



## Anti-Bullying Policy

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.*

### **Rationale**

Everyone at Canon Burrows CE has the right to feel welcome, secure and happy and to reach their full potential morally, academically, socially and physically. Bullying of any sort creates a barrier to achieving maximum potential, prevents equality of opportunity and can have serious consequences for mental health.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. We believe it is everyone's responsibility to safeguard and promote the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **Aims**

The policy aims to:

1. Prevent bullying behaviour.
2. To re-educate attitudes and behaviours for the future
3. To reconcile pupils involved if possible

### **Principles**

Bullying is not an acceptable form of behaviour and will not be tolerated in this school. It is the responsibility of the whole school community to work together to prevent bullying and to tackle it quickly as it occurs to ensure that all children are able to learn and fulfil their full potential.

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Canon Burrows CE. They are:

1. every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;

2. pupils learn to be strong and independent through positive relationships;
3. pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
4. pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## **Definition**

At Canon Burrows CE, we discuss what bullying is, as well as incidents that we would not describe as bullying through PSHE lessons and collective worship. We agree that:

Bullying is a deliberate attempt by a person (or persons), repeated over a period of time, to hurt, frighten or upset another person by physical, psychological or verbal actions.

It can take the form of: name-calling; violence; threatening violence; isolation; ridicule or indirect action such as spreading unpleasant rumours about someone.

It is often motivated on the basis of actual or perceived differences such as race, religion, gender, sexual orientation or special educational needs and can also include cyber-bullying. It usually happens when the relationship is imbalanced. It can also be prejudice-based or discriminatory.

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, transsexual or bisexual
- Those suffering from health problems, including mental health

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Strategies to Prevent Bullying**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. All member of the school community promote our school ethos based upon

Christian values at all times. Through collective worship, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. All pupils are taught about the part they can play to prevent bullying, including when they find themselves as bystanders. An annual 'Anti-bullying Week' is held to further raise awareness.

Digital Safeguarding is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

We try to offer an interesting play environment with good levels of supervision to minimise bullying behaviour. There are also playtime buddies, playtime leaders and there is playtime watