Chelmondiston C of E Primary School

Anti-Bullying Policy

St Edmundsbury and Ipswich Diocesan Multi Academy Trust

Approved by:	Local Governing body	**Date:**	Autumn 2027
Next review due by:	Autumn term 2028		

Our Ethos

It is a primary aim of Chelmondiston CofE Primary School that every member of the school community feels valued and respected so that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive and considerate way. It aims to promote an environment where everyone feels happy, safe and secure so that children can learn, grow and achieve their full potential.

It is our aim for children to be taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be caring towards others, know that all people should be equal and aim to be custodians of the wider world.

"What we nourish today, will flourish tomorrow"

Our Christian School Values - Resilience, Respect, Equality, Courage and being Caring - form part of how we communicate among ourselves; they link to all aspects of school life. This has informed and influenced the formation of this policy. This policy forms part of a whole-school policy for learning and teaching. It relates to the ethos of the school and has direct links with curriculum planning and assessment. This policy is reviewed every 3 years.

1. Rationale

Bullying at school can have a profound effect on children's lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self- confidence and can result in them becoming bullies themselves. The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour and giving due consideration to our Christian vision and values.

At Chelmondiston Church of England Primary School we aim to provide a secure, caring, Christian community where everyone can nurture their own self-worth in an atmosphere of, mutual respect and co-operation. We intend the school to be a happy and enjoyable place to work and learn, providing opportunities for all children and adults to fulfil their potential in a well-resourced and stimulating environment.

We will encourage children to become confident, independent learners who are able to contribute positively to the school and the community in which they live so they can take their full place in society secure as individuals, whilst able to respect the needs and values of others.

Therefore, at Chelmondiston

- Bullying, of any sort, is unacceptable.
- Pupils who experience bullying will be supported.
- Pupils who commit acts of bullying will be helped.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work. The school community will actively promote an anti-bullying environment.

2. Aims

- To give pupils a common understanding of what constitutes bullying and that it is unacceptable.
- To give pupils the understanding and the confidence to say, "No," to incidences of bullying.
- To instil in pupils the understanding that they will be listened to by all the adults in school.
- To provide the pupils with an environment in which they will feel safe and secure.
- To give pupils the strategies to combat bullying.
- To encourage 'victims' to be self-assertive and confident.
- To reduce and to eliminate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To eliminate instances in which pupils are subject to any form of bullying.
- To deal with bullying and of provide support to pupils who have been bullied.

- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own. To give 'bullies' opportunities to modify their behaviour.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations.

3. Our definition of bullying:

3.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying or harassment can look like this:

- Verbal harassment – name calling, insults, taunts, offensive language, constant criticism

Verbal harassment also includes ridicule of a person's appearance, speech/accent, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of gay to mean stupid. Staff will challenge all such derogatory language.

- Written harassment – insults, taunts, offensive drawings, letters, emails or postings on social media

Cyberbullying is included in this category and is the use of technologies such as mobile phones, social media and other internet enabled technologies to deliberately cause hurt through written interactions, spreading of rumours, misusing photos or information, snubbing and other such offensive actions.

- Graffiti – on walls, books, desks, school bags, obscene gestures;
- Slander – spreading rumours with the intention to cause hurt
- Vandalism or theft of property, including work, pencil case contents, school clothes or PE kit;
- Repeated unfounded complaints, distorting and misrepresenting actions
- Literature being brought into school which contain defamatory materials
- Refuse to co-operate or work with particular pupils – excluding pupils from the social group
- Unprovoked physical assault or threat of it

Physical assault includes violent actions involving hitting, kicking, pushing, shoving or tripping someone over. Is also includes the use of weapons.

- Intimidation or coercion - mimicry, intimidating body language and obstruction
- Extortion – forcing somebody to give up their possessions
- Causing physical or psychological distress individually or with a group of others

3.2 Bullying might be motivated by actual differences between children, or perceived differences. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.
The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by
isolating them either physically or online.

3.3 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative
behaviours escalating.

4. Creating an anti-bullying climate

We aim to create an atmosphere in school where victims of bullying/prejudice feel able to tell an adult what is happening; put their side of the argument; and know that they will be listened to and heeded. Children accused of bullying/prejudice behaviour should feel able to tell their side of the event and be listened to.

How this can be achieved:

- Raise the awareness of what bullying and prejudice are through direct teaching – PSHE, in assemblies and incidental discussions and circle time.
- All members of the school community creating a caring, calm, ordered and friendly atmosphere in school.
- Children feel valued, by means of teaching through the curriculum and displays; recognition of achievement; rewards and celebrating varied heritages.
- Ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.
- All members of the school community follow policy and are consistent when handling incidents.

- The promotion of anti-bullying/prejudice campaigns, eg Anti-Bullying Week (which includes a bullying survey)
- Canvass pupils' views on the extent and nature of bullying. E.g. School Council initiatives
- Our Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well and take responsibility for their behaviour.
- Our Mental Health and Well-being Policy (pupils) implementation equips pupils with resilience and strategies to manage difficulties in their lives, such as recognising when they should seek help, nurturing and valuing friendship and understanding that mental health can be positive and negative.

We also draw on our values, SMSC (spiritual, moral, social and cultural) guidance and our curriculum to 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.

5. School Strategies

- The issue of bullying will be brought out into the open.
- Being aware that some pupils, such as those who are vulnerable or have additional needs, are statically more likely to be victims of bullying.
- Worship / Assemblies may be a forum through which the issue of bullying will be raised.
- All parents are encouraged to bring to the schools' attention, at the earliest possible opportunity, should their child be involved in bullying or be a victim of bullying and discuss this with staff.
- Parents are informed of incidents of bullying/prejudice by the child's class teacher/Senior Leadership Team and offered advice on how to support their child, be they victim or perpetrator.
- Pupils will have the opportunities to discuss bulling and the school's response. Staff will listen to the victim – provide time in a non-threatening environment. Pupils will be assured that staff will deal with the situation in a sympathetic and sensitive manner.
- A record is kept where anything of concern is noted. The school leadership will take any action that is appropriate.
- Mid-day assistants will meet with their line manager to discuss lunch time issues and will have opportunities for training.
- The issue of bullying is taught directly in our PSHE lessons and there are other areas of the curriculum which give opportunities in which to tackle the issue of bullying, as well as through our Thrive approach.

6. Practical Advice

6.1 Advice for Pupils:

- If you are bullied tell a member of staff or a parent.
- Try to ignore silly comments or teasing – don't say anything back - walk away and tell a trusted adult.
- Say to people who are bullying you to 'leave me alone please', or 'NO!' or 'GO AWAY'. You must say it loudly and walk away immediately. Practise this in the mirror.
- If you witness or suspect bullying, call it out and tell an adult.
- Remember to be resilient and be confident to tell an adult.
- Stay with friends when playing.

6.2 Advice for Parents:

- Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- Inform the school immediately if you feel there may be a bullying issue. Please avoid contacting other parents about incidents that have happened in school involving your child as the school is better placed to find out all the pieces of information and work to resolve and monitor the situation.
- Encourage your child to tell a member of staff (trusted adult) if they or any of their friends are experiencing difficulty in or out of school.

- Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - they can be indications that all is not well.
- Take an active interest in friendships and out -of-school activities.
- Take an active interest in and monitor carefully your child's cyber activity including social media, games and mobile phones/tablets.
- Supervise situations where bullying may occur, e.g. walking to and from school.
- Avoid unsupervised exposure to violence on television / on-line / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.

7. How we deal with incidents of bullying

- Raise awareness throughout the year, including by taking part in anti-bullying week
- We ensure that all perceived incidents are dealt with fairly and consistently.
- All incidents are investigated, recorded, discussed and hopefully resolved, and the children involved supported. We try wherever possible to work in partnership with parents/carers to resolve incidents.
- We support the victim and work with all concerned to resolve the incident.
- There could be consequences for the perpetrator, e.g. missing out on privileges, break time or extra rewards may be taken away and replaced with reflection time
- We may seek support/advice from outside agencies.
- We will use a range of strategies, selecting those appropriate to the circumstances.

7.1 Some of the strategies to support those involved are:

- Cooperative group work throughout the school, encouraging children to work together, be tolerant of others' ideas, trust others and be more willing to listen.
- Reflection time – the perpetrator is encouraged to consider the impact of their actions on the victim and to acknowledge how to behave differently in the future.
- Circle time - to set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.
- Circle of friends - to build relationships around a vulnerable pupil with the pupil's and parent's agreement to offer support and friendship.
- Befriending/mentoring - to appoint a specific pupil(s) as a support / friend. This allows pupils to improve school life by taking responsibility and being positive role models.
- Support group - to involve the bullied pupil, those involved in the bullying and bystanders to form a group to support the bullied pupil. Responsibility for change lies with those involved in the bullying.
- Mediation by adults - to establish ground rules that will enable the bully and the person being bullied to co-exist in school.

8. Incidents of discriminatory or prejudice abuse:

- Any form of discriminatory or prejudicial harassment and abuse will not be tolerated.
- All incidents will be treated seriously, investigated, dealt with and logged. See flow diagram on p.9.
- 'One-off' incidents will be dealt with in a way which is sensitive to the victim, acknowledging the harm and injustice done, but which also ensures that the offender understands the seriousness of the offence they have caused.
- The offender will be given every opportunity to try to repair the relationship with the victim wherever possible.
- Parents/carers of both the victim and the offender will be informed. Parents of the offender will be involved in actions taken to modify the child's future behaviour and attitudes.
- All incidents will be logged and reported in line with statutory responsibilities.
- Prompt, appropriate and consistent responses from all members of staff can encourage pupils who might otherwise suffer in silence to report incidents and share their concerns and worries. In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, **it is important that it is the behaviour that is disapproved of and not the pupils themselves**.

8.1 Effective action could include:

- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- correcting any misinformation that was used as part of the prejudice related behaviour;
- where an assurance is forthcoming, asking the pupil to apologise for his or her action, where possible, mediate between the children or young people;
- investigating the background or particular circumstances which led up to the incident – witnesses should be sought to verify the account;
- referring the matter, where appropriate, to a senior member of staff for disciplinary action;
- arranging a meeting or informing the parents/carers in order to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is any repetition (if such behaviour appears to be condoned or encouraged by the parents, staff should refer the parents to the Headteacher);
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment that might help and encourage the pupil to overcome his or her prejudices and to desist from engaging in similar behaviour in the future;
- considering what can be offered in the form of Early Help to support both victim and perpetrator;
- checking the recording and reporting data to see if the pupil has been involved in any earlier incidents. If this is the case, a senior member of staff should meet with the parents / carers of the perpetrator. The meeting should enlist the support of these parents and carers to stop such behaviour and to stress that a similar incident in the future could have serious consequences for the child. In some cases, this could lead to a fixed-term or permanent exclusion and possible action by the police if the aggrieved victim took action against the perpetrator;
- Safe to Learn: Homophobic Bullying, (DCSF-00668-2007) contains detailed, step-by-step approaches for dealing with homophobic incidents, including scripted responses for how to support a pupil who has been the victim of homophobic bullying as well as ideas for how to address homophobic bullying at Key Stage 1, 2, 3, 4 and 16+. *NB* Though this has been formally replaced by additional advice by the Department for Education, practitioners may still find the advice and guidelines useful.

- Preventing and Tackling Bullying July 2017 is the most recent guidance from the Government.

  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

NB. Refer to the *Child on Child Abuse* section of the Child Protection and Safeguarding Policy to ensure that the incidents of bullying have not escalated to abuse.

9. The deployment of more severe measures

If necessary, we will invoke the following range of sanctions that are in line with the school's Behaviour Policy. These include:

- Relocation within the class or temporary removal to another class
- Withdrawal of break and lunchtime privileges
- Using an individual behaviour plan
- Withholding participation in school events (including sports teams) or extra responsibilities that are not an essential part of the curriculum.
- Suspension and / or permanent exclusion from school.

10. Bullying outside the school premises

- School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.
- This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

11 Cyberbullying

- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school.
- Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. (See our Mobile Phone Policy)
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

11.1 Chelmondiston's approach to cyberbullying

- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse and how to use them safely.
- All e-communications used on the school site or as part of school activities offsite are monitored.
- Internet blocking technologies are continually updated and harmful sites blocked.
- School works with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice.
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school.
- School works with police and other partners on managing cyberbullying.
- Pupils are encouraged to report all incidents of cyber bullying. Where these are reported section 10 of this policy may be used.

12 Concerns

12.1 We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the headteacher's attention. A meeting to discuss the situation and actions taken might be arranged. It is in the best interest for the child(ren) involved if there is strong collaboration between home and school. If the head teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure a copy of which may be obtained from the school website/office.

13 Conclusion

We will not be able to eradicate bullying entirely, but by becoming vigilant and raising the awareness of the children to bullying as a cause for concern, we reduce the general level of bullying within the school, and ensure that incidents are reported and dealt with promptly.

Flow chart for dealing with a prejudice-related incident at Chelmondiston CofE Primary School

Prejudice-related incident identified and reported to member of staff, who then records incident on CPOMs and notifies SLT/DSL

SLT/DSL ensure

- ✓ incident is investigated and recorded, including actions and communications
- ✓ appropriate consequences are given
- ✓ check in for victim as appropriate
- ✓ check in for perpetrator as appropriate
- ✓ parents of victim and perpetrator are informed
- ✓ Contact external agencies if appropriate
- ✓ Report to governors
- ✓ Report to MAT

- ✓ Reflection – consider further support for victim and perpetrator; opportunity for child's voice and family voice
- ✓ Further learning opportunities identified for individuals/cohort, this may include restorative practice and/or adaptation of curriculum
- ✓ Review impact and implement escalation if required

Review of policy (every three years, unless needed more frequently), update, governor approval of policy

14 Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- UK Safer Internet Centre: www.saferinternet.org.uk
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying