

Adopted by governing body	April 22
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For review	July 26

Chirton C of E Primary School
Anti-Bullying Policy



'Loving our neighbours as ourselves'
Luke 10:27

Principles and Values

Studies carried out by KIDSCAPE and NSPCC show that 68% of children say they are bullied at some stage of their school life. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Definition of bullying

We define bullying as "behaviour by an individual or group, repeated over the 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, homophobic, or because a child is adopted or has caring responsibilities, It might be motivated by actual differences between persons, or perceived differences". "

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding equipment, threatening gesture)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Religious	A negative or unfriendly , focusing on religious difference or how somebody expresses their faith
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat Twitter, Facebook misuse, Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, I-pad, games consoles
Peer on Peer	Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Bullying may be related to:

- Gender
- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.

Cyberbullying

Many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

Cyberbullying can be defined as “The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone” DCSF 2007. DfE and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: <http://www.digizen.org/cyberbullying>

- There are clear procedures in place to support anyone in the school community affected by cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school's e-Safety ethos.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved

- Anonymity- through cyber space

Staff must remain vigilant about bullying behaviors and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they are too young or have a level of Special Educational Needs which means that they may be unable to realize or communicate what others are doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Tell Tale signs

- Children who are being bullied may:
 - Be frightened of walking to school alone
 - Be unwilling to go to school or feel ill every morning
 - Begin under performing at school
 - Have clothes or possessions destroyed quite often
 - Have possessions go missing
 - Cry when left alone
 - Have unexplained cuts and bruises
 - Ask for money or begin stealing (to give to the bully)
 - Become withdrawn and start stammering
 - Become depressed and anxious, may stop eating
 - Have nightmares
 - Begin to bully other children or siblings
 - Give improbable excuses for any of the above

Strategies for prevention of bullying

- As teachers we must:
 - Tell children from day one that bullying (verbal or physical) is **NOT tolerated** in school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
 - Raise self-esteem of pupils through praise, reward system, positions of responsibility, circle times etc.
 - Help the pupils to understand differences caused by illness, medication, handicap or disfigurement etc. in order to increase tolerance and reduce the likelihood of bullying.
 - Use PHSE/role play to teach co-operation skills, and non-bullying ways of resolving conflict.
 - Provide on-going opportunities to bring problems out into the open through regular circle time or the use of puppets, etc.
 - Teach children that by witnessing an incident of bullying and doing nothing they are actively encouraging bullying behavior. **Bystander power is the biggest weapon we have in tackling bullying**, we need to teach pupils how to be effective bystanders and take on social responsibility.
 - Teach the children strategies for dealing with bullying themselves (appendix 1)
 - Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules.
 - Use workshops to demonstrate anti-bullying attitudes and the values we want to promote.
 - Have clearly defined, taught, playground rules and show that it is important to stick to the rules for everyone's best interest.

- Reward appropriate behaviour, and ensure that everyone knows the consequences of breaking the rules so that the system is seen to be fair.
- School Council to lead anti-bullying initiatives throughout the year and at specific times in line with national events.
- Promote and celebrate 'The Chirton Treasures.'

Support through the curriculum

In order that all children will have access to learning about bullying we use the KAPOW scheme, have regular Circle Time and structured PSHRSE teaching. When appropriate we also use outside agencies.

Reporting Bullying

- Victims of bullying often feel very isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying. Children at Chirton school, whether victim or bystander, need to know that they can report incidents of bullying to any adult member of staff, teaching or non-teaching, and that all incidents will be taken seriously. Children should be given time to talk and be praised for telling.
- In accordance with the schools Behavior policy, Bullying Incidents are recorded on the CPOMS electronic system.

Procedures

- All bullying allegations will be taken seriously and incidents investigated thoroughly.
- Alleged bullies, victims and witnesses are interviewed separately and observations of the parties concerned are made.
- If the incident is proven and turns out to be an isolated incident a sanction will be imposed on the perpetrator.
- If there seems to be a pattern of behavior, which indicates bullying, a written record will be made on our safeguarding platform, CPOMS.
- Both bully and victim will be supported:
- For the bully:
 - Analyse possible reasons for bully's action by looking at the "whole child", including family situation.
 - Gather information, e.g. classroom observations.
 - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.
- For the victim:
 - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
 - Assertiveness training.
 - Using the strategies for prevention of bullying.
- At this stage parents of both parties will be informed in writing and may be involved in helping to resolve the situation, e.g. home/school contract.
- Disciplinary measures will be applied fairly, consistently and reasonably, taking into account the needs of the pupils. Behaviour arising from disability will be taken into account with regard to applying sanctions e.g. for children on the Autism/Asperger spectrum.
- ELSA to be provided to help the victim work through the issue as well as the bully where required.
- If the situation is not able to be resolved, greater involvement of outside agencies may be requested as well as a Behaviour plan implemented.
- Exclusion will be considered if difficulties cannot be resolved within the school environment.

Roles and responsibilities

- Duty staff will report incidents to the class teacher and, if it is a case of bullying, it will be reported to the Head teacher who will keep a record and deal with the situation/discuss further action.

- Relevant forms (on CPOMS) will be completed where required.

Monitoring and evaluation

- Involvement of School Council
- Discussion with all staff
- Review with Governors
- A drop in these figures would measure the success of this policy.
- Whole school pupil and parent survey

Anti-Bullying governor
Mrs A Morgan