



# Anti-Bullying Policy

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Responsible Staff	<b>R. Flanders</b>
Governor	<b>J. Weaver</b>

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## **Vision and Values**

### **Vision Statement**

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

### **Foundational Scripture**

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

### **School Values**

Our school values are at the heart of our everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are:

Friendship  
Thankfulness  
Hope  
Unity  
Compassion  
Forgiveness  
Justice  
Endurance  
Trust

**At Hoole Church of England Primary School, we aim to help children become:**

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

## **Aims and objectives**

This policy aims to produce a consistent school response to any bullying incidents that may occur on or off the school premises involving pupils from our school.

## **What Is Bullying?**

Bullying is any action taken persistently by one or more individuals with the deliberate intention of harming another child, either verbally, physically or emotionally.

Bullying should not be confused with thoughtless behaviour or the 'rough and tough' play stage that many young children go through.

We must make sure that children are given the opportunity to learn about their own and others behaviour without fear of being labelled.

Bullying is generally characterised by:

- Repetition: Incidents are not one offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) mean to cause verbal, physical and emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.

## Types of Bullying:

Bullying is acted out through the following mediums:

- Verbal name-calling, sarcasm, spreading rumors, teasing;
- Physically Bullying with a physical dimension includes pushing, kicking, hitting, punching or any use of violence;
- Emotionally Emotional bullying includes being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) on a persistent basis;
- Online (Cyber) All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls; Misuse of associated technology, i.e. camera & video facilities.

Bullying can take the following forms:

- Racist Racist bullying is based on ethnic background, religion or skin colour.
- Sexual Bullying behaviour that has a physical, psychological, verbal or non-verbal dimension/dynamic that subordinates, humiliates or intimidates another person.
- Sexist Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender.
- Homophobic Bullying another person because of their actual or perceived sexual orientation.
- Transphobic Bullying based on another person's gender 'variance' and for not conforming to dominant gender roles.

- **Prejudicial** Bullying based on prejudices directed towards specific characteristics, for example, special educational needs or mental health issues.
- **Relational** Bullying that primarily constitutes of excluding and isolating someone on a persistent basis

We recognise that bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community. Through this policy we aim to tackle bullying in its variety of forms.

### **Why is it Important to Respond Quickly to Bullying?**

Everybody has the right to be treated with respect. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Any incidents of bullying need to be dealt with as soon as possible so that:

- Children are happy coming to our school;
- Bullying behaviour does not continue;
- Anyone being hurt is prevented from being hurt more;
- Adults are clear why the bullying has happened;
- The person who is behaving wrongly learns how to behave properly.

### **Signs and Symptoms**

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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 do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when an online message is received

These signs and types of behaviour could indicate other problems, but bullying should be considered as a possibility and should be investigated.

## **Procedures**

- Bullying incidents/concerns are reported to a member of staff.
- Pupils will be given a choice of the person they wish to talk to about bullying allegations and during any investigation process, they will be able to choose a member of staff to provide them with emotional support.
- Any reported concerns will be recorded via CPOMS and monitored to clarify the situation fully and make sure any bullying is being tackled.
- Parents will be informed on both sides to ensure clarity and fair opportunity to resolve the concerns. In more serious/ongoing cases of bullying they will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated thoroughly by a senior member of staff. The investigation will include talking to all parties in a balanced and sensitive manner.
- At every stage of the investigation, notes will be recorded via the CPOMS system to ensure that all evidence is compiled and collected thoroughly.
- Actions will be taken to resolve the issue and support all parties in moving forward successfully. Action taken will be in line with school policies including the Behaviour Policy and Exclusion Policy.
- Ongoing support will be provided for the alleged victim(s) and perpetrator(s) to ensure that there are no further issues. Relationships between the pupils involved will be monitored for up to one term following the investigation. If no further incidents occur monitoring will cease unless there are additional concerns.
- If necessary and appropriate, police will be consulted or support accessed via organisations, including the local Police Community Support Officer, listed in Appendix 1.
- Allegations are followed up within a time frame agreed with relevant parties, including the children involved and their parents/carers. The school aims to complete investigations and report back to stakeholders within 2 weeks.
- Records of investigations will be maintained in line with statutory guidance.

## **Prevention**

The school clearly communicates a whole-school commitment to addressing bullying. Staff are aware that safeguarding is everyone's responsibility and are vigilant to potential issues, including bullying. All staff members are aware of this policy and their responsibilities in relation to it.

We ensure that our curriculum is balanced and delivered in a manner which prevents discrimination and the promotion of prejudicial stereotypes. We use KIDSCAPE methods for helping children to prevent bullying in conjunction with our PSHE curriculum, SCARF programme, Religious Education curriculum and wider curriculum.

All types of bullying are discussed as part of the curriculum. In line with our Christian ethos, diversity, difference and respect for others is promoted and celebrated through the curriculum.

## **The role of governors**

The Board of Governors is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring the school is inclusive and that the curriculum promotes the vision and values of the school.
- Ensuring that the Headteacher maintains accurate records of incidents of bullying in order to report to governors regarding the effectiveness of school anti-bullying strategies.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Via the CPOMS system, maintain a termly overview of Bullying Report Record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying overview at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Ensuring the school environment and curriculum promotes celebration of inclusion and diversity.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups,
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support via the CPOMS system.
- Contributing to any investigation of bullying conducted by a senior leader.

The Learning Mentor is responsible for:

- Offering emotional support to victims of bullying and alleged perpetrators.
- Alerting the relevant teachers and senior staff regarding any incidents of bullying.
- Contributing to any investigation of bullying conducted by a senior leader.
- Support work undertaken with parents and carers of alleged victims/perpetrators.

- Coordinate the ongoing support and monitoring of relationships between pupils once issues have been addressed.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Monitoring their child's use of technology including mobile phones, online gaming and communication via social media forums.
- Supporting the school is conducting a thorough investigation within the timescale agreed.

Pupils are responsible for:

- Supporting initiatives in school including the Friendship Force, Play leaders programme and Sports Ambassador roles.
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

### **Monitoring and review**

This policy is monitored by the Head Teacher, who reports each term to governors about the effectiveness of the policy.

It is the Governing Body's responsibility to evaluate this policy annually in conjunction with the Senior Leadership Team and stakeholders.

The next policy review is due in May 2025.



## Appendix 1

### HELP ORGANISATIONS:

Childline	0800 1111
NSPCC	0808 800 5000
Samaritans	116 123
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204 <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>