



ANTI-BULLYING POLICY

Our Anti-bullying Policy supports this vision for the school:

Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do. We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement. We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel physically and emotionally safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community. Staff were consulted. Pupils contributed to the development of the policy through the school council. Parents will be encouraged to contribute by taking part in written consultations.

Roles and Responsibilities

The head teacher has overall responsibility for the policy and for liaising with governors, parents, carers, other agencies; and appoints the Anti-bullying coordinator: Gill Peeling (also co-ordinator of the School Council)

Together, their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents, carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents and the reporting and recording of bullying incidents
- Coordinating training and support for staff and parents and carers as appropriate
- Coordinating strategies for preventing bullying behaviour

- The nominated Governor with the responsibility for Anti-bullying is: Sarah Tunstill. This governor works with the head teacher to carry out the self-assessment annually *Appendix (1)*

Definition of Bullying

behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

How does bullying differ from teasing or falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling, taunting, mocking or making fun of others for who they are
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours, excluding people from groups
- threats

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the *bystanders*.

Why are children and young people bullied? Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

All forms of bullying are taken equally seriously and dealt with appropriately.

Bullying can take place between:

- pupils (individuals or groups)
- pupils and staff (individuals or groups)
- staff (individuals or groups)

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents, carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Systems of reporting for

- Pupils
- Parents and carers
- All staff and visitors
- Bystanders

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The Anti-bullying Report Record is used (Appendix 3). Staff will refer to *OCC Checklist for Managing a Bullying Incident*. In line with Good Behaviour Policy, written records of the incident and action taken will be kept *Appendix 2*. Parents will be informed.

Actions taken could include

- solution focused, restorative approach
- circle of friends
- individual work with victim and/or perpetrator
- referral to outside agencies if appropriate

If bullying persists further action will be taken. We will, in any case, follow up actions taken especially keeping in touch with the person who reported the situation, and parents and carers involved. On-going support will be provided for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the head teacher. Updated records will be reported to FGB in an anonymous format as part of the head teacher's report. Relevant information will be passed on to OCC. The policy will be reviewed and updated annually and actions identified will be linked to the School Development Plan.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Focus on school values for restorative approaches
- Involvement in SEAL including Anti-bullying Unit

- Group work such as Silver Seal
- Anti-Bullying Week and E-Safety Week annually
- PSHE and Citizenship lessons
- School Councils and Class Councils
- School Values Ambassadors
- Playground Buddying (YR with Y5)
- Information for parents
- CPD for all staff including in-school development of good practice
- 1:1 sessions with specialist Emotional Literacy Support Assistant
- Playtime checkers
- Designated adult check-in

Links with other policies and procedures:

- Good Behaviour Policy
- Safeguarding and Child Protection Policy
- Acceptable Use Agreement
- E-safety Policy
- Single Equality Plan
- SEN Policy
- PSHE Subject Statement
- Complaints policy
- Confidentiality Policy

References Documents and Related Guidance

- *OCC Anti-bullying Policy Guidelines (Aug 2017)*
- *OCC Checklist for Managing a Bullying Incident (Aug 2017)*
- *Surrey County Council Model Anti-Bullying Policy (Oct 2017)*
- *Surrey County Council Guidelines for developing Anti-Bullying Policy (Oct 2017)*
- *DfE Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July 2017)*

Date of Adoption: March 2019

Next Review Due: March 2020

Chair of Governors

Head Teacher