Christ Church C.E.(VC) Primary School

Anti-Bullying Policy

November 2023

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.

Anti-Bullying Statement

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

At Christ Church School, everyone is equal and we treat each other with dignity and respect. We believe every child and adult in our school has the right to thrive in a safe, nurturing and caring community, without fear of being treated unkindly or experiencing bullying behaviour, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

Bullying behaviour, both on and offline is always unacceptable and incidents of bullying will always be taken seriously and acted upon.

'Pupils say that bullying is rare because staff look after them and keep them safe. They know how to report any concerns. Leaders make sure that any report of bullying is followed up appropriately.' - Ofsted Nov 2019

Documents that have informed this policy

Department for Education (2017) Preventing and Tackling Bullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

The Equality Act 2010 and schools (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

North Yorkshire County Council Inclusive Education Service Anti-Bullying Guidance
https://cyps.northyorks.gov.uk/sites/default/files/NYCC%20Anti-bullying%202016-18%202%20(2).pdf

Church of England (2019) Valuing All God's Children
https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Anti-Bullying Alliance - https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/anti-bullying-policies

Linked Policies

Positive Behaviour Policy

Child Protection Policy

Equal Opportunities Policy

Mental Health and Wellbeing Policy

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring

Definitions

Definition of Bullying

We share the Anti-Bullying Alliance definition of bullying:

> ***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:

- deliberately causes hurt (either physically and/or emotionally);
- is repetitive;
- involves an imbalance of power;
- can take place between children, between adults, between adults and children.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent

Cyberbullying

Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles. Research shows that there is a strong link between online bullying and face-to-face bullying.

Prejudice-based incidents

Under the **Equality Act 2010**, schools must ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group (see below). It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice-based incidents are recorded on CPOMS and reported to governors and the local authority. Prejudice-based incidents are taken very seriously and parents will be informed. Repeated incidents may also be reported to other services such as the police / PCSO, Early Help or the Behaviour Hub.

Racist and faith-targeted bullying

A racist or faith-targeted incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs about a particular race or faith. Repeated and intentional incidents may also be racist or faith-targeted bullying.

Homophobic or biphobic bullying

Bullying targeting a person's sexual orientation

Transphobic bullying

Bullying targeting a person's gender identity

Sexist bullying

Bullying targeting a person's sex

Banter

Banter can sometimes be described as a playful and friendly exchange of teasing remarks. Bullying is often justified as being 'just banter', but can also be hurtful, either intentionally or unintentionally.

Children learn about the difference between banter and bullying in PSHE lessons. Banter is discouraged in school. Restorative approaches are usually used to resolve incidents of banter.

https://anti-bullyingalliance.org.uk/tools-information/what-bullying/banter

Baiting

Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual. To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them. Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully.

https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/baiting

Derogatory language

Derogatory language is language that is offensive, disrespectful or insulting. It is usually said with the intention of causing hurt or to express hostility or dislike for a person. It can often be centred around protected characteristics, appearance or personal traits.

Staff report / record the use of derogatory or offensive language, including the casual use of derogatory language, using informal mechanisms such as CPOMS. Derogatory or offensive language is not acceptable and will always be taken seriously.

At risk groups:

We recognise that some children are at greater risk of bullying than their peers.

Children with SEND, care-experienced young people (looked after children and those who have been in care), Young Carers and children in receipt of free school meals are among the groups who are most vulnerable to bullying.

Children with protected characteristics, including disability, race, religion and gender are at risk of prejudiced based incidents.

Bullying can be based on any of the following things:
- Race or faith
- Sexual orientation
- Gender identity
- Sex
- Special educational needs (SEN) or disability
- Culture or class
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Roles and responsibilities:

All Staff - All staff have a duty to challenge bullying (including racist, homophobic, biphobic and transphobic language). They will be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. All incidents of bullying will be reported to the anti-bullying lead and SLT.

Governors – governors have responsibility for monitoring the policy and its implementation in school.
Chair of governors / safeguarding governor – Dr Kate Ward cog@christchurch.n-yorks.sch.uk
Anti-bullying governor – Alison Dewhurst – adewhurst@christchurch.n-yorks.sch.uk

Senior Leadership Team – The SLT / headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff, that records are kept up to date and that the school upholds its duty to promote the safety and wellbeing of all young people.

