



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Anti-Bullying Policy

<b>Policy reviewed:</b>	<i>22/2/2017</i>
<b>Next review:</b>	<i>Spring 2020</i>
<b>Signed (Headteacher):</b>	<i>R. Kaye</i>
<b>Statutory policy:</b> <i>Yes/No</i> <b>On school website:</b> <i>Yes/No</i>	

# ANTI-BULLYING POLICY

## 1. Rationale

- Christ Church C of E First School staff and governors are committed to a policy of inclusion, equality and justice.
- We aim to provide an accessible school environment which values and includes all pupils, staff, parents and visitors.
- We aim to ensure that, whatever the abilities and needs of members of the school community, everyone is equally valued and is treated with respect.
- We believe that bullying behaviour is totally unacceptable.
- We believe that where bullying is challenged effectively, pupils will feel safe and happy and we will be able to demonstrate that we are a school community where every child is cared for.
- Our bullying policy should be read in conjunction with our School Behaviour (Pupil Discipline) Policy.

## 2. Our school ethos and values

As a Christian learning community, Christ Church C of E First School is committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity.

## 3. Anti-bullying aims

Within Christ Church we want:

- all children to feel safe to learn, play and enjoy the company of others;
- all children to be treated fairly, with respect and dignity;
- to listen carefully to what children have to say and to treat all children's accounts with due seriousness.

## 4. The nature of bullying

There are many definitions of bullying, but it is generally accepted to be:

- deliberately hurtful and/or intimidating;
- repeated often over a period of time;
- difficult for victims to defend themselves against.

Bullying can take many forms, but three main types are as follows:

- Physical – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, unreasonable exclusion from social groups, being made the subject of malicious rumours.

Research shows that name calling is the most common direct form of bullying behaviour. This may be because of individual "protected characteristics" (see section 5, below), but pupils can be called inappropriate names because of their ethnic origin, nationality or colour, or disability.

Pupils' understanding varies with their developmental stage. Some children may confuse bullying with fighting and unpleasant experiences generally – making it difficult to identify actual bullying.

## **5. Procedures for handling prejudice-related incidents**

We are opposed to all forms of racism and xenophobia, including those which are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and against refugees, asylum-seekers and members of Gypsy/Roma/ Traveller (GRT) communities. Similarly, we stand against homophobia, biphobia, transphobia, sexism, disabilities-related hate crimes and all other manifestations of prejudice and discrimination.

Offensive and/or inappropriate discriminatory comments and/or actions will not be accepted. And even where there is no specific victim, school staff and pupils are still expected to report a prejudice-related incident to the Headteacher or to another member of the school's Senior Leadership Team.

At Christ Church, we are never dismissive about prejudice-based incidents, for example ignoring or making light of them. Nor do we take a merely punitive approach – expressing disapproval or punishing without complementary teaching and learning about **why** prejudice-based incidents are wrong, or why comments/actions have caused hurt.

Where an incident is serious and/or criminal, the Police should be contacted. They will advise on appropriate action.

For more detail, see the school's Anti-Racism (Race Equality) Policy.

## **6. Peer-on-peer abuse**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (e.g. age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional, and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

See the school Child Protection and Safeguarding Policy for more information.

## **7. Cyberbullying and online abuse**

We are aware that children may be victims of online bullying and trolling.

At Christ Church we ensure appropriate filters and monitoring systems are in place at school to safeguard children from potentially harmful and inappropriate online material. We also teach children and adults how to keep themselves safe online. To find out more, please read our school's e-Safety Policy and Acceptable Use of ICT Policy.

Any concerns about Child Protection or Safeguarding issues arising from the improper use of technology, should be brought to the immediate attention of the Headteacher (Designated Safeguarding Lead) or, in their absence, the Deputy.

## **8. Involving parents**

Parental support is one of the keys to the success of our Anti-Bullying Policy and we aim to consult and communicate with parents on a regular basis.

## **9. What should parents do if they feel their child is being bullied?**

Any parent contacting the school with a particular concern will always be taken seriously.

The first point of contact for the parent is the child's class teacher.

The class teacher will do the following:

- Recognise that the parent may be angry or upset.
- Keep an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred.
- Remain calm and understanding.
- Make it clear that the school does care and that appropriate action will be taken.
- Explain the agreed school procedures and policy, and ensure these are followed.

If a parent doesn't feel that the situation has been dealt with adequately by the class teacher, then the next stage of the complaints procedure is to contact the Headteacher.

## **10. Strategies in school to prevent bullying behaviours**

Strategies include the following:

- Making clear links between the Anti-Bullying Policy and whole-school expectations of behaviour and behaviour management (see School Behaviour Policy for details).
- Making records of any concerns.
- Being aware that even the youngest children can understand the consequences of their own actions.
- Listening carefully to pupils and providing opportunities for them to express views and opinions – e.g. during "Circle Time".
- Multi-agency work – working with social services, Police, Get Set, PFSA.
- Involving parents and the wider community.

- Making use of curriculum opportunities to raise pupil awareness, e.g. through RE, cross-curricula themes, drama, story writing and literature.
- Collective Worship themes.
- Circle Time sessions.
- SEAL lessons.
- Including all staff in training.
- Teaching children to say “no” when appropriate or to get help.

## **11. Dealing with reported incidents of bullying**

At Christ Church First School we:

- never ignore suspected bullying;
- don't make premature assumptions;
- listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth;
- adopt a problem-solving approach;
- follow up repeatedly, checking bullying has not resumed.

If a child has been bullied, the action followed will depend on the severity of the incident. However, a hierarchy of sanctions will be followed, which are set out below.

Depending on the severity of the incident, we will warn the perpetrator not to do it again.

*If the incident is serious and/or the perpetrator has repeated the behaviour after being warned:*

- a) The class teacher will talk to the child's parents/carers or a letter will be sent to the parents/carers and the child will be given a sanction (which may include losing a privilege). This procedure will be dependent on the age of the child.
- b) Parents/carers will be invited into school to discuss the incidents with the Headteacher and SENCO.
- c) Parents/carers will be invited again to review progress with the Headteacher and senior teacher responsible for Inclusion and further sanctions will be agreed.

**Then ... if the bullying persists:**

- d) The Headteacher may make a decision to exclude the child for a fixed term. The parents/carers then have the right of appeal to the Governing Body and Local Authority.

## **12. Restorative Justice**

As a Church of England school we take a Restorative Justice approach to incidents of misbehaviour and bullying. We see each incident as an opportunity to educate children. We want to do the following:

- Stop the bullying and harassment immediately.
- Support the victim and make them feel safe again.
- Make our school rules explicit, explaining to the perpetrator why their words and/or actions are unacceptable.

- Give all children strategies for dealing with bullying and harassment, including telling an adult what has happened straight away.
- Repair the harm caused by helping all children to take responsibility for their words and actions by saying sorry, accepting a sanction and making amends to those who have been affected.
- Encourage forgiveness and (re)establish friendships.
- Reintegrate both the victim and the perpetrator into the school community.
- Model tolerance and mutual respect for others.
- Foster more socially responsible relationships and behaviours that take others' perspectives into account.

### **13. Monitoring and evaluating the policy**

This policy will be regularly monitored and evaluated by the Headteacher and class teachers through the following methods:

- talking with pupils, e.g. in Circle Time or SEAL;
- playground observations;
- small group interviews – or individual interviews;
- class concern books;
- school behaviour log.