



Chandlers Field Primary School

Anti Bullying Policy

Policy date:	Spring Term 2020
Policy Type :	Statutory
Review Cycle:	Annually
Governor Approval:	PLAT

STRATEGIES FOR PREVENTING BULLYING

As part of our ongoing commitment to the safety and welfare of our pupils, we at Chandlers Field have used strategies to promote positive behaviour and discourage bullying behaviour. These are outlined in detail in the Behaviour Management Policy.

1. AIMS

The Anti-Bullying policy runs alongside the Behaviour Policy using the codes, rewards and sanctions set therein. Anti-bullying is taught throughout the year and not just one single event such as anti-bullying week.

2. HOW WAS THIS POLICY CREATED?

This policy was created in conjunction with staff, pupils, parents and carers. The policy was also discussed during an 'anti-bullying team' meeting. A child friendly anti-bullying policy was created alongside this policy that children have been made aware of. Children had an input on how they would like the child friendly version of the policy to be displayed. Children suggested having a child friendly anti-bullying policy for the younger pupils which is now in place across the school.

The school has an anti-bullying team which meets every half term to discuss the needs of the school in relation to this topic and what can be put in place to support the children further in building effective relationships. The team is led by the anti-bullying lead (Miss Nichola Callen). The team can also be referred to as 'CFS Friends' with the identified logo below. This logo was designed by all the children across the school.



3. WHAT IS BULLYING?

We say a child is being bullied or picked on when another child or group of children, repeatedly say nasty and unpleasant things to him or her. It is also bullying when a child is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them etc. These things can happen frequently and it is difficult for the child being bullied to defend him or herself. It is also bullying when a child is teased repeatedly in a nasty way. But it is not bullying when 2 children have the odd fight or quarrel. (Children who are bullied may be reluctant to tell.) When a disclosure is made, it should be treated seriously and investigated, checking with colleagues and maintaining rigorous vigilance. By taking an active interest in children's social lives, signs of distress are likely to be noted.

Signs of bullying might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem

- being easily distressed
- damaged or incomplete work
- incontinence

If difficulties are associated with a child from a minority racial or cultural background; a child with SEN; or where there are indications of sexual harassment, these indicators may well confirm bullying is occurring.

Definitions of the different types of bullying:

- **Physical Bullying:** Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include kicking, punching, hitting or other physical attacks.
- **Verbal Bullying:** Verbal bullying occurs when someone uses language to gain power over his or her peers. The verbal bully makes use of relentless insults and teasing to bully his or her peers. For instance, a verbal bully may make fun of a peer's lack of physical capabilities, may tease a peer for being a "dumbie" or "nerd", and/or may call a peer names based on appearance. Verbal bullies are one of the more difficult types of bullies to identify since their attacks tend to only occur when adults are not present. Even though verbal bullying creates no physical damage, this type of abuse can have lasting psychological impacts on victims.
- **Relational Bullying:** Relational Aggression is a form of bullying common among tweens, and especially teen girls. The behaviour describes an individual, or a group of individuals, who try to hurt a peer, or sacrifice another's standing within their peer group. Girls who exhibit Relational Aggression are sometimes referred to as Mean Girls.
- **Online Bullying:** Online bullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. SEND Related Bullying (Special Education Needs or disabled children): The research that has been conducted on bullying among children with disabilities and special needs indicates that these children may be at particular risk of being bullied by their peers.
- **Sexist / transgender Bullying:** Sexist, sexual and trans-phobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.
- **Homophobic Bullying:** Any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender.
- **Racist Bullying:** Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin

4. REPORTING AND RESPONDING TO AN ALLEGATION OF BULLYING

Once an allegation of bullying is made, procedures detailed in Appendix 1 should be followed. All reported allegations will be taken seriously and investigated involving all parties.

Our school aims to have a clear and well publicised system to report bullying for the whole school community (including pupils, staff and parents/carers) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Victims and perpetrators will go through a restorative approach to re- establish well-being between those involved and ensure harmony and safety. Once the restorative approach has been completed and if needed the victim will receive nurture support within school. See behavior policy for further information.

Class Teachers are responsible for ensuring that an allegation of bullying is written up on an 'allegation of bullying' report form and actions have been identified to prevent the bullying continuing. This can be done in communication with the Key Stage Leader, Anti-bullying co-ordinator and the Head teacher. The Head teacher must view all allegations of bullying report forms. All reports are to be given to the anti-bullying lead for analysis and to ensure the school is following the procedures correctly. The PSHE and anti-bullying

lead is responsible for ensuring that the report forms are completed correctly and a 1 month and 3 month check are in place to follow up on the allegations of bullying once they are dealt with. The Head teacher oversees this.

Complaints procedure:

If you are not satisfied with the way that the allegation of bullying has been handled, please refer to the policy 'Responding to parental concerns.' We aim to resolve any complaints promptly and this is in line with the school complaints procedures.

Strategies

- If someone is doing or saying something you don't like, put up your hand and say "Stop that! I don't like it when you say or do that."
- If they continue after you have asked them to stop, tell them you will report them to an adult if they carry on
- Tell an adult if they continue to bully you
- The adult will listen to you and make a note of the details
- The person who is bullying you will be helped to understand what they are doing wrong
- An adult will help you both to work out a way to put things right
- A few days after this, the adult will ask you how things are.
- There are several letterboxes placed in key points around the school. If children have a concern and don't feel confident approaching an adult, they can communicate via these letterboxes.

The PSHE curriculum is 'Jigsaw.' Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. This has a focus on anti-bullying throughout the scheme, however particularly focusing on this topic in the puzzles 'relationships,' 'celebrating difference' and 'being in my world.' Refer to the PSHE policy for more information

Parents/carers:

- Watch out for signs that your child is unhappy at school, e.g. refusing to come to school, appearing withdrawn or sad, loss of appetite, disturbed sleep patterns
- If you think your child is being bullied, please tell a member of staff or encourage your child to do so, this will be recorded on a parent concern form and investigated thoroughly.
- Reassure your child that it is not their fault
- Look on the anti-bullying websites for advice on how to support your child, e.g. by developing assertiveness and building self-esteem
- If you have any concerns regarding how the incident is being addressed, please refer to the school's 'Responding to Parental Concerns' policy which can be found on the school website.

Useful Websites:

www.kidscape.org.uk/

www.anti-bullyingalliance.org.uk/

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

If you see bullying:

- Always report incidents of bullying that you witness
- Try to support the victim by offering to help them deal appropriately with the bullying

behaviour

- Don't ignore it!

All staff / parents need to be vigilant and report any incidents of bullying or suspected bullying immediately to the class teacher/ head of year/ phase leader and Head Teacher as appropriate.

Incident report forms should be completed in detail to ascertain both parties stories. Bystanders should also be noted and interviewed.

Vulnerable groups:

At Chandlers Field, our focus is to ensure all children who attend the school feel safe and happy. We do have children who are identified 'vulnerable.' These include children who may be in social care, have lost a parent or close relative, family members who have life threatening or lifelong illnesses, have Special Educational Needs etc. For all our children, we ensure that support is in place for them to avoid any bullying incidents. The support could be one or more of the following:

- SEL (social and emotional learning) Support
- 'Time to talk' with staff of their choice

Potential hotspots:

We actively involve pupil voice in every aspect of school life. The children are able to communicate with adults in the school on what they feel works well, what they think could be improved and fantastic ideas to improve school life. As we have a large school site this includes discussions on any physical areas of the school that they feel uncomfortable. Pupil voice is gathered through classroom discussion and using our school letterboxes.

5. PROCEDURES ONCE AN INCIDENT HAS BEEN REPORTED

1. The incident will be investigated quickly, fairly and positively (See Appendix 1) – using the 'no blame approach' where suitable - children put forward their point of view without being accused - the bully and the victim should be spoken to separately by the class teacher /Year Leader. All parties produce a written record (an adult may scribe). Witness information will be obtained where possible. If deemed necessary, discussions with both parties is documented and kept on each child's file.
2. Children involved in incidents will be informed of the sanctions to be levied and the reasons for them in relation to the Behaviour policy. It may then be appropriate to discuss behaviour together. The bully should reassure the victim that it will not happen again and will be asked to apologise verbally or in writing/picture as appropriate. (restorative approach)
3. All staff who come into contact with the bully and bullied, will be made aware of the problem so that they can monitor behaviour and ensure the safety of the child who has been bullied.
4. The victim will be monitored to ensure that they feel safe and secure. Strategies will be put in place to ensure their self-esteem is not damaged (Appendix 3).
5. The bully will be helped to recognise their unsociable behaviour and offered support to modify it. Subsequent behaviour will be monitored. This may involve a Behaviour Contract, an action plan or attendance in one of the schools nurture groups.
6. Existing disciplinary sanctions are used only with a view to improving the behaviour of those responsible and making the victim feel safe. Feedback is given to concerned parties e.g. class teacher about the progress made as appropriate. Allow a 'cooling off' time for children involved if appropriate.
7. Depending on the severity of the incident or its frequency, parents / carers of both victims and bullies may be informed and encouraged to take part in target setting in order to obtain acceptable behaviour usually by the class teacher and should receive feedback via the home/school diary
8. If the incidents continue, further interviews/meetings /support counselling will take place with both bully and victim. The SENDco will be involved. Additional external support may be

- sought via outside agencies e.g. Educational Psychologist, Behaviour Support.
9. Exclusion proceedings (decided by Head Teacher see Exclusion Policy)
 10. Incidents of bullying will always be reported to parents / carers.

Playtime/Lunchtime:

All our lunchtime supervisors follow our school anti-bullying and behaviour approaches. Our policies apply at all times during the school day. We encourage positive relationships and have activities available to the children that help promote this such as play leaders, games led by supervisors and playground resources to encourage the school values.

Play fighting is not acceptable play behaviour at Chandlers Field and should be stopped immediately. Our school ethos focuses on positive play together. Our staff are trained to look for indicators of bullying in the playground such as:

Children who are being physically bullied often:

- frown or look unhappy, or angry
- try to move away from their aggressor
- do not take turns
- if in view of other children, may get considerable attention from the bully.

Recording bullying and evaluating the policy:

Bullying incidents will be recorded in accordance with the schools Behaviour policy e.g. initially on an incident form and then on CPOMS once the Restorative Approach is completed and a behaviour code has been given by the member of staff who deals with the incident (where necessary).

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

In addition, problems with bullying can be addressed through the following:

- PSHE Lessons
- Involvement in Healthy Schools
- Anti-Bullying week annually
- Life Skills / citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice (School Council)
- Peer mentoring schemes
- Playground buddy schemes (arranged for individuals by class teacher as necessary)
- Parent information events, e.g. presentations by pupils during Anti-Bullying Week
- Staff training and development for all staff
- E Safety talks and assemblies – to note Cyber bullying.
- Computing lessons to promote E-Safety.
- Restorative Approach

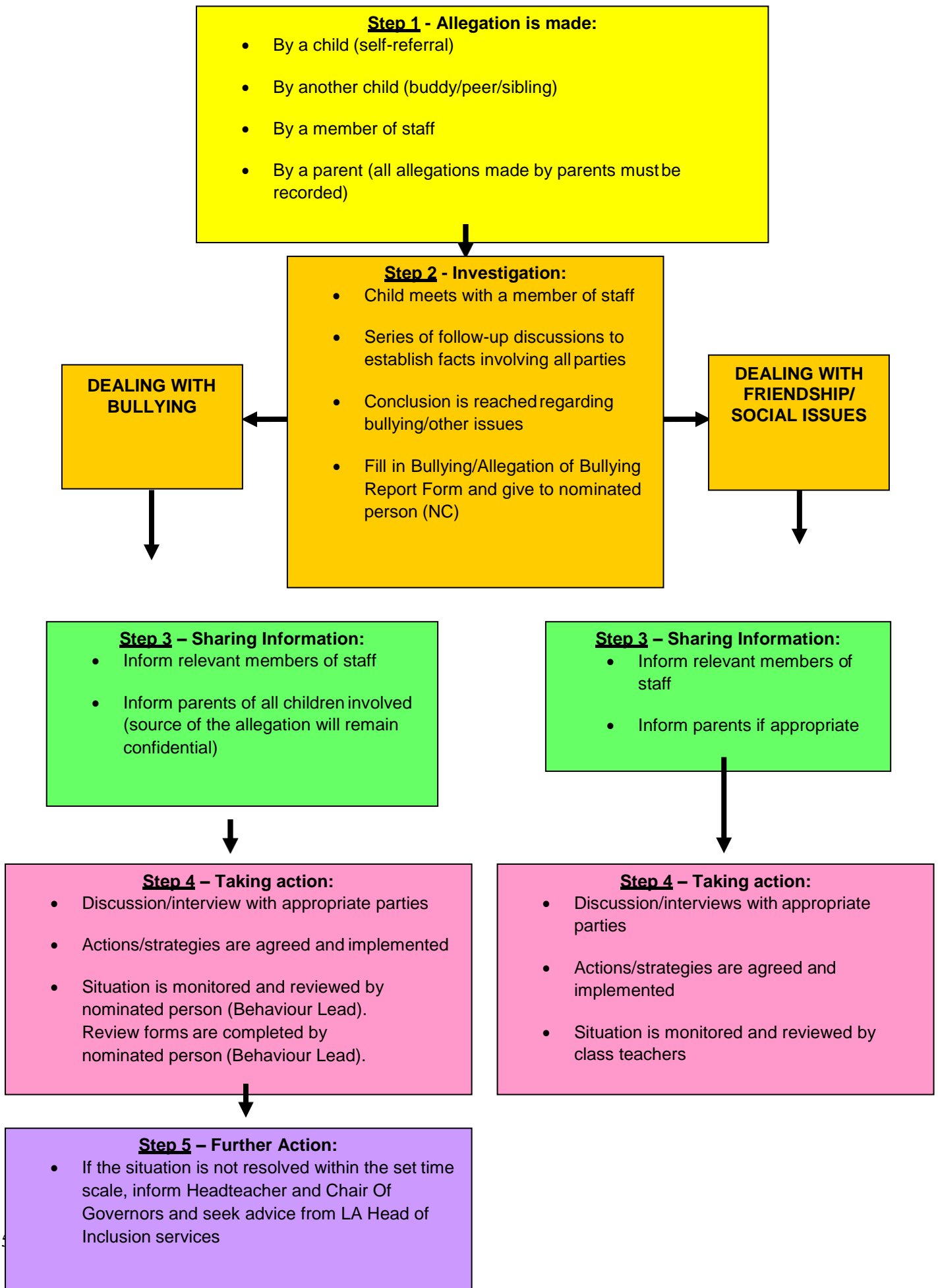
All staff at this school have a responsibility to model respectful behaviour both towards pupils and towards other adults.

All staff should follow the recording procedure outlined above when dealing with reported incidents of bullying.

If you have a concern about a child, use the policy in conjunction with the safeguarding policy.

Please see the school website for the nominated Governor for anti-bullying at Chandlers Field.

Appendix 1: Procedure for Dealing with Allegations of Bullying



Appendix 2: Support for the child

Support through discussion and role models will be provided for the victim and the bully.

This will help both children understand:

- What bullying is
- Why children bully
- Ways to avoid being bullied
- Ways to stand up to bullies
- What to do if it happens again
- Making good choices

These points could be up in the classroom and shared with children:

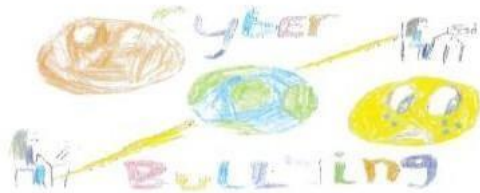
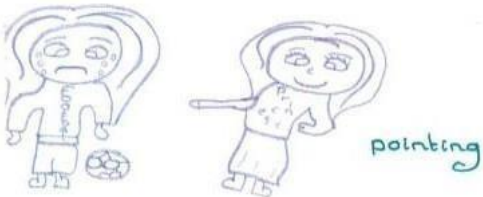
- Tell yourself you don't deserve to be bullied
- Try to show that you are not upset
- Try being assertive - be clear that you don't like what has been done/said and walk away quickly and confidently
- Keep with friends who you can trust
- Show that you and your friends disapprove and speak to them clearly that you are going to report their bullying behaviour
- Talk to a friend or an adult
- Talk to an Adult Buddy.
- Give sympathy and support to a child who may be bullied
- Be careful about teasing or making personal remarks that could be taken as bullying
- Don't stand by and watch - fetch help
- Remember - we are all individuals and different and we should be allowed to be proud of it

In certain situations the school SENCO and/or outside agencies may be involved.

Help lines for Children:

- Talking to adults that they trust, who can talk the problem through sensibly or refer the problem to another adult.
- Arrange an appointment with one of the Adult Buddies.
- Notice boards displaying leaflets for Childline etc.
- Play Leaders.
- Bubble Time (Where children can discuss concerns with their class teacher).
- Encourage support from friends, brothers and sisters who can provide positive help.
- The School's Education Welfare Officer.
- Home : School Agreement.

Appendix 3: Child Friendly Anti Bullying Policy



name calling



Appendix 4: Parents and Carers Anti Bullying policy

AIMS

The Anti-Bullying policy for parents is designed to run alongside the full Behaviour Policy using the codes, rewards and sanctions set therein. Anti-bullying is taught throughout the year and not just one single event such as anti-bullying week.

At Chandlers Field, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We believe that all bullying behaviour is unacceptable.

We expect pupils to feel safe in school and on school related journeys. We want them to understand issues relating to safety, such as bullying, and know how to seek support from school should they feel unsafe.

We aim to continue to develop and maintain a community that is free from bullying. If bullying occurs it is dealt with swiftly and sensitively.

We aim to identify incidents of bullying at an early stage and to take them seriously. Evidence is taken impartially and acted upon, with the issue and behaviour being addressed.

The school is responsible for tackling bullying whilst pupils are in school uniform to and from school.

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- Reassure your child that it is not their fault
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4.

Useful Websites:

www.kidscape.org.uk/

www.anti-bullyingalliance.org.uk/

www.surreycc.gov.uk/learning/schools/parents-school-advice-and-support/anti-bullying-guidance-to-parents

5.

If you see bullying:

- Always report incidents of bullying that you witness
- Try to support the victim by offering to help them deal appropriately with the bullying behaviour
- Don't ignore it!

All staff / parents need to be vigilant and report any incidents of bullying or suspected bullying immediately to the class teacher/ head of year/ phase leader and Head Teacher as appropriate.

6. **PROCEDURES ONCE AN INCIDENT HAS BEEN REPORTED**

1. The incident will be investigated quickly, fairly and positively (See Appendix 1) – using the 'no blame approach' where suitable - children put forward their point of view without being accused - the bully and the victim should be spoken to separately by the class teacher /Year Leader. All parties produce

- a written record (an adult may scribe). Witness information will be obtained where possible. If deemed necessary, discussions with both parties is documented and kept on each child's file.
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 4. The victim will be monitored to ensure that they feel safe and secure. Strategies will be put in place to ensure their self-esteem is not damaged
 5. The bully will be helped to recognise their unsociable behaviour and offered support to modify it. Subsequent behaviour will be monitored. This may involve a Behaviour Contract, an action plan or attendance in one of the schools nurture groups.
 6. Existing disciplinary sanctions are used only with a view to improving the behaviour of those responsible and making the victim feel safe. Feedback is given to concerned parties e.g. class teacher about the progress made as appropriate. Allow a 'cooling off' time for children involved if appropriate.
 7. Depending on the severity of the incident or its frequency, parents / carers of both victims and bullies may be informed and encouraged to take part in target setting in order to obtain acceptable behaviour usually by the class teacher and should receive feedback via the home/school diary
 8. If the incidents continue, further interviews/meetings /support counselling will take place with both bully and victim. The SENDCo will be involved. Additional external support may be sought via outside agencies e.g. Educational Psychologist, Behaviour Support.
 9. Exclusion proceedings (decided by Head Teacher see Exclusion Policy)
 10. Incidents of bullying will always be reported to parents / carers.

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