



Chadwell St Mary Primary School

Anti-bullying policy

Children and young people at Chadwell St Mary Primary enjoy many rights. These include the right to be safe, enjoy and achieve, and make a positive contribution to school life.

Chadwell St Mary Primary maintains a caring approach to children and any form of bullying, physical, verbal, racial, homophobic, sexist or any other type of harassment will not be tolerated.

Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014, the Equality Act 2010, and the KCSIE 2023.

Further to the Equalities Act 2010, and in particular the protected characteristics, our policy supports harmonious interactions between all members of our community and heightens awareness of the laws in place to prevent unfair treatment because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

1. Objectives of this Policy

- To ensure that everyone in the school community have an understanding of what bullying is and how the school will deal with incidences of bullying
- To develop a listening caring ethos at Chadwell St Mary Primary where any form of bullying is not tolerated and dealt with in the appropriate manner
- To encourage discussion and not make premature assumptions and to foster a problem solving approach
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.

- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Child on child abuse Policy
- Safeguarding policy
- Complaints policy
- Confidentiality policy
- Online Safety policy

3. Responsibilities

It is the responsibility of:

- The Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/Carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

4. Definition of bullying?

The Department for Education (DfE) defines bullying as: *“Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally.”* It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- **Physical Bullying** – Unprovoked assault on a person or group which can range from a ‘prod’ to grievous bodily harm.
- **Psychological** – Reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.

- **Social**- Ostracism/rejection by peer group.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist, spreading rumours, etc.
- **Sexual** – (sexual harassment or sexual violence) making sexual comments or suggestions, upskirting, inappropriate touching, taking or sharing sexually inappropriate photos
- **Prejudicial Bullying**(against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith.
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
- **Online or Cyberbullying – Bullying using technology in an abusive way**

4A Cyber Bullying

The school has an Online Safety Policy in place, which outlines the school’s zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. It can include:

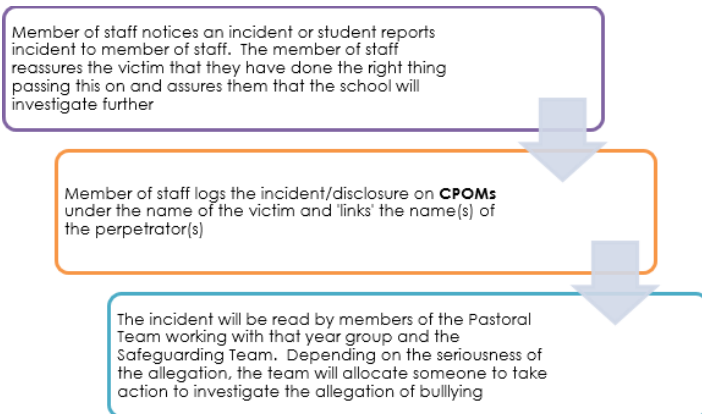
- sending offensive, rude, and insulting messages and being abusive.
- sending information (including photographs) about another person that is fake, damaging and untrue
- repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety
- intentionally leaving someone out of a group such as group messages, online apps, gaming sites and other online engagement.
- sharing personal information about another or tricking someone into revealing secrets and forwarding it to others.

4B Child on child abuse

“Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future” Keeping Children Safe in Education 2023.

Please refer to our Child on child abuse policy for further information.

5. Procedures – Responding to Bullying



- All cases of bullying or potential bullying must be logged by staff immediately on CPOMS under the relevant bullying incident tab.
- The pastoral team will investigate what has happened, speaking to all children involved before a decision is made about what should happen next in consultation with the Head of School or Executive Head.
- Parents will always be informed if their child has been the victim or perpetrator of bullying.
- Pastoral staff will work in partnership with parents to support the perpetrator and victim of bullying to ensure this does not happen again.
- For the perpetrator, this may be in the form of a behaviour plan, and/or a referral to outside agencies such as the PASS team of Schools Mental Health Support Team (MHST).
- Appropriate feedback will be given to the parent reporting the bullying in a timely manner.

6. Outcomes - Supporting Pupils

The school will investigate the incident. Following this, next steps could be:

- The child displaying bullying behaviour will be asked to genuinely apologise. Other consequences such as (a) an apology letter or (b) a written contract may be required.
- The school will aim to sort out differences and encourage the pupils to reconcile.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and it will be considered that the incident/incidents are closed. The school strongly believes that all children can be bullied or be a bully and as such all parties once an issue has been addressed should be allowed to move on from the issue at hand.
- Work towards restoring self-esteem and confidence for the child that has been bullied.

- Assign an anti-bullying mentor to check in daily with the affected child, until they feel they no longer need this.
- Meet with the affected child again and remind them of the arrangements, reassure them and ask them to let us know if any further issues occur. We will work in partnership with parents/carers to help with this.
- For older children, we may draw up an anti-bullying contract, which is signed by both parties. This is then reviewed with both children after 6 weeks, by a senior member of staff.
- Sanctioning in line with the school behaviour policy - in serious cases, parents will be informed in writing and suspension or even exclusion will be considered.

7. Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Create and support an inclusive environment that promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem solving approach
- All staff are made aware of the anti-bullying policy by the Senior Leadership Team and Pastoral Team and have access to where the policy is kept.
- Explore issues through the PSHCE curriculum, assemblies and national events such as Anti-bullying week and Safer Internet Day.
- Support the bully and the victim in modifying their behaviour
- Provide information for children, staff and parents through notice boards, posters and Child line information.
- Provide support through playground buddies, peer wellbeing champions, friendship group and peer support.
- The anti-bullying policy works alongside the behaviour policy and peer on peer abuse policy. These policies are discussed with the children in class so they are informed of the procedures

8. Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, the school council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key national opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Deliver focused SEMH interventions such as friendship groups, Drawing and Talking, Self-esteem and anxiety interventions to support children in developing these skills and to have the confidence to speak out.

9. Monitoring Arrangements

We use CPOMS to record any behaviour incidents including bullying. CPOMS entries are routinely monitored to identify any patterns in a child's behaviour to ensure that early intervention is put in place.

10. Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Canvas children and young people's views on the extent and nature of bullying annually.
- Involve the School Council to help improve and work with the SLT to implement strategies around anti bullying in school.
- Peer Wellbeing Mentors will support children who have been bullied with the support of the Mental Health Lead and Pastoral Team.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions that could be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied, and to those who are bullying to address the problems they have.
- Involvement and liaison with parents and carers

The results of our latest survey are as follows:

I feel safe in school.	93%
Pupils in our school are well behaved.	94%
If I am bullied I know who to go to.	96%
Teachers and other adults help me feel safe on the playground	93%
The pupils in my class are taught to value one another.	98%
My school encourages us to look after our mental health	94%
I show care and respect to other children.	96%
In school we learn how to deal with people who bully us.	92%

Children's View and Ideas:

- **Children on our School Council discussed our survey and said that SCP have mental health ambassadors who can play a crucial role in helping those who may be bullied. The children also agreed that bullies actually need help too! Both bullies and those bullied could have 'talking buddies' and workshops to help them.**
- **Some children suggested that bullies bully because they may be unhappy and need help. They may be depressed and sad and need support to make them more positive with others.**
- **Some of the children recommended an 'emotional & self – esteem club' which could help them at lunchtime or after school.**
- **Children designed their own posters to be placed around our school and on the school website. These are also displayed in our reception monitor.**

Date approved	Next review
September 2023	September 2024

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

- **SEND**

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Racism and Hate**

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational