



**Anti-Bullying Policy**

<b>St Chad's C of E Primary and Nursery School Policy</b>	
<b>Title of Policy:</b>	Anti-Bullying Policy
<b>Date Policy adopted:</b>	Spring 2024 Reviewed Spring 2026
<b>Written by/Author: (Job Title and name)</b>	Senco Clare Hunter Headteacher Catherine Speed Reviewed by Headteacher Fiona Davis Deputy Headteacher & SENCO Clare Hunter
<b>Review Cycle:</b>	Every 2 years
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**For surely, I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11**

**Vision and Values at St Chad's CE Primary and Nursery School**

Our Christian Values are at the heart of our school and create a loving environment that promotes the care and nurture of the whole community. Our school vision is at the core of this policy: *With God's guidance and love for us, we provide a Christian family ethos, where everyone matters and all are encouraged to reach their full potential. In a welcoming, inclusive and nurturing environment, we lead everyone to a future with hope.*

Our core values underpin this policy and are reflected in all our work and relationships in school: Truthfulness, Hope, Thankfulness, Forgiveness, Courage, and Justice. These values support our pupils and underpin our approach to behaviour management.

Our School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

**INTENT**

St Chad's C of E primary and Nursery School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.



The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

#### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- [Updated] DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

#### Preventing Bullying happening in our school

We foster a clear understanding that bullying, in any form, is not acceptable. We are proactive in our approach to preventing bullying by:

- Regularly discussing of our school's values in the classroom, the playground and collective worship. Children are encouraged to show kindness and respect to each other, staff and the wider community.
- Using the curriculum to develop children's understanding of bullying and its effects.



- Developing through our RE teaching understanding, tolerance and acceptance of all regardless of their religious beliefs.
- PSHE lessons, including circle time encouraging good behaviour and developing understanding and acceptance of cultural differences and diversity.
- Anti-bullying focused week
- Regular praise of positive and supportive behaviour by all staff using verbal praise, stickers and through the house points system
- Trained playground leaders, Lunchtime Playzone and Quiet Zone
- Worry Monsters for children to use to express anxieties or concerns
- Anti-Bullying Workshops and Performances

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

All members of St Chad's school community are encouraged to:

- Respect everyone and celebrate their differences
- Be polite and helpful at all times
- Be kind and friendly
- Listen carefully to each other
- Try our very best in all we do
- Keep safe.

Throughout their time with us at St Chad's CE Primary School, children will have the opportunity to experience what it is to be part of a community. As part of this experience there will be daily encounters with other people, which will provoke various examples of ways in which people relate to one another. The lead examples will come from the staff and their relationship and interaction with one another, but this will also permeate to pupils across the school.

School will:

- Participate in national and local initiatives such as Anti-bullying Week and E-Safety week.
- Seek to develop links with the wider community that will support inclusive anti-bullying education
- Offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice on Weduc or signposting to other sources of support and advice
- Regularly counsel and educate the whole school community on e-safety and the prevention of cyberbullying
- Consider the use of specific strategies e.g. peer mentoring



Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work alongside Kagan Strategies. Diversity, difference and respect for others will be promoted and celebrated through various lessons..

### **Procedures for dealing with bullying**

When an allegation has been made, the following procedure should be followed:

- Discussions with the victim. This will require patience and understanding. Remember - Listen, believe, act
- Identify the bully/bullies
- Discussions with the bully/bullies. Record evidence (pupils, class, date, incident, type of alleged bullying, discussion and sanctions) on CPOMS. This will be reviewed regularly to see if any patterns are evident involving the same child/ children

A restorative conversation will take place if appropriate or if the situation involves a dispute between friends.

- Make it clear that bullying is not acceptable at St Chad's CE Primary School
- Separate discussions with parents of bully and victim
- Decide on the course of action and what support is needed. Sanctions for the bully may include, loss of playtimes/lunchtimes, behaviour card, isolation from class or suspension from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure no repetition.

If the Headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the a member of the senior leadership team will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

In the Early Years Foundation Stage staff will record any incidents between children, or information from parents about the alleged treatment of their child by others on CPOMS. Incidents will be recorded following the guidelines for Key Stages 1 and 2, but dealt with in an age appropriate way. This record will be reviewed regularly to see if any patterns emerge involving the same child/ children.

Recording incidents is very important as it helps to identify any patterns regarding bullying behaviour.



If a staff member feels that the situation is of a serious nature and requires further action, it will be passed on to the Head or Deputy Headteacher and they will attend to the matter either with the member of staff concerned or on their behalf.

**Cyberbullying at St Chad's CE Primary School-** Tackling cyber bullying directly links to The Acceptable Use of Technology Policy.

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at St Chad's have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears. The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyber bullies can communicate their messages to a wide audience with remarkable speed and can often remain unseen and unidentifiable.

What is cyberbullying?

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information and/or pictures about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour, which is why children need to understand the implications of their actions.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok (Please note there are age restrictions for these apps. Most apps start at 13 years old).
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

School staff, parents and pupils at St Chad's Primary School need to work together to prevent this and to tackle it whenever it occurs.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal



- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

### **Monitoring and review**

This policy is reviewed every two years by the Headteacher and the Senco. Any changes to this policy will be communicated to all relevant stakeholders.