Christ Church Charnock Richard C.E. Primary School

Inspired to learn, grow and flourish within our Christian family

Anti-Bullying Policy

Reviewed and updated September 2019

At Christ Church Charnock Richard our core Christian values and ethos define all we do.

Our vision and mission statement underpin our curriculum intent and purpose.

'Inspired to learn, grow and flourish within our Christian family'

Firmly rooted in Philippians 4:13 'I can do all things because Christ gives me strength' which encompasses all we do at Christ Church to develop happy, resilient and confident children who thrive in body, mind and spirit.

⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚⬚

We are extremely proud of our curriculum here at Christ Church and we pride ourselves on providing high quality learning that offers challenge and fun. Our enriched curriculum has been developed over three years considering the needs of our children at our school and ensuring that all children are able to thrive.

We believe that relationships are essential to ensure effective teaching and learning and all members of our community invest time in building meaningful relationships with one another. We have high expectations for all and want everyone to be

'Inspired to learn, grow and flourish'.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular we focus on developing the characteristics of confidence persistence getting along organisation and resilience.

As a school community we believe that our curriculum ensures

All children are fluent and effective readers allowing them to read for pleasure and access the wider curriculum.

All children develop efficient mathematical methods and skills to allow them to use and apply these skills in the real world.

Introduction

Fundamental to a Christian community is accepting each individual as a child of God. This entails acceptance that:

- all individuals are unique and of equal value, whatever their abilities, background, race, culture, religion, physique or experiences

- there is the potential for good in everyone

- no-one is beyond forgiveness

These will be the bench-marks against which all inter- personal relationships will be measured within the school.

What is Bullying behaviour?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms for instance, (cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Bullying might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Cyber-Bullying

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 which can happen 24/7, with a potentially bigger audience and more accessories as people forward on content at a click. It is equally harmful because:

it is the invasion of home and personal space
it can be perpetuated at any time
people who cyber bully have a perception of anonymity
bystanders can easily become perpetrators by passing on text messages

Bullying, therefore, is not having a single argument or fight with someone and it isn't saying something bad to someone once when you are upset or angry.

Underlying principle

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. If we recognise that occasionally bullying does occur we are more able to deal with any incidents successfully. Our aim, as a school, is to produce a safe, secure and harmonious environment where all can learn without anxiety and free from fear or intimidation. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This policy aims to produce a consistent school response to any bullying incidents that may occur.

The role of teachers and support staff

All staff in our school take all forms of bullying seriously and seek to prevent it from taking
place. Teachers keep a written log of all incidents relating to pupils' unacceptable behaviour in their class. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the class teacher & headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time then the teacher informs the child's parents or carers. The parents of the bully are informed to enlist their support. In the headteacher's room there is a Serious Incidents logbook in which reference is made to incidents of bullying that occur both in and out of class. We now also reference incidents that may occur outside the school grounds, or on the children's way between school and home.

When any bullying takes place between members of a class the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the perpetrator. Time is spent talking to the perpetrator, explaining why his/her action was wrong. The child is then encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children we inform the SENCO. We then invite the child's parents into the school to discuss the situation. At this point the child may well have an Individual Behaviour Agreement (IBA) to support his/her behaviour problems. In more extreme cases where these initial discussions and IBA have proven ineffective, the headteacher may contact external support agencies such as LEIS or Golden Hill short stay school. In extreme

cases the headteacher may decide to exclude a child for a fixed period of time or permanently. All members of staff are reminded annually of the school's policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play & stories within the formal curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents & carers

Parents & carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying
continues, they must keep letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. Pupils have developed their own anti-bullying code which can be seen in classrooms and around the school.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school's Anti-Bullying policy and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

Through the headteacher, all staff are responsible for ensuring that all children know bullying is wrong and that it is totally unacceptable behaviour in this

school. The headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school community bullying is far less likely to be part of their behaviour.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Governors monitor incidents of bullying and review the effectiveness of this policy via the headteacher. They require the headteacher to keep accurate records of all incidents of bullying, and to report to them, on request, about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

Best Practice

We involve parents to ensure that they clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
We involve pupils by helping them to understand the school's approach to bullying so that they are clear about the role they play to prevent bullying, including when they find themselves as bystanders.

We regularly evaluate our approach to take account of developments in technology, e.g. updating 'acceptable use' use policy.
We implement disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

We discuss bullying and its associated themes regularly through Collective Worship, Lancashire PSHE Scheme of work , R.E., and other subject areas. Pupils are given opportunities to talk about bullying during these sessions and at School Council meetings. To raise self-esteem and encourage co-operative behaviour children are praised and given recognition for their good behaviour and other achievements through the weekly team point and class certificate system.

We make use of specific organisations or resources in the wider community (when necessary) for help with particular problems e.g. police, Children's Services, childline, Barnardos. This may be where bullying is particularly serious or persistent and where a criminal offence may have been committed.

We make it easy for children to report bullying so that they are assured that they will be listened to and incidents acted on.

We try to create an inclusive, safe environment where children can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

We celebrate our successes so that we create a positive school ethos around the issue of bullying.

Strategies and practices

To encourage children to report incidents of bullying they are made aware that:

- it is alright to tell

- we do not regard this as "telling tales"

- once they have told, something will be done about it

- it will be dealt with in a sensitive and serious manner.

When bullying occurs we understand:

- That there are no stereo-types

- That bullying occurs with boys and girls of all ages

- That sometimes the bully does not realise that what he/she is doing is bullying.

Bullying can take many forms and includes:

- Bullying relating to race, religion or culture

- Bullying relating to special educational needs or disabilities

- Bullying relating to appearance, health or medical conditions

- Bullying relating to home circumstances

- Bullying relating to sexual orientation

- Sexist or sexual bullying

Building on the school's existing policies

The school's Mission Statement, Behaviour Management Policy, P.S.H.E. Policy, Home School Agreement, Race Equality Policy, Equal Opportunities Policy, E-safety policy, Inclusion Policy and classroom code of conduct have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people. The Anti-Bullying initiatives reflect the principles contained in these documents.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on
request about the effectiveness of the policy.

If necessary governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy is reviewed every two years or earlier if necessary. The next review will be in the Autumn Term 2015.

Guidance and advice

Staff response to alleged bullying

- Remain calm and take charge. An emotional response may add to the bully's fun or give control to the bully.

- Take the incident seriously and act on it as quickly as possible.

- Inform all appropriate persons – Senior Leadership Team, class teachers, TAs and lunchtime supervisors so that they can continue to be vigilant in all areas.

- Inform parents on both sides in order to:

  i)   explain the events and how the incident has been dealt with

  ii) reassure them that the incident will not linger on or be held against anyone

  iii) gain their support in dealing with the issues

Preventative tactics

In an effort to prevent bullying taking place, we ensure the following:

- All pupils gain personal and social skills through P.S.H.E., citizenship and other curriculum areas.

- Anti- Bullying education is such an important area of school life that the whole school works on issues relating to bullying at the same time at least each term.

- Pupils continue to be supported by checking they know how to speak out.

- Pupils are reminded regularly about our behaviour policy and the way we deal with bullying.

<u>Advice for children if they witness bullying</u>

- Take action – don't ignore it.

- Tell an adult immediately.

- Do not tolerate bullying behaviour in others.

<u>If you are being bullied</u>

- Tell an adult

- Do not give into demands

- Walk away from the situation

- Walk 'tall' and be confident

- Ignore nasty comments and insults

If you find yourself the victim of group bullying, remember that most of the group will simply be following the ring-leader. They will also be frightened of not fitting in as the bullies attention may turn to them. Remember, seeming upset will show the bullies that they are winning.

CODE OF CONDUCT

Behave well, think about and respect the needs of others around you

Wear school uniform and respect their own as well as other people's belongings

Be sensible and helpful in the classroom following school and class rules

Play sensibly at breaktime, respect all members of staff who are there to help and stay inside the school grounds at all times during school hours

Act sensibly when on or near the road

Anti-Bullying Code

Every pupil in Christ Church Charnock Richard C.E. Primary School has the right to enjoy learning, free from intimidation both in school and the surrounding community.

Our school community will not tolerate any unkind actions or remarks.

Pupils should support each other by reporting all instances of bullying.

Bullying will be dealt with seriously

We are an 'open and listening' school, bullying is too important not to report.

Advice for children

If you are being bullied

- **Tell an adult straight away**

- **Do not give into demands**

- **Walk away from the situation**

- **Walk 'tall' and be confident**

- **Try to ignore nasty comments and insults**

- **If you find yourself the victim of group bullying, remember that most of the group will simply be following the ring-leader. They will also be frightened of not fitting in as the bullies attention may turn to them**

- **Seeming upset may show the bullies that they are winning**

If you witness bullying

- **Take action – don't ignore it**

- **Tell an adult straight away**

- **Do not tolerate bullying behaviour in others**.

Further Sources of Information

DfE resources:

DfE Behaviour and Discipline in Schools Guidance
ttp://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

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 the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. 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.

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

Cyberbullying:

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

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

This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

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

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.