



Anti Bullying Policy

September 2023

Following Jesus' teachings about peace and love, we strive to develop our school family into people who will serve the community they live and work in with respect and compassion. We encourage everyone to develop their unique talents, achieve their full academic potential and take pride in all they do.

Responsibility:	Local Governing Body
Adopted:	September 2023
Date of next review:	September 2025

ODST Statement of Intent

Christopher Rawlins CE Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying **of any kind is unacceptable**, we work as a community to promote, celebrate and value good behaviour, effort and achievement. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

1. Policy Statement

- ODST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.
- The Trustees aim for each of its academies to be safe, friendly and secure places for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. ODSTs objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.
- The aim of this policy is for all pupils, staff, governors and parents to understand the definition of bullying, the signs and symptoms and how Christopher Rawlins CE Primary School ensures a consistent and systematic whole school approach in response to any bullying incidents that may occur. These may be incidents either with the school environment, or outside of school where it would be reasonable for the school to regulate a pupil's conduct at that time eg, a school residential or trip, where the children are under staff supervision.
- Our aims are for all children who attend or visit the school, to be able to learn free from disruption without the fear of being bullied; bullying of any kind is a serious issue and unacceptable at our school.

2. What is Bullying?

- Christopher Rawlins CE Primary School uses 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”***
- We also use the acronym with the children - STOP
 - Several
 - Times
 - On
 - Purpose
- Bullying can take different forms:
 - **Verbal bullying:** name calling, use of threatening or provocative language

- **Psychological bullying:** excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- **Physical bullying:** hitting, kicking, grabbing an individual, taking or hiding another's property
- **Homophobic bullying:** bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- **On-line or cyber bullying:** Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content whilst posing as that person; creating dedicated websites that intend to harm, make fun of someone or spreading malicious rumours and intimidation to send images of a private or sexual nature.
- **Sexual bullying:** behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.
- Bullying can be
 - **Racist:** Bullying based on ethnicity, skin colour, language, religious or cultural practices.
 - **Homophobic:** Discrimination based on sexuality and/or gender identity.
 - **Sexual:** Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
 - **Intimidation:** This could include pressure to send images of a sexual nature.
 - **Disabilist:** The bullying of those who have special educational needs and disabilities.
 - **Based on 'difference':** Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up

What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. It involves an imbalance of power. There will be occasions when a one-off incident is so significant that it causes long term effects, and can therefore be categorised as bullying. For example, extreme public humiliation that deters someone from engaging in discussions or social events

- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Whole School Strategies to minimise Bullying

Relating to our pupils Christopher Rawlins CE Primary School will:

- Ensure pupils are aware of the school's Behaviour Policy and the sanctions¹ that may be used for those engaged in bullying (See Appendix 1e)
- Promote a school culture where it is the right thing to 'tell'
- Ensure that pupils know that all staff will listen and deal sensitively with their concerns about bullying
- Support and work with pupils who have been bullied
- Involve pupils in anti-bullying campaigns in school
- Publicise the details of helplines and websites within school relating to bullying

Relating to our staff, Christopher Rawlins CE Primary School will:

- Follow the school policy and procedures relating to bullying
- Promote positive relationships and actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, through the PSHCE curriculum
- Provide additional opportunities to address bullying; for example, through displays, Anti-Bullying Week, discussions around values linked to Collective Worship and School Council work
- Promote positive relationships and identify and tackle bullying appropriately
- Report to parents/carers regarding concerns relating to bullying and deal promptly with complaints
- Learn from good anti-bullying practice elsewhere and utilise support from relevant organisations, as appropriate
- Discuss, monitor and review the Anti-Bullying policy at least every 3 years

Relating to our parents, Christopher Rawlins CE Primary School will:

- Ensure this policy is available to parents on the school website
- Expect parents/carers to work with school to uphold the Anti-Bullying policy
- Ensure that parents/carers know who to contact if they are worried about bullying
- Ensure parents/carers know about the school's complaints procedure and how to use it effectively
- Make parents aware of how to access independent advice about bullying
- Meet with parents/carers who have concerns about bullying, if incidents of bullying are founded then all parties' parents will be informed.
- Keep parents up to date with any changes or new occurrences of repeat behaviours

¹ See Christopher Rawlins Primary School Behaviour Policy for further details

4. How we will respond to specific allegations of bullying?

Christopher Rawlins CE Primary School will respond to any concerns, allegations and/or incidents of bullying in the following ways:

- Encourage pupils to report any incidents of bullying immediately after they happen, to an adult in school (*Appendix 1a*)
- When bullying is occurring, the pupil is reassured that action will be taken sensitively and support given by staff (*Appendix 1b*)
- Parents to report any incident of bullying to the class teacher/headteacher (*Appendix 1c*)
- A written account of an incident, by the reporting member of staff, will be recorded on the whole school reporting system CPOMS including the action taken.
- The class teacher will discuss the concerns/incident to establish facts and talk through any issues with the pupil(s) concerned, so that an early resolution can be sought
- Pupils involved in bullying incidents will be monitored by the class teacher
- If the concerns do not improve and further incidents occur, school will contact parents to discuss the concerns, stating that bullying is not tolerated and advise what action will be taken, as outlined in the Behaviour Policy
- As appropriate, other relevant agencies and/or organisations may be contacted for support in resolving a bullying incident

Conversations will take place to understand what is causing a child to use bullying behaviour and support given to prevent recurrence such as help to raise their self-esteem, family support or help to develop appropriate social skills. This might include discussions around:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when
- Arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day, and other possible trigger times
- Support is given to the bully to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

5. Roles & Responsibilities

- All staff have a responsibility for implementing this policy and dealing appropriately with incidents that are brought to their attention.
- The Headteacher will manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bullying is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to the Local Governing Body and will impact on future development of associated policies and practice.

6. Entitlement and Inclusion

- All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

7. Raising awareness / Staff training

- Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request.
- We commit to take part annually in 'Anti-bullying Week' to highlight positive behaviours and attitudes.
- New staff should be inducted into the school's safeguarding and anti-bullying procedures on arrival. This training should be refreshed for the whole staff every two years.

8. Review

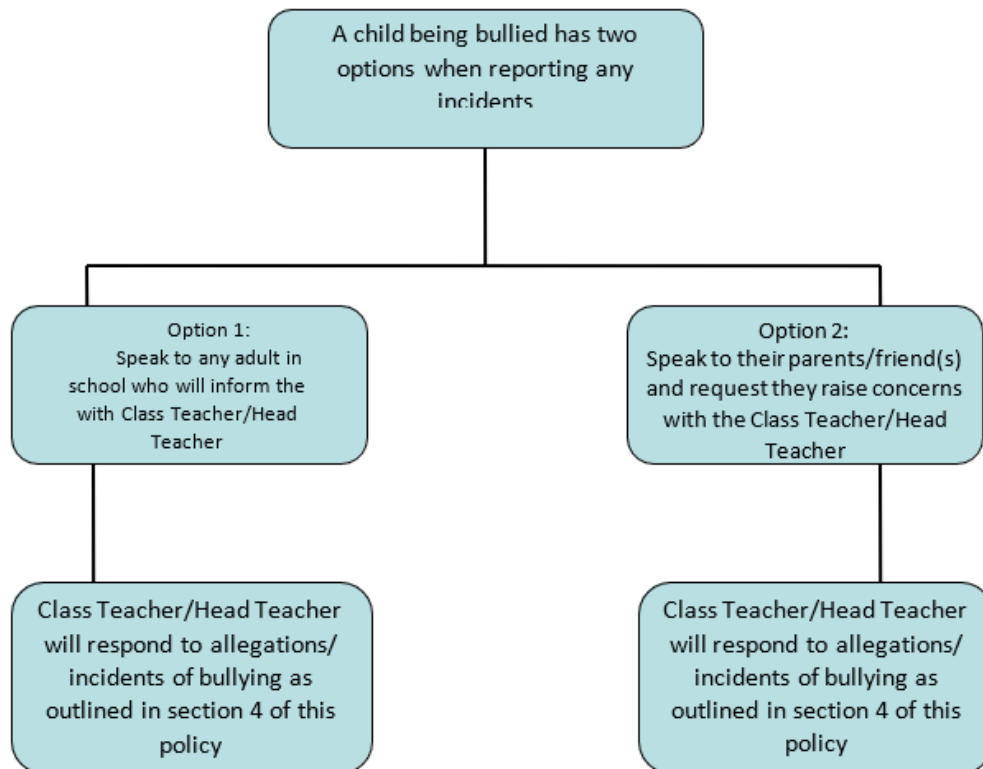
- The policy will be reviewed every three years or earlier if relevant.

9. Links to Other Policies

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy

Appendix 1a

**Strategy to address
Bullying Guidance and
procedure for Pupils**



Appendix 1b

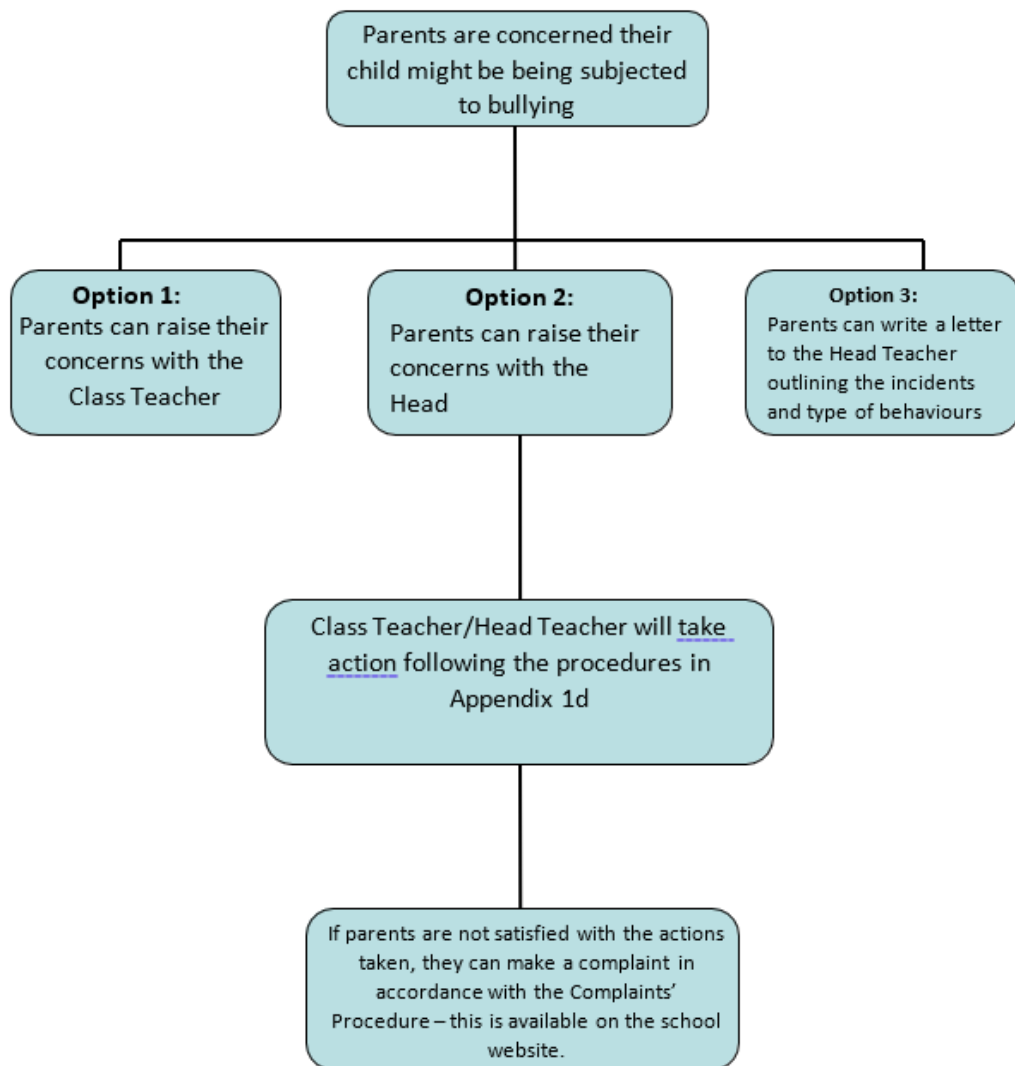
**Strategy to address
Bullying Guidance and
procedure for Staff**

Incidents of bullying are recorded on a Behaviour Incident Form by the adult it is reported to and passed the same day to the class teacher/Head teacher

Staff/HT will respond to allegations of bullying in accordance with section 4 of this policy and linked to the Behaviour Policy.

Appendix 1c

**Strategy to address
Bullying Guidance and
procedure for Parents**



Appendix 1d

What will happen when an incident of bullying is reported:

1. Class teacher or Headteacher will meet separately with all children involved and ask for their account of what has happened. This is recorded on a Behaviour Incident Form Appendix 2 and logged on CPOMS.
2. If reported by the parents the class teacher or Headteacher will meet with parents to discuss their concerns. A record will be kept of this meeting with actions/next steps outlined.
3. Class teacher or Headteacher will make all staff aware of concerns related to bullying and the children involved.
4. All incidents over the next week involving any of the children involved to be recorded and reported to the class teacher or Headteacher. If necessary sanctions will be given in line with the school behaviour policy.
5. Within a week an update is given to parents who reported the behaviours, informing them of updates to actions identified at the meeting.
6. Ongoing monitoring of behaviours of all children involved for up to a term.

Appendix 1e

Sanctions for behaviours specifically related to bullying (this list is not exclusive or exhaustive, each individual account of bullying is unique)

- Internal exclusion at breaktime or lunchtime play. This may be a one off or over several days/week.
- Being 'on report' – internal monitoring of behaviour being signed off each day by the class teacher or Headteacher and shared with parents
- Taking part in restorative work with all children involved in reported bullying. This may include an apology and work to understand the impact on all parties involved. Children will be asked to complete a reflection sheet to reflect on the impact of their behaviour.
- Meeting with parents to discuss the behaviours giving cause for concern and discussions around sanctions and support work, if necessary.

Appendix Two

CHRISTOPHER RAWLINS CE PRIMARY SCHOOL
BULLYING & RECORDING PREJUDICE RELATED INCIDENTS
Highlight as appropriate

Young carers, looked after children	Assault	
Appearance or health condition	Verbal abuse (pupil/teacher)	
Race, religion or culture	Threatened	
SEN or disabilities	Theft/taking property	
Sexist or sexual, including transgender phobia	Excluding others (record in comments below)	
Sexual orientation (homophobia)	Cyberbullying	
Emotional bullying	Written derogatory comments , incl, graffiti	
Alleged	Other (record in comments below)	

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Form of bullying – please link to above. (Racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	

Member/s of staff reported to/witnessed by	
Signed:	
Date:	
PLEASE PASS TO A MEMBER OF SLT TO FOLLOW UP	
Impact of incident	
Action taken	
Follow up action (including dates)	
Signed (name)	

Contact with the target's parent / carer? Yes/No Date of contact:

Are any other agencies involved? Yes No

If Yes, which agencies?

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Does the incident require a multi-agency response? Yes No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

SLT Signed/Date: