

# Castlemorton CE Primary School



## Anti-Bullying Policy

**Approved by:** LAB

**Date:** 3<sup>rd</sup> July 2023

**Last reviewed on:** May 2022

**Next review due by:** July 2025

## **Our Values and Vision**

As a Church of England School, we encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

### **LOVE-LIGHT-ALL**

Love learning, enjoy life and care for one another.

A love of learning, a love of life and a love for one another.

We believe that each child is precious and uniquely made in the image of God and in order for them to be the best versions of themselves and to flourish as human beings we provide a place where each child is loved and valued for who they are. We aim for all children to love learning and develop a life-long learning attitude.

Love is patient, love is kind... love never fails (1 Corinthians 13) LOVE

We strive for excellence by offering children a chance to shine so that they can light up the world with their unique talents and gifts with confidence and lead a fulfilled and enjoyable life.

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

We are a deeply caring school where our intentions are thought through carefully and there is a special sense of belonging and respect for all.

Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home (Luke 15) ALL

### **What is bullying?**

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Castlemorton CE Primary School's definition of bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.

Bullying generally falls into one or a combination of the following categories:

- **Physical Bullying** – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- **Psychological** – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **Social- Ostracism**/rejection by peer group.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Cyber bullying** – Using mobile phones or the internet to deliberately upset someone. This includes child on child abuse. Being subjected to harmful online interaction with other users.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child- on -Child abuse** - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).

### **Signs and symptoms of bullying**

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

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- 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 unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- 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 and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Objectives of this Policy**

- To ensure that everyone in the school community has an understanding of what bullying is and how the school will deal with incidences of bullying.

- To ensure staff understand their role in preventing and responding where a child is at risk. (Especially regarding child-on-child abuse).
- To develop a listening caring ethos at Castlemorton where any form of bullying is not tolerated and dealt with in the appropriate and timely manner.
- To encourage discussion and not make premature assumptions and to foster a problem-solving approach.
- The staff is made aware of the anti-bullying policy by the head of school and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, Collective Worship, pupil voice meetings and Anti-bullying week.
- Support the bully and the victim in modifying behaviour.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place and make it clear to children what bullying is on a regular basis.

If any staff witness an act of bullying, they will investigate it and refer it to the head of school. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, the school will meet with the parent/carer.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately and discuss the bullying and actions needed with the head of school. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. The parents of the victim and perpetrator are always phoned and met. In more extreme cases, for example where these initial discussions have proven ineffective, the head of school may contact external support agencies, such as the social services. If needed the victim and perpetrator may be separated (refer to safeguarding policy and child on child abuse policy).

All members of staff attend training when available, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management and dealing with bullying.

Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately and followed up with a meeting with the head of school.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Parents are invited to tell us their views about a range of school issues, including bullying, in the regular parent questionnaire and at the parent forum.

## **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied and at any stage 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 regular pupil questionnaire and pupil voice.

## **Prevention**

We will use various methods for helping pupils to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach
- The staff are made aware of the anti-bullying policy and regular updates
- Explore issues through the curriculum by PSHE, Collective Worship and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Childline
- Provide support through playground buddies, friendship group and peer support
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the pupils in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create
- Encourage parents to check and use parental controls on their computer

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)