CHARTRIDGE COMBINED SCHOOL

Anti-Bullying Policy, Procedure and Strategies

This policy was adopted Summer 2025

The policy is to be reviewed Summer 2027

Anti-Bullying Policy, Procedure and Strategies

Aim

To ensure the whole school community understands how to deal with bullying and to provide clear steps for addressing any bullying in the community. Our policy aims to involve all children, staff and parents in creating a happy, safe and just school, working in partnership to eliminate bullying and unacceptable behaviour.

Objectives

- To prevent, de-escalate and stop any harmful behaviour
- To react to any bullying incidents in a reasonable, proportionate and consistent way
- To safeguard any pupil who has experienced bullying behaviour and to provide support for the pupil
- To apply sanctions to the pupil causing the bullying and to ensure that they learn from the experience, possibly with the support of outside agencies
- To ensure that children have opportunities to discuss the impact of bullying across the curriculum
- To ensure that all governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is
- To ensure that all governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported
- To ensure that all pupils and parents should know what the school policy is on bullying and what they should do if it arises
- To assure pupils and parents that they will be supported when bullying is reported.

Key Statement

Our school vision is to have high standards of teaching and learning which challenge pupils to achieve. We believe that all children have the right to learn without fear of bullying. We do not tolerate the oppression of one person by another. We believe that this policy can only be effective if children, parents, staff and governors and the wider school community work together in partnership to make it a reality. Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. We wish to promote a safe and caring environment where children can learn and socialise in confidence and where individuality is celebrated and children can develop without fear. No pupil can hope to perform to the highest potential if they are being bullied. All pupils have the right to receive their schooling free from abuse of any kind.

Definitions

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or the internet) and is often motivated by prejudice against particular groups, e.g. on the grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Department for Education: Preventing and tackling bullying October 2014

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g hiding another's belongings, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name calling, sarcasm spreading rumours, teasing
- Cyber: all areas of internet, e.g email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, e.g. . Camera and video facilities.

What bullying is not

It is important to understand that bullying is not the **odd occasion** of falling out with friends, name calling, arguments which may result in hitting or kicking or when the occasional trick or joke is played on someone. It is bullying **if it is done several times** on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendships and breakdowns, the odd name calling or childish prank. The school recognises and supports the need to learn how to deal with these situations and develop social skills to repair relationships.

Prevention
By identifying the signs of bullying at the early stages unnecessary suffering can be avoided.

Chartridge School can help to prevent bullying by:-
- observing changing behaviour
- having school and class rules clearly set out and understood
- using role-play and discussion
- using stories and pictures
- circle time and PSHE lessons
- ICT lessons incorporating strategies for dealing with safety when on line and how to tackle cyber bullying
- using collective worship time
- being aware of all resources available
- ongoing training for staff
- talk by representatives from the police/PCSOs
- Using the work done during Anti-Bullying week

Potential bullies also need to be identified early on, they need a sympathetic hearing and the parents must be supported.

Signs and Symptoms of the Victim (not exhaustive)

- is frightened of walking to or from school
- is unwilling to go to school
- begins to do poorly in school work
- becomes withdrawn, starts stammering
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- cries easily,
- has difficulty sleeping, bed wetting, has nightmares
- becomes disruptive or aggressive
- has possessions go `missing' and money `lost'
- starts stealing money (to pay bully)
- is frightened to say what's wrong
- social isolation
- has low self esteem
- is emotionally volatile
- has physical injuries that the victim cannot explain adequately
- late arrival or departure from school
- attempts to run away
- feeling ill in the morning
- changes in attitude or behaviour
- beginning to bully younger children or siblings
- gives improbable excuses
- truanting or feigning sickness
- declining academic attainment
- self destructive behaviour
- refusal to talk about what is wrong

These signs and behaviours could indicate other problems, but certainly bullying is considered as a possibility and should be investigated.

Signs of the Bully
Victims will often be wary of disclosing incidents of bullying for fear of reprisals, so it is very important for friends, parents or carers and teachers to be vigilant in order to identify and support those pupils.

Bullies do not fit into neat categories, but there are common characteristics.

They often

- have low self-esteem
- lack the social skills necessary for expressing needs and feelings without resorting to aggression
- lack empathy and understanding of others' situations
- lack insight into the causes or consequences of their behaviour
- lack remorse for their behaviour and its effects

Bullying behaviour might surface as a symptom of needs which are not being met.

Bullies might also find that their bullying behaviour is rewarding, because it
- enables them to manipulate situations to their own advantage
- provides them with kudos within their peer group
- is in some cases actually approved of by their parents or the community
- is often never questioned because it's not uncommon within their family or community to express views and needs through aggression.

