION, SUPPORT & HELP-LINES

### **Outside agencies who can offer support are:**

Childline: 0800 1111  
NSPCC: 0800 800 5000  
Samaritans: 08457 90 90 90  
Connexions: 080 8001 3219

### **Kidscape**

2 Grosvenor Gardens, London, SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

### **Stand up to Bullying**

[www.standuptobullying.co.uk](http://www.standuptobullying.co.uk)

Advice for parents and children about dealing with bullying.

### **Bullying UK**

[www.bullying.co.uk](http://www.bullying.co.uk)

Telephone: 0808 800 2222

Advice and help for parents and children

### **Useful reading:**

'Bullying; Wise Guide' by Michele Elliott

'Don't Pick on Me: How to Handle Bullying' by Rosemary Stone

'Your child bullying' by J Alexander

'101 Ways to deal with bullying' - a guide for parents, by M Elliott

'Keeping Safe: A practical guide to talking with children, by Kidscape

'Helping children cope with bullying' by S Lawson

'Confident children: a parents' guide to helping children feel good', G Lindenfield 'Bullying and how to fight it: A Guide for families', by A Mellor

'Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce 'The bullying problem: How to deal with difficult children, by A Train

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Reviewed BY: Belinda Taylor (Headteacher)

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# Churchtown Expectations



## Appendix 2

# Churchtown's Behaviour Ladder



## SUPER STAR

Consistently going above and beyond expectations



**GREEN LADDER** - I am following Churchtown expectations - ready to learn, focused, taking an active part in lessons and tackling challenges

- Rewards
- Points
- Awards



## YELLOW LADDER - I need time to think

- Use of strategies to change behaviour (see policy for list)
- Reminder of school rules
- Verbal warning



## ORANGE LADDER - I am not following Churchtown's Rules

- Year Group / Phase Leader involvement
- Behaviour logged by Class Teacher
- Child sent to Year Group / Phase leader for 30 minutes and also has a lunchtime detention - 15 minutes for KS1 Child and 30 minutes for KS2 Child the same day or the following day
- Class Teacher to contact parents



## RED LADDER - My behaviour is stopping myself and others from learning

- Class Teacher calls the Pastoral Team via the main office
- Pastoral Team involvement
- Lunchtime detention may be given as below
  - Behaviour logged by Pastoral Team
  - Pastoral Team to contact parents
  - Behaviour Plan set up / reviewed



## FLASHING LIGHT - My behaviour has reached a level where it is unacceptable and a serious breach of school rules

- Pastoral Team member to contact Leadership
- Assistant Head / Headteacher involvement
  - Behaviour logged by AH or HT
  - AH / HT to contact parent
  - Headteachers Detention / Internal / External exclusion