- Mrs D Cooper – Headteacher / Designated Child Protection / Safeguarding Officer
headteacher@christchurch.n-yorks.sch.uk
- Mrs K Baines – SENCO / Inclusion Lead / Anti-bullying Lead kbaines@christchurch.n-yorks.sch.uk

Parents/carers - Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.
Parents can speak directly to class teachers in school at the beginning or end of the day or via the school office. They can also communicate through the home/school link books or by contacting the headteacher.
The headteacher can be contacted on 01756 793030 or headteacher@christchurch.n-yorks.sch.uk
The school office can be contacted on 01756 793030 or admin@christchurch.n-yorks.sch.uk

Pupils - Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.
Children can report bullying directly to adults in school. They can also report bullying through DB Primary by email or by 'blowing the whistle'.

Bullying outside of school

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. It may happen face-to-face or online. The nature of bullying or cyber (online) bullying means that it can impact on pupils' wellbeing, both in and out of school.

Children learn about bullying, including cyber bullying in the PSHE curriculum across the whole of KS1 and KS2.

If children are being bullied, feel they might be being bullied or discover that somebody else is being bullied, they should tell a trusted adult at school or at home.

If parents discover their child, or another child is being bullied outside school, either face-to-face or online, they should report it to a member of staff.

If staff are informed about bullying outside school, they should respond according to their responsibilities outlined in this policy and inform parents of any actions taken.

Whole School Principles

Our School has committed to the following Anti-Bullying Alliance principles to prevent and respond to bullying:

Our school:

1. listens - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

2. includes us all - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.

3. respects - all school staff are role models to others within the school in how they treat others.

4. challenges - all forms of discriminatory language – including disablist language – is challenged taken seriously

5. celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.

6. understands - all school staff, pupils and parents and carers understand what bullying is and what it isn't.

7. believes - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

8. reports bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.

9. takes action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying

10. has clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Preventing bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community.
- Our Anti-Bullying Policy is reviewed with staff, children, parents and governors. It is updated in line with training and research and followed by all members of our school community.
- We use a pupil-friendly Anti-Bullying Charter to ensure that all pupils understand the policy and know how to report bullying.   This charter is reviewed annually by children as part of anti-bullying week and is displayed around school and in all classrooms.
- Children's groups including the Lunchtime Buddies, Wellbeing Champions and Digital Leaders have been trained to deliver information and workshops for children and parents about how to recognise bullying, including online bullying, and what to do if concerns arise. Children from at-risk groups and children with protected characteristics are included in our children's groups.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Awareness days and events:
  - Anti-Bullying Week takes place every November in our school. It includes whole school assemblies and celebrations, Wellbeing Champion workshops, lessons in the classroom and a parent event. We use resources from the Anti-Bullying Alliance, Trailblazers Mental Health Support Team and Kidscape (Friendship Friday).

- o [Safer Internet Day](#) takes place every February and is extended beyond 1 day. Whole school assemblies, Digital Leader workshops (KS2), lessons in the classroom and an e-safety parent event include topics related to a range of online issues, including online bullying. We use resources from Childnet.
  - o The [NSPCC Speak Out, Stay Safe programme](#), delivered bi-annually in the Summer Term.
- There is a programme of staff training which includes:
  - o Safeguarding / Keeping Children Safe in Education (at least annually)
  - o E-Safety / Cyberbullying (annually in line with Safer Internet Day)
  - o Range of training from Trailblazers Mental Health Support Team, including Emotion Coaching, restorative practices, reflective practice.
  - o Online training including Child Protection (annual), Prevent (annual), Anti-Bullying Alliance training modules and Adverse Childhood Experiences (ACEs), My Happy Mind.

Identifying bullying

Staff receive training to help them recognise signs of bullying, at least annually, as part of the safeguarding training cycle.

Children learn about the definition of bullying and ways to identify it, both on and offline every year during anti-bullying week and in PSHE lessons.

Parents can find information about bullying on the school website, through the annual parent event during anti-bullying week. Parents are also signposted to the Anti-Bullying Alliance website and Parent Toolkit.

Signs that somebody is being bullied include:
- Dip in attendance / increased illness
- Quiet or withdrawn behaviour
- 'Acting out'
- Other changes in behaviour or mood
- Cuts, scratches or bruises
- Missing belongings

Responding to bullying
When bullying has been identified, the following actions will be taken:

Step 1: Ensure all pupils are safe
- Check for physical injury or distress
- Use the child protection policy where there is a safeguarding concern
- Consider whether outside support is required, for example medical or police assistance
- Ensure the pupil/s being bullied know that you are taking it seriously
- Do not put blame on the pupil/s being bullied
- Listen to all parties involved
- Use emotion coaching to identify feelings and explore solutions
- Inform the pupil/s being bullied what you will do next

Step 2: Prevent further incidents
- Record the incident on CPOMS:
  - Names and roles
  - Description of incident / observations / pupil views
  - Any injuries (also record injuries with the school office)
  - Record the category – bullying + additional categories related to protected characteristics where appropriate
  - Any external support accessed (eg medical / police)
  - Any safeguarding concerns (child protection policy followed)
  - Steps taken, eg emotion coaching / child protection policy / any outside report
  - Next steps
- Next steps could include:
  - Develop a strategy with pupil/s being bullied – what can they do if it happens again / if they are worried about something?
  - Ensure the pupil/s being bullied know they are not to blame and bullying is not acceptable or their fault
  - Plan and agree a way forward with all parties through emotion coaching and restorative practice
  - Regularly check in with all parties – how are they feeling / is the agreement working for everyone?
  - Where bullying has been identified, talk to parents and carers. Ensure they know how to report / flag further concerns
  - Seek advice / make referrals (for any of the parties) if appropriate, for example Early Help / Mental Health Support Team
  - Ensure other staff, including lunchtime staff are aware so that they can monitor all parties and intervene early if required
- Update CPOMS with actions taken

Step 3: Reflect and action plan
- All staff to reflect on the learning taken place
- SLT to analyse CPOMS record for patterns and trends
- Identify whole school issues, eg in relation to protected characteristics
- Is additional staff training required?
- Do policies and procedures need reviewing?
- Does the PSHE curriculum need reviewing?

Monitoring

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the headteachers report to governors.

The governors are responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

This policy will be reviewed annually.

Christ Church C.E.(VC) Primary School

Anti-Bullying Charter

What is bullying?

Bullying is more than a fall out between friends, or a one-off argument:

- It is done on purpose
- It is hurtful
- It happens more than once
- It involves an imbalance of power – (2 against one, an older person and a younger person)
- It can take place between children, between adults, between adults and children
- It can take place face-to-face or online

What can we do?

- Do not take part in bullying
- Tell an adult as soon as possible if you are being bullied – this could be an adult at home or an adult in school
- Tell an adult as soon as possible if you see something that looks like bullying – don't be a bystander
- Talk to an adult if a friend tells you they are being bullied – don't try to deal with it yourself
- Talk to an adult if you are worried about bullying
- Take part in PSHE lessons about bullying

What will the adult do?

- They will listen and help you to talk it through
- They will ask you what you want to happen
- They may talk to everyone involved and help everybody to understand what has gone wrong
- and help everybody involved to create a plan to stop the bullying or upsetting incidents
- They may need to tell other trusted adults
- Afterwards they will check in with everybody and be there to keep supporting you

Together we can beat bullying and create a kinder world!

Appendix B

Anti-Bullying Alliance – Advice for Parents and Carers
https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers

Childline - https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

Childnet – Online Bullying, advice and helpline
https://www.childnet.com/help-and-advice/online-bullying/

Kidscape – Parent bullying advice line (9.30am-2.30pm Mondays-Wednesdays: 020 7823 5430)
https://www.kidscape.org.uk/advice/parent-advice-line/

NSPCC – Bullying and Cyberbullying information and advice
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

Young Minds – Advice for children and young people
https://www.youngminds.org.uk/young-person/coping-with-life/bullying/

Young Minds – Advice for parents and carers
https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/