Procedures for pupils:

1. The school has a 'don't stay silent' ethos – pupils are expected to inform a trusted adult if any bullying behaviour is seen or heard about.
2. Pupils who feel they are being bullied are encouraged to talk to a trusted adult and are reassured that the matter will be dealt with sensitively.
3. Pupils are encouraged to ask for help from a trusted adult if bullying takes place outside of school.
4. Pupils are encouraged to inform a trusted adult if bullying takes place on-line, via text message or any other communication technology.

School procedures for dealing with bullying behaviour

1. If bullying is suspected or reported, the matter will be dealt with immediately by the member of staff who has been approached.
2. Initial concerns are recorded by staff. This early identification and recording of patterns of behaviour can form an important evidence base which helps to detect bullying.
3. Any allegations of bullying will be dealt with quickly, thoroughly and sensitively by teachers by:
   - Investigating the incident/s through discussion with the children involved, witnesses and staff
   - Recording the incident as appropriate to the age of the child – orally, written or drawn
   - Responding to the bullying through appropriate sanctions, guidance and support, insisting on the child taking responsibility for their actions
   - Responding to the child who is being bullied through active listening, support and protection.
   - Writing a clear account and giving to the Headteacher for recording in the bullying log.
4. Bullying behaviour will be reported to parents of both the victim and the person causing the bullying. The school will work with parents to ensure the situation is resolved quickly. Parents of those involved will be kept informed of the actions the school is taking.
5. Appropriate sanctions in accordance with the school's Behaviour Policy, will be taken against the bully and support given to the victim. All sanctions will be proportionate and fair.
6. The school is aware that it is a possibility that the bully may be an adult. In which case, the appropriate Child Protection procedures will be followed.

Outcomes of school intervention

- The person being bullied is kept safe
- The person being bullied feels reassured that they are not responsible for what has happened
- The behaviour of the perpetrator is changed and they are aware of the impact of their behaviour
- The underlying causes of the perpetrator's behaviour are discussed and support is given
- Skills needed to manage any further situations are developed
- Sanctions and rewards are applied in line with the school's Behaviour Policy.

The role of the Headteacher

- To implement the school behaviour and anti-bullying policies and ensure that all staff (both teaching and non-teaching) are aware of and know how to deal with bullying.
- To analyse information in the behaviour log with regard to gender, age, and ethnic origin and include this information in termly reports to governors.
- To report to the governing body about the effectiveness of the anti-bullying policy on request.
- To ensure that all children know that bullying is wrong, and that it is unacceptable in this school.

- To provide opportunities for pupils to learn about and discuss the effects of bullying.
- To build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- To ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil.
- To manage the support of a child if he or she has been bullied.
- To manage the consequences and support for a pupil who has been bullying another.
- To ensure that this policy can be easily accessed by the whole school community.

The role of the Deputy Headteacher and Senior Leader

- Pro-actively support the headteacher in her role above.
- Investigate allegations of bullying in accordance with procedures laid out here.
- Ensure all incidents are recorded in the Bullying Log maintained by the HT
- Update SLT in regular meetings.

The role of the staff

- To support all children in their class and establish a climate of trust and respect for all.
- To take all forms of bullying seriously.
- Aim to prevent bullying taking place through PSHE work and the wider curriculum.
- To praise, reward and celebrate the success of all children.
- To keep a behaviour log in line with the behaviour policy.
- To do all they can to support a child should they be bullied, in close consultation with the parents and Senior Leadership Team.
- To deal with any issues immediately.

The role of parents

- To sign the home school agreement and support the high expectation for behaviour in school.
- To contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- To support the school in imposing sanctions if their child is responsible for bullying.

The role of the governors

- To support the Headteacher in all attempts to eliminate bullying from Chartridge School.
- To ensure that any bullying that does occur is taken seriously and dealt with appropriately.
- To ensure the school keeps accurate records of all bullying and to liaise with the Senior Leadership Team about the effectiveness of the school's anti-bullying policy.
- To ensure the school carries out the statutory duties and observes national and local guidance.

Chartridge's Anti-Bullying Code

- Every pupil in this school has the right to enjoy his/her learning and leisure, free from intimidation, both in the school and in the surrounding community.
- Our school community will not tolerate any unkind actions or remarks, even if these were not intended to hurt.
- Any unkind action or comment could be regarded as bullying.
- Pupils should support each other by reporting all instances of bullying
- Bullying will be dealt with seriously.
- We are a "telling" school - bullying is too important not to report.

The school has many useful books for extra support.

Equal Opportunities

1. Positive identity including gender and ethnicity must be encouraged by initiating activities across the whole curriculum, which reflect a diverse society. We should aim to present information and images about each gender and cultural group, drawing as much as possible from the children's experiences appreciating the similarities as well as the diversity.

2. Differing languages and dialects should be experienced in the classroom and should be given positive images in the school generally. Sexist and racist comments should not be tolerated or condoned.

3. We should be aware that prejudice can be taught, transmitted and reinforced even unintentionally.