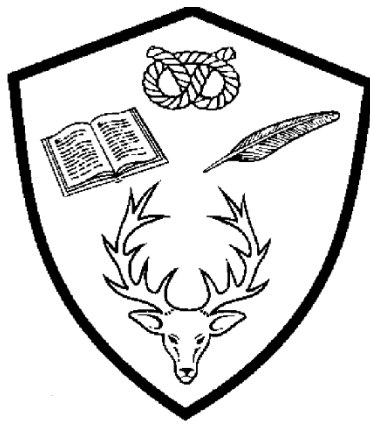


Chase Terrace Primary School

Anti-bullying Policy



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School- Anti- Bullying Policy

Person Responsible:	Deputy Headteacher/ Headteacher
Approval Body:	(Approved by Chair of Governors using Chair's Power to Act)
Date of approval:	November 2024
Review date:	November 2026

Rationale

At Chase Terrace Primary School we are committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. If bullying does occur, all pupils should know who to tell and know that incidents will be dealt with promptly and effectively.

This policy aims to work alongside the Behaviour Policy to help the school to reach the following aims:

- We want everyone in school to achieve their full potential.
- We value qualities of friendship, enthusiasm, honesty, determination, respect and pride.
- We show a sense of responsibility for one another and the community as a whole.
- The policy has been developed by staff and pupils, and is reviewed every two years. Our house captains and vice captains have developed a child-friendly anti bullying pledge for every child and adult to agree to (See Appendix 1).

The policy is published on the school website for the benefit of pupils, parents, staff and governors. It also forms part of our on-going anti-bullying work, where students engage in sections of the policy through assemblies and PSHE taught throughout the academic year.

This policy, alongside the school's Behaviour Policy, reflects the requirements of Section 89 of the Education and Inspections Act 2006, by having clear measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. It also takes into account the Equality Act 2010, which requires public bodies to have due regard to the need to:

- eliminate 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.
- foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Bullying can also be related to appearance, health conditions, young carers, looked after children or otherwise home related circumstances. It can take place between pupils, between pupils and staff or between staff.

We work in partnership with the community and Staffordshire County Council Services (e.g. the police, health service and the local support team) to reduce bullying.

What bullying is (and isn't!)

1. Bullying goes on for a while, or happens regularly.
2. Bullying is deliberate. The other person wants to hurt, humiliate or harm the target.
3. Bullying involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power, they are older, stronger, there are more than one of them or they have some 'hold' over the target (e.g. they know a secret about them).

Because these three things have to happen together for something to be called 'bullying,' children will learn through PSHE that bullying is not:

- A one off fight or argument.
- Teasing between friends without the intention to cause hurt.
- An argument with a friend.
- Conflict that got out of hand.
- Activities that all parties have consented to and enjoyed but may have got out of hand.

Being bullied can take many forms, but the main types are:

- **Physical** – Hurting a person's body; made to give up money or belongings; taking belongings; damage to property, clothes or belongings; forced to do something they didn't want to do.
- **Verbal** – Saying mean things (e.g. name calling including homophobic language, taunting, nasty teasing, insults, spreading malicious gossip)
- **Emotional** – often accompanies physical or verbal bullying (e.g. rude gestures, ignoring/excluding/isolating a pupil)
- **Cyberbullying** – Involves using social media and the Internet to spread rumours or post pictures/videos or fake websites/profiles. It also involves sending malicious e mails or text messages on mobile phones.

At Chase Terrace Primary School we are committed to addressing any incident of bullying that occurs. This includes incidents of bullying to staff and such incidents will be dealt with as seriously as pupil/pupil incidents, but strategies used may differ as appropriate.

Procedures

Dealing with incidents of bullying

Stopping violence and ensuring immediate physical safety is our first priority, however, the emotional impact of bullying can be more damaging than the physical; the school will make its own judgements about each specific case.

The effective management of bullying has four strands:

- Recognition of the signs

Some of the warning signs that need further investigation are:

- Being involved in fights or quarrels
- Having their belongings taken or damaged
- Having cuts, bruises or torn clothing
- Having no friends at playtimes and either staying close to an adult or avoiding playtimes
- A deterioration in their school work
- Appearing unhappy, anxious and sad
- Being withdrawn, sullen or daydreaming
- Erratic school attendance

- Encouragement to tell – all members of the school community are responsible for reporting incidents of bullying and should not see it as ‘snitching/grassing up’.
- Creating a positive ethos – at Chase Terrace Primary School we reward and celebrate good behaviour. All staff and students show a sense of responsibility for one another and the school community as a whole. Assembly times and class discussions should regularly discuss bullying and make it clear that bullying will not be tolerated. Children should be made very aware that they will be listened to and that something will be done about it. Children are surveyed regularly about the physical environment and their views are taken into account regarding changes that can be made to prevent and reduce bullying.
- Consistency – all staff should take incidents seriously and follow school procedures.

Curriculum Strategies

1. Circle-time/PSHE which enables children to begin to empathise, to co-operate and to share their feelings and fears. It allows children to become assertive and, therefore, in social interactions they will not have to resort to aggression or withdrawal to have their needs met. Most of all it enables children to feel valued, to show that their opinions matter and, therefore, it enhances self-esteem.
2. Drama and role play enable children to begin to develop insight into how others may feel as well as being a strategy to explore their own feelings and emotions. Children can also, within this safe environment, develop assertive ways of dealing with bullying behaviour, as well as practising how to interpret other’s behaviour which is often misinterpreted in “potentially bullying incidents”, e.g. rough and tumble, that can escalate into bullying behaviour.
3. Raising self-esteem and acquiring appropriate social skills in line with our school values is central to school life in general and in particular is very pertinent to the behaviour policy. The whole ethos of the school is to encourage everyone to be responsible and caring. Therefore, these areas are not perceived in isolation, but are inextricably linked to all aspects of our school.

Parental Involvement

Chase Terrace Primary School is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents.

Reporting

Bullying can be reported to any member of staff who will complete an investigation report form with the child/parent. Teachers will ensure the Senior Leadership team are aware of bullying incidents. Pupils may feel more comfortable reporting the issue to one of our Children’s Champions. Each class has a children’s Champion in Key Stage 1 and 2. House Captains and Vice Captains also form part of the Children’s Champions team. Their role is to report allegations/perceived incidents of bullying to a member of staff.

Guidelines for dealing with Bullying Behaviour

Bullying will be dealt with in line with our school behaviour policy. The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety.
- All pupils involved being interviewed. Findings will be logged.
- Promptly informing/involving parents of bully/victim.
- Regular feedback to parents while the issue is being resolved and follow up discussions with victim/victim's parents to ensure the bullying behaviour has stopped.
- Sanctions applied in line with the school behaviour policy.
- Strategies to prevent further incidents e.g. intervention for the bully. These will be fair and consistent and will take into account any SEN or disabilities and the needs of any vulnerable students.
- A referral to the local support team (for the bully or victim).
- Positive reinforcement that reporting the incident was the correct thing to do.
- Reassurance that the victim is not responsible for the behaviour of the bully.
- Sympathy and empathy for the victim.
- Befriending.
- Assertiveness training.
- Extra supervision/monitoring.
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability).
- Arrangements to review progress in order to safeguard and support victims over the long term. Any further issues will be dealt with and will result in more serious intervention.
- Records of bullying are kept in order to determine patterns and evaluate the effectiveness of the school's anti-bullying work. Findings will be shared with the whole school community.

Complaints

If an individual has concerns over the way a particular incident has been handled, they should contact the school directly to discuss them. Parents can make a formal complaint at any time using the school's complaints procedure (See Compliments, Comments and Complaints policy).

Responsibilities of the Chase Terrace Primary School community

All members of the Chase Terrace Primary School community have a responsibility to ensure bullying is taken seriously and not tolerated in our school. The lead teachers for anti-bullying in our school are:

Tania Harrison –Headteacher
 Jamie Grunda – Deputy Headteacher

The Children's Champions are responsible for developing and implementing the Children's Anti Bullying Policy, which will be reviewed every two years (see Appendix 2).

Monitoring and implementation of the policy on a day to day basis is the responsibility of the Head Teacher and Deputy Head Teacher.

The headteacher and deputy headteacher will oversee the evaluation, review and development of the policy and procedures. The school is committed to the continuing professional development of staff, and provides on going opportunities for staff to receive additional training in the area of anti-bullying in order to improve our knowledge and understanding of how best to deal with bullying behaviour. Tania Harrison supports the training and development work linked to the policy and is responsible for reporting to the governing body on a termly basis as part of the safeguarding report.

This policy is written in accordance with guidance given in 'Preventing and tackling bullying' – Advice for headteachers, staff and governing bodies 2017(DfE)

- Safeguarding Policy
- PSHE Policy

- Equality Policy
- Complaints Policy

Anti- Bullying Posters:

