



Anti- Bullying Policy

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.

Chair of Governors	Mr I Bailey
Head Teacher	Mrs S Smith
Anti Bullying Coordinator	Mrs S Lushey
Shared with Ethos Governors	June 2021
Adopted by the Local Governing Body on:	23 rd September 2021
Date of next review:	September 2022

At Christopher Rawlins CE Primary School and as a church school, we aim to create an environment where the children in our care can thrive and develop according to their potential. We strongly believe that everyone in our school has the right to feel welcome, secure and happy. We maintain a positive working atmosphere and a culture of mutual respect and support. We encourage the children to follow these aims in their interactions with each other and all members of the school community. We believe that kindness and care towards each other and to our staff should be a guiding principle at all times. To ensure the delivery of this vision Christopher Rawlins CE Primary School has adopted the following anti-bullying strategy.

DEFINITION:

Bullying means that one child is deliberately using his or her power over another child to make them feel bad, unhappy or to lower their self-esteem. At Christopher Rawlins CE Primary School we are committed to eradicating bullying in all its forms. We also recognise the detrimental and potentially devastating effect that being the subject of bullying can have on a child's self-worth, performance, attainment, enjoyment of school and future life.

It is important that we also recognise that bullying or what is deemed bullying can depend on the way the behaviour is perceived by the target. In other words, what one child may perceive as bullying may not be perceived in the same way by another – the individual's feelings about the situation will form part of the judgement when dealing with accusations of bullying. We acknowledge that bullying is often repetitive and may have occurred over an extended period of time. However, if a victim has felt very threatened or frightened by another child as a 'one-off' incident this will be regarded as bullying.

ADDITIONAL GUIDANCE:

We accept that children do not always get on together and will have likes and dislikes amongst their peers but we will always encourage children to resolve their own differences in a reasonable and amicable way. When his/her peer group is not treating a child reasonably, then it is appropriate for teachers and supervisory staff to intervene. In some cases the unreasonable behaviour may be deemed bullying.

Bullying arises in all schools on some occasions. Parents will be made aware that any complaints about bullying will be taken seriously. We will always follow up a complaint about behaviour that is seen to be bullying. Children are made aware that when bullying occurs it is RIGHT TO TELL A TEACHER and that action will be taken to protect the child who is being bullied and to deal with all children involved in bullying.

The school understands that bullying takes many forms which are detailed below. The school also recognises that bullying behaviour often does not fall neatly into one category. Cyber bullying, for example, often crosses the boundary between different categories.

School staff are trained through staff meetings, to spot the signs that children may be the subject of bullying behaviour (e.g. unusual changes in behaviour, becoming very withdrawn, fearful and tearful particularly at certain times of the day – e.g. playtimes / lunchtimes). **Safeguarding and updates on children is a standing item on weekly staff meeting agendas and an opportunity for all staff to share their concerns about particular children.** Support staff are given the same opportunity at regular TA meetings. As well as being able to spot the signs that a child is being bullied discussions would typically take place around how to support the victim of bullying. Consideration ~~would~~ will also be given to working with the perpetrator to help them understand how to change their behaviour – this will often involve the use of a restorative session between the two parties.

WHAT FORMS CAN BULLYING TAKE?

- Being physically attacked or threatened with a physical attack.
- Being called names in an unkind or discriminatory way including faith-based, racist, sexist, transphobic and homophobic name calling.
- Being bullied or being subjected to name calling on the basis of a Special Educational Need or disability.
 - Being the subject of malicious rumours, notes or messages, including online.
- Being consistently excluded from the rest of the peer group.
- Having property deliberately destroyed or hidden.
 - Being victimised or intimidated in any way.
 - Being the subject of persistent teasing.

BUT it is NOT bullying when two children of approximately the same age have an occasional disagreement or quarrel. Teachers and support staff work hard in PSHCE sessions to help the children understand the distinction between these.

TYPES OF BULLYING

PREJUDICE RELATED BULLYING:

At Christopher Rawlins CE Primary School we are committed to eradicating prejudice-related bullying. Under the Equality Act 2010, the school is required to tackle prejudiced bullying in all its forms and to be mindful of the protected characteristics as laid-out under this law (See Below). The school records all incidents of prejudice related bullying in accordance with the Act and Oxfordshire County Council guidelines. The school also understands and fully supports OFSTED's actions to investigate the systems for preventing prejudiced bullying including: homophobic, biphobic and transphobic bullying. Where a case of prejudice related bullying, the teacher or staff member will complete the official form (Appendix 1). All such reported incidents will be reported periodically to the local governing body.

PROTECTED CHARACTERISTICS:

- Age
- Gender
- Transgender
- Sexuality
- Pregnancy
- Race
- Faith
- Disability
- Marriage / Civil Partnership

CYBERBULLYING:

Cyberbullying is the use of Information & Communications Technology (ICT), particularly mobile phones, iPads, iTouches, other tablet devices and the internet to deliberately upset someone else by sending rude, prejudiced and /or discriminatory messages to another person. It includes messages which are intended to hurt someone's feelings, isolate them from their peer group or lower their self-esteem. Cyber-bullying also includes posting offensive, embarrassing images or messages on social media sites which are designed to embarrass, offend or humiliate another person or group of people.

PHYSICAL BULLYING:

Physical bullying is any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, spitting, fighting, and destroying property all are types of physical bullying. Physical bullying can also involve the use of rude or offensive hand gestures. Physical bullying is rarely the first form of bullying that a target will experience.

VERBAL BULLYING

Verbal bullying is saying or writing mean, unkind and spiteful things. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting and threatening to cause harm to the person or to their family.

PSYCHOLOGICAL BULLYING

Of all the forms of bullying psychological bullying may be the hardest to spot in school. Psychological bullying can have long-lasting effects and can go unnoticed for long periods. It involves intimidation but in a more subtle way than other forms of bullying. It may include, although not exclusively, organised campaigns of leaving someone out of social activities or not talking to them, passing notes, excluding children from games, staring or giving dirty looks or organising others to do the same. Children and adults may often find psychological bullying more difficult to identify and gathering evidence of psychological bullying can be difficult.

BULLYING OUTSIDE SCHOOL

Under the Education and Inspections Act 2006, the school recognises its duty of care to safeguard children from the dangers / effects of bullying off-site. Where a child is the subject of bullying behaviour outside school and this is having an impact on the child in school, the Headteacher (or her representative) will take all necessary steps to help resolve the situation which may include contacting parents / carers and the police.

HOW ARE CHILDREN TAUGHT ABOUT BULLYING?

Children are taught about bullying through Circle Time and PSHCE sessions. Different forms of bullying and how to spot them, are covered at an age appropriate level in all year groups. The content of the sessions varies according to the age of the children; for example, in Years 5 & 6 children are taught about the potential dangers of social-networking this would be less relevant for children in KS1.

As well as being taught how to recognise and identify the different forms of bullying children are encouraged to understand the difference between what is bullying and what is an occasional argument or disagreement with another child.

Children are taught about what to do if they feel they are being bullied and that it is ALWAYS right to tell an adult if they are worried about bullying. This would also include if they are worried about another child being the subject of bullying behaviour.

As part of the school's anti-bullying work specific issues such as HBT bullying are covered through the use of schemes such as CHiPS (Challenging Homophobia in Primary Schools). At certain times of year the school increases awareness of specific bullying issues through involvement in national events such as Anti-Bullying Week, Safer Internet Day, Black History Month and International Women's Day.

All staff at Christopher Rawlins CE Primary School are responsible for monitoring and responding to issues of e-safety and cyber bullying. Parents will be made aware of any issues arising and any sanctions which may be imposed. For example, the school communicates updates to parents to help keep them informed about internet safety and different Apps used by children.

As part of our acceptable use policy children are encouraged to be aware of the following:

- If they receive a rude or offensive message they must report it to a member of staff immediately.
- Not to pass on rude or offensive messages.
- To be aware that what may seem funny to them may not be funny to someone else or indeed could be interpreted as prejudiced or bullying in nature.
- If they see anything offensive or if they feel uncomfortable about anything, they must report it.

- Children are encouraged to consider their 'cyber footprint' when posting messages online and that although they may have been deleted from their personal devices there is always a record of their activity which can be accessed.
- If they are the subject of cyber bullying they are encouraged to keep a record of it for evidence.

Staff cover the dangers of cyber-bullying through PSHCE and circle time sessions in the class. Children are helped to understand the potential dangers that they may be subject to online and that message they send or post on social media sites such as Facebook, Twitter and Instagram leave a 'cyber-footprint' which can be found at a later date.

Children are made aware of ways agencies such as CEOP or NSPCC which they can contact if they feel they are being subject of cyber-bullying or inappropriate contact from another user. That cyber-bullying often involves prejudice and psychological elements. Moved from above

WHAT WILL HAPPEN IF MY CHILD IS BULLIED?

Bullying will never be tolerated. Once a child who is the victim of bullying behaviour has been identified, sanctions will be enforced in line with our behaviour policy and consistent with the nature of the incident and the impact on the victim. All incidents will be recorded and evidence kept. The following procedures will take place if a child is being bullied:

1. The class teacher will speak to the target of the bullying behaviour and reassure them that the bullying will not be tolerated and the school will do everything in their power to make sure that they are safe and secure.
2. The class teacher will follow up the bullying by talking to the perpetrator and explain to them why the behaviour is wrong and the impact it has had on the victim. This may also include carrying out a restorative justice session between the children uninvolved. This gives the victim the opportunity to explain the effect the behaviour has had on them and what they need to feel better and to move forward. The school will work with the perpetrator of the bullying to help them change their behaviour in future.
3. If the situation has been brought to attention of the school by parents or carers of the child then the school will keep parents involved at all stages of the process. Where the school has identified the bullying behaviour, parents will be informed at the earliest possible convenience. Where the school's approach to dealing with the bullying incident is not deemed to be effective the parents of both parties may be called in to meet face to face to resolve the situation. It is vital that parents and carers are kept informed at all stages of the process – this includes giving regular updates on progress to resolving the situation following identification of a case of bullying.

4. Children who have used bullying behaviour will be sanctioned in line with the school's behaviour policy. Although the school favours positive strategies for managing behaviour, it recognises that in certain circumstances sanctions and appropriate punishment cannot be avoided; these should be proportionate to the severity of the bullying and the impact on the victim of the behaviour. However, the school also recognises that a young child may act or speak in an inappropriate way (which might be interpreted as bullying) because of lack of knowledge or maturity. In such a case, sanctions may not be the best course of action and the school will exercise its duty of care to the child by helping them to understand why their behaviour is not acceptable.

5. The teacher or member of staff will inform a member of the Senior Leadership and with the agreement of the parent or carer will share details of the bullying with staff as part of the normal safeguarding updates in staff meetings. This enables all staff to monitor the situation and ensure no further recurrence of the bullying.

6. All incidences of bullying are recorded on the appropriate form. A record is kept in a file in the classroom. If the bullying is of a more serious nature and additional record is kept by the Headteacher. Incidents of prejudice-related bullying are recorded on an official form (see Appendix 1). This information forms part of the school's annual safeguarding return to the Oxfordshire Safeguarding Children Board (OSCB).

7. Following any incidence of bullying, the Class Teacher and the school will continue to monitor the situation very carefully to help ensure that there is no recurrence of the behaviour

Appendix 1: Form for reporting prejudiced related incidents – see below

Appendix 2: Child friendly guidelines for dealing with bullying (available as a separate document & also accessible on the school website).

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: