



# Chapel Allerton Primary School

## Anti Bullying Policy

Date: November 25

Review date: November 27

### Statement of Intent

At Chapel Allerton Primary School, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and achieve. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that ANY child who knows that bullying is happening should feel able to tell a member of staff. The ethos of our school fosters high expectations of behaviour and we aim to challenge any behaviour that falls below our expectations.

### Restorative Practice (RP)

We are an RP school and this links closely with our Anti-bullying approach. RP underpins classroom management and facilitates excellent relationships:

All staff and pupils have high expectations of behaviour and staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong.

All language and practice provides the opportunities for everyone to:

- Learn about the effects of their wrongdoing or inappropriate behaviour
- Take responsibility for making amends to those they have harmed
- Repair and restore the relationship with those harmed and the school community
- To help pupils understand the effect of their actions and the importance of taking responsibility to make things right

Relationships can be challenging but we aim to enable staff, children and their families to resolve their own conflicts restoratively.

### Introduction

This policy supports Leeds City Council's Anti-Bullying policy.

### Aims and Objectives

1. We aim as a school to provide a safe and secure environment where all children can learn without anxiety.
2. We will do all we can to prevent bullying through our school ethos & curriculum, which promotes tolerance and respect, including respect for difference and diversity.
3. This policy aims to produce a consistent, school response to any bullying incidents that do occur.
4. We will make sure that all children know that they need to speak to a member of staff if they feel they or anyone they know is being bullied and they can be confident that they will be listened to, their wishes will be taken into account in resolving the problem and the bully will be confronted in a way that should not cause harm or embarrassment to the victim.
5. We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibility with our shared ambition regard to eradicate bullying in our school.

## What is bullying?

Bullying is an unacceptable action, usually repeated over time, taken by one or more children with the **deliberate** intention of hurting another child, either physically or emotionally. Bullying results in pain or distress to the victim. Children may be harmful to one another in a number of ways, this is classified as peer-on-peer abuse.

## Bullying can be

- Emotional - being unfriendly, excluding, tormenting, or making 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, Biphobic or Transphobic (HBT) -because of or focusing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - any variations of the above through the use of the internet/email/internet chat/ games consoles or mobile phones.

Bullying takes place when there is an imbalance of power of one person or persons over another. This imbalance may be in:

- the size of the individual
- the age of the individual
- the numbers or group size involved
- the popularity of the individual
- through exclusion
- through the experience/maturity of the individual

Staff must remain vigilant about bullying behaviours and approach these in the same way as any other category of Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied, e.g.) because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

## Why is it Important to Respond to Bullying?

Bullying hurts- physically, emotionally, damages confidence

No one deserves to be a victim of bullying.

Bullying has the potential to damage the mental health of a victim.

Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving.

## Signs and symptoms for parents and staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

## Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying. Examples of this are: whole school and class collective worship assemblies, class circles, discreet PSHE lessons, SMSC discussions, Assembly Themes, Anti-Bullying Week and subsequent information shared with parents, E-Safety lessons/assemblies, Voice Boxes and Happy Minds Club. Children are also consulted through School Council.

Our strong pastoral ethos enables staff to actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, as appropriate to varying age groups. This informs children that we are serious about dealing with bullying and enable open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our Behaviour policy.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Express your concern on your class feelings wall or post it in the 'voice box'
- Tell a parent or adult at home whom you feel you can trust
- Ring Childline and follow the advice given
- Visit the school website and read the child friendly anti bullying policy

## Outcomes

Our outcomes will always be RP led. We want our pupils to develop empathy, recognise which actions were bullying, have pastoral support so they can learn from what has happened and be able to apologise having a full understanding of the situation.

All known/reported incidences of alleged bullying will be investigated initially by the Phase Leader with the DHT being informed the same day. Parents of the alleged perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding.) Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes. Wherever possible, the pupils will be reconciled using Restorative Practice. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), this process may be followed:

1	Behaviour contract put into place
2	Lunchtime internal exclusion (with movement break time before or after lunch)
3	Lesson time internal exclusion
4	Fixed term exclusion
5	Permanent exclusion

We may seek support from behaviour outreach, counselling or reduced timetables.

During and after the incident(s) have been investigated and dealt with, each case will be recorded on CPOMS (Our Child Protection Online Management System, including the consequent actions/follow ups that have taken place to resolve the issue(s).

## Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report the alleged bullying incident to the class teacher initially.

2. Incidents of alleged bullying will be recorded by staff on CPOMs and the Deputy Head Teacher will be notified.
3. The Deputy Head Teacher will investigate the allegation.
4. If the bullying is not found to have occurred the Deputy Head Teacher will inform the parents.
5. If the bullying is found to have occurred the Deputy Head Teacher will inform the parents of the victim and the parents of the perpetrator(s). They will be asked to attend a meeting to discuss the problem.
6. If necessary and appropriate, police will be consulted.
7. The bullying behaviour or threats of bullying will be investigated, and action will be taken to stop it immediately and also in the longer term.

**Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back. From our experience, this will only make the problem much harder to solve.

Please see APPENDIX 1 for a Bullying information Sheet for Parents.

## **APPENDIX 1**

### **BULLYING INFORMATION SHEET FOR PARENTS**

#### **Is it BULLYING?**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, often where it is difficult for those being bullied to defend themselves. It can be physical, verbal, emotional or cyber (e.g. texts and emails etc.) bullying.

#### **What should you do if you believe your child is being bullied?**

Talk to school staff about the bullying. Your first point of contact is your child's class teacher who can be contacted in person at drop off/collection time, via the school office 01132624851 or on ClassDojo. An appointment will be offered to discuss the matter fully, as soon as possible.

At the meeting it would be helpful to:

- Bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened:
  - +When did the problem start?
  - +Are there any contributory factors from outside school?
  - +Is the problem always with the same person/group of people?
  - +Where does it happen most (e.g. playground, outside school, in the classroom)?
  - +When does it happen most (e.g. before school, in PE, at lunchtime)?
- Ask if there is anything you can do to help your child.
- Stay in touch with us; let us know if things improve as well as if the problems continue.

#### **What will the school do?**

We will not tolerate bullying.

We will:

- Work to make sure that the person being bullied is safe.
- Work to stop the bullying happening again.

- Provide support where necessary.
- Take action to ensure that the child who has bullied appreciates the impact of their actions
- Take action to ensure that the child who has bullied learns to change their behaviour.

If you need further support or information at any stage, please contact school immediately.

### **The Role of Staff in School**

1. Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
2. Any incidents or concerns are recorded and shared on CPOMS (our internal electronic monitoring system).
3. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied the child's parents/carers will be informed.
4. If staff become aware of any bullying taking place between members of the class, they will deal with the issue as soon as practical and provide appropriate support to the victim of the bullying.
5. Teachers attend appropriate training on dealing with bullying and other unacceptable behaviour in school.
6. Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, alongside explaining the impact and unacceptable nature of any bullying.

### **The Role of the Headteacher**

1. It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all staff (teaching, non teaching and supply staff) are aware of school's policy and know how to deal with incidents of bullying. The Headteacher ensures a record of all incidents of bullying are kept within our electronic system - CPOMS and reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
2. The Headteacher ensures that all children know that bullying is wrong, and it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments, for example during assemblies. The Headteacher ensures that all staff (including lunchtime staff) receive sufficient training to be equipped to deal with all incidents of bullying.
3. The Headteacher sets the climate of mutual support and praise for success, which makes bullying less likely. When children feel valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of Governors**

1. The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not tolerate any bullying in our school and that incidents that do occur are taken very seriously and dealt with immediately and appropriately.
2. The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of the school's anti-bullying policy.
3. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to the Governing Body.

**Further help and advice**

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.mindmate.org](http://www.mindmate.org)

Childline – 0800 1111

**Monitoring and Review**

This policy is monitored on a day to day basis, as and when the need arises by the Headteacher and the Deputy Head Teacher. This policy is reviewed every 2 years.

This Anti-Bullying Policy was produced in December 2022 by Becca Pinder (DHT)

Reviewed Sept 25

Next Review date: September 27