

“What we nurture today, flourishes tomorrow.”

“I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me.” John 15

love | joy | peace | patience | kindness | goodness | faithfulness | gentleness | self-control

Safeguarding Children: Anti-Bullying Policy

Date: Autumn 2024

Review date: Autumn 2025

Introduction

We aim to create an environment in which all children and adults feel safe, secure and respected and enabled to develop a sense of pride, self-worth, tolerance, respect and consideration for others. In line with our Christian values, focus is placed on encouraging children to develop successful, rewarding and positive relationships with their peers, other children and adults. As part of this, children are taught what acceptable or unacceptable behaviour is and what to do if they feel unsafe.

Above all we use this policy in keeping with our Christian belief in forgiveness and reconciliation – even after unkindness, or sometimes worse, has happened.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies, anti-bullying week) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time, worry box) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.
- Promote forgiveness and reconciliation

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.

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The role of the Headteacher

It is the responsibility of the Headteacher to implement the school Anti-Bullying Policy, and to ensure that all staff (both the teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head reports to the Local Governing Body about the effectiveness of the Anti-Bullying Policy on request.

The Headteacher also ensures that all children know that bullying is wrong and is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. E.g. during a focus 'Anti-Bullying Week' or if an incident occurs, the Head may decide to use a circle time/assembly as the forum to discuss with children why this behaviour is wrong.

The role of the teacher and support staff

The staff take any forms of bullying seriously and seek to prevent it from taking place. Teachers use CPOMS (*Child Protection Online Management System*) to keep records of all incidents that are relevant to their class. If bullying has taken place between the members of a class, teachers will deal with the issue immediately. Teachers use a range of methods to prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help children understand the feelings of bullied children. Class discussion time can be used to raise pupil awareness and understanding of bullying and to discuss ways of dealing with it. As well as helping to develop listening skills and respect for others it provides a forum for subjects – such as the value of difference and our right to be different – to be discussed without drawing attention to excluded individuals. Used regularly, it can help encourage empathy and is a useful way of involving young people allowing their views to be heard and key messages to be reinforced.

Restorative approaches aim to minimise the power imbalance that is present in bullying behaviour with all involved working together to resolve how to deal with the consequences. Stigma is avoided through naming the action as unacceptable rather than the pupil doing the bullying. Because the approach focuses on the consequences for the other party, participants are encouraged to empathise with each other. Some pupils may respond better to restorative approaches because the focus is on finding an emotional and practical solution as opposed to punishment.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact the school immediately, speaking with their child's class teacher first – the person who knows the child best. Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school, as outlined in the Home/School agreement.

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 on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. The School Council, Family Groups and the Worry Box all offer support and communication channels for pupils.

Definition of bullying from the Anti Bullying Alliance

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can take many forms including:

- Verbal e.g. name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical e.g. pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice e.g. racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual e.g. unwanted physical contact or sexually abusive or sexist comments
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender

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- Online/cyber e.g setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
 - Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
 - Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
 - Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability or special educational needs
 - Any other incident or series of incidents which staff consider amount to bullying.
- Please note that this list is not exhaustive, other actions not listed above can amount to bullying if it threatens a safe and secure environment.

Bullying is not:

- Bullying is not the odd occasion of falling out with friends
- Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying.
- It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.
- We all have to learn how to deal with these situations and develop social skills to repair relationships.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- doesn't want to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in schoolwork
- comes home with clothes torn or personal items damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home hungry (snack/packed lunch) has gone missing
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

2. Where could it occur at Christ Church School?

Anywhere on school premises during school hours and includes:

- | | | |
|----------------|---|-------------------------------|
| a) Toilets | b) On playground | c) Pathways around the school |
| d) Classroom | e) Games | f) School corridors |
| g) Dining room | h) Any school activity run by the school. | |

3. Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Christ Church School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the

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opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

4. Support for Victims

- Reassure child that there is nothing wrong with him/her and that this happens to other children.
- Child's teacher to ensure that child knows he/she has a listening ear to turn to.
- Where necessary provide child support (friendship).
- Where necessary provide adult support/supervision.
- Reassure the child that all staff are caring for him/her. Children are taught a range of strategies to deal with bullying behaviour and the need to keep parents informed where there are real concerns recognised so they can support their child in using the strategies, e.g., to practise saying "no".
- Refer child to family group members.
- Refer child to prefects.
- All staff make regular eye contact with victims.
- One member of staff (named) to regularly talk with child on an informal basis (daily-weekly-monthly).
- Follow up with discussion at SEN termly meeting.

Support for the Bully

- Make sure he/she knows behaviour is not in keeping with Christian values or the school's ethos.
- Ensure that the bully is made aware of the victim's point of view.
- Punish if appropriate. Usually, the involvement of parents and the recording is enough.
- Make any punishment clearly understood and the reasons for it.
- Remember that the child may need an opportunity to talk about what might be happening to him/her.
- Give parents of bully help to modify child's behaviour.
- Keep the child under observation and be alert for clues as to why the child is bullying.

Bullying by adults or of adults

It is recognised that bullying may not only occur between children but may occur between:

- Parent/Child
- Parent/Member of Staff
- Staff/Staff
- Staff/Parent
- Staff/Child
- Child/Staff
- Parent/Parent

5. Record Keeping

Christ Church School uses CPOMS (Child Protections Online Monitoring System) to log cases of bullying and child on child abuse. Such record keeping allows identification of patterns of behaviour to be identified and logged.

In such cases cross reference should be made to the following policies/procedures;

- Safeguarding Children – Child Protection
- Online Safety (including Acceptable Use Agreements)
- Whistle Blowing
- Complaints Procedure

Monitoring and Review

This policy is reviewed annually in the autumn term by the Senior Leadership Team and Local Governing Body.

Reviewed

Autumn Term 2024

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