



“Let your light shine brightly.”

Matthew 5:16

Anti-Bullying Policy

Policy accepted by SLT on:	<i>15/6/2020</i>
Next review:	<i>Summer 2023</i>
Signed (Headteacher):	<i>R. Kaye</i>
Statutory policy: <i>Yes/No</i> On school website: <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/carers 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.
- This Anti-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;
- to promote respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing all children for life in diverse 21st Century Britain.

4. Definition and nature of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting, kicking or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone;
- **Attacking property** – such as damaging, stealing or hiding someone's possessions;
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone;
- **Psychological** – such as deliberately excluding or ignoring people;

- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- **Race** (racist bullying);
- **Religion or belief** (e.g. anti-Semitic or Islamophobic bullying);
- **Culture or class**;
- **Gender** (sexist/misogynistic bullying);
- **Sexual orientation** (homophobic or biphobic bullying);
- **Gender identity** (transphobic bullying);
- **Special Educational Needs (SEN) or disability**;
- **Appearance or health conditions**;
- **Related to home or other personal situation**;
- **Related to another vulnerable group of people** (e.g. Children Looked After, young carers).

No form of bullying will be tolerated and all incidents will be taken seriously.

Research shows that name calling is the most common direct form of bullying behaviour.

Children's 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

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

At Christ Church 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. (See Appendix A: "Hate crimes will be reported" poster.)

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 (SLT). All such incidents are recorded in the School Behaviour Log. An anonymised summary of School Behaviour Log data is subsequently included in the termly Headteacher's Report to Governors.

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-Racist (Race Equality) Policy.

6. Peer-on-peer bullying and abuse

If one child or young person causes harm to another, this should not necessarily be dealt with as bullying or abuse. When considering whether behaviour is bullying/abusive, it is important for staff 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 bullying/abuse can affect people of different genders and gender identities in different ways.

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 ICT Acceptable Use 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. 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”.
- Teaching children positively about celebrating individual differences and different families, and that all people are valued equally.
- Multi-agency work with social services, Police, etc.
- Involving parents/carers 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.

9. Involving parents and carers

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

10. What should parents/carers do if they feel their child is being bullied?

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

The first point of contact for the parent/carer is the child’s class teacher.

The class teacher will do the following:

- Recognise that the parent/carer 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/carer 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.

11. Dealing with reported incidents of bullying

At Christ Church C of E 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;
- log the incident on SIMS and notify a member of the SLT;
- communicate/meet with the parents/carers of the target (i.e. the victim of bullying);
- communicate/meet with the parents/carers of the perpetrator;
- adopt a restorative approach (see Section 12, below);
- identify opportunities for whole-class and/or whole-school follow-up (e.g. Circle Time or a themed assembly);
- follow up repeatedly, checking bullying has not resumed.

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. If bullying continues

If the perpetrator repeats the bullying behaviour:

1. The class teacher and/or Headteacher will meet with the perpetrator's parents/carers to discuss the incidents and agree further action and/or sanctions. The timing of a review meeting will be agreed.
2. The class teacher and/or Headteacher will meet with the perpetrator's parents/carers to review progress and agree further action and/or sanctions if necessary.

If the bullying behaviour persists:

3. The Headteacher may make a decision to exclude the perpetrator for a fixed term.
(The parents/carers have the right of appeal to the Governing Body and LA.)
4. The Headteacher may make a decision to permanently exclude the perpetrator.
(The parents/carers have the right of appeal to the Governing Body and LA.)

14. 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 – which includes a record of:
 - (i) racist language and incidents (ethnicity, race, nationality)
 - (ii) sexist/misogynistic language and incidents (gender)
 - (iii) homophobic/biphobic language and incidents (sexual orientation)
 - (iv) transphobic language and incidents (gender identity)
 - (v) disability-related language and incidents (disability, medical)
 - (vi) bullying incidents other than (i), (ii), (iii), (iv) and (v)
 - (vii) SLT behaviour interventions
 - (viii) physical restraints
 - (ix) fixed-term exclusions (days excluded)
 - (x) permanent exclusions;
- termly Headteacher's Report to Governors includes anonymised summary of School Behaviour Log data.

APPENDIX 1: "HATE CRIMES WILL BE REPORTED" POSTER

Hate crimes will be reported to the Police

Any adults who use threatening, abusive, racist, homophobic, biphobic, transphobic or other offensive language when speaking/writing to, or about, any Christ Church school staff, pupils or parents/carers will be banned from entering the school premises.

Please note: this applies regardless of where or when this was said/written.

Prejudice and discrimination are wrong and will not be tolerated. Please work with us to make sure that everyone feels safe, respected, valued and welcome at our school. Thank you.

