

Chase Side Primary School

Anti-Bullying Policy

Reviewed and Adopted by the Governors of
Chase Side Primary School
on the 17th January 2024

To be reviewed December 2025

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

Introduction

At Chase Side Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Chase Side Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy and the School's Vision, Aims and Values.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'Kindness, Respect, Friendship, Honesty and Resilience'.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Chase Side Primary School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Chase Side Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

Types of Bullying

- ❖ **Cyber-Bullying** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.
- ❖ **Racist Bullying** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- ❖ **Homophobic Bullying** This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.
- ❖ **Vulnerable Groups** We recognise that some groups of pupils may be more vulnerable to bullying, including:
 - Looked After Children
 - Children having caring responsibilities
 - Gypsy, Roma and Traveller children
 - Children with Special Educational Needs or Disabilities (SEND)
 - Children from ethnic minorities
 - Children entitled to Free School Meals
 - Children for whom English is an Additional Language
 - Children due to their perceived sexuality or gender identity
 - Those suffering from health problems, including mental health

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Values expectations

Our School values are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Staff Concerns

Staff should log any concerns from themselves / children or parents on ScholarPack within 'Conduct' using 'Concern Child / Parent' with the 'Role' set as reporter.

Investigating Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff at the appropriate point of the Bullying Flowchart.

In any case of alleged bullying, either the class teacher, the Headteacher/Deputy Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is not upheld, the Headteacher/Deputy Headteacher or senior leader should discuss the findings with the parents of both parties.

If the allegation of bullying is upheld, the Headteacher/Deputy Headteacher or senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable. All substantiated bullying incidents must be reported in termly Full Governing Body Meetings. Parents of both parties should be informed.

If the situation does not improve, the Headteacher/Deputy Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children

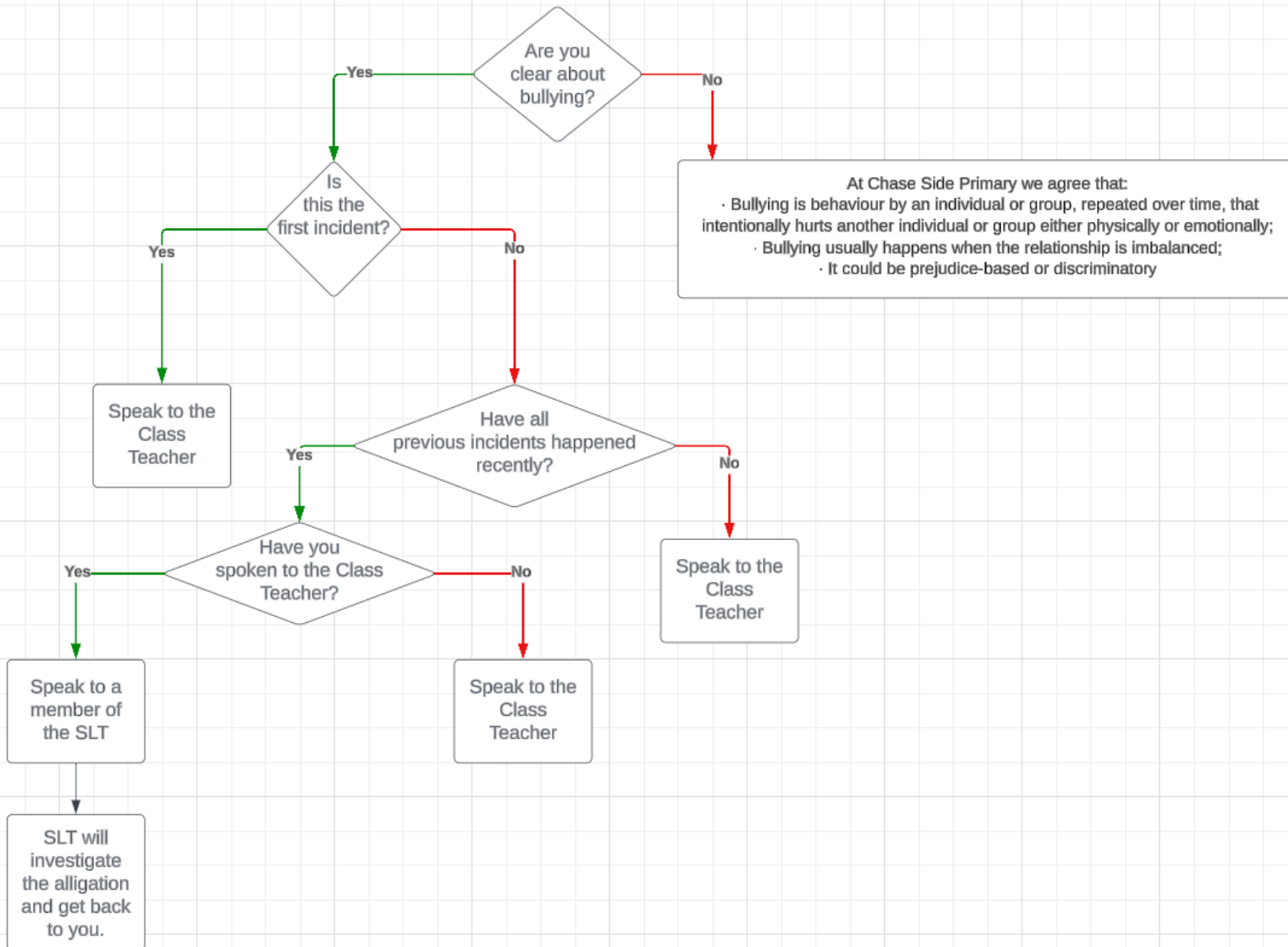
It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying. All adults should:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

Flowchart for reporting concerns



APPENDIX A: Additional Support for parents

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk • Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>

APPENDIX B: Additional information for staff

Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- It is a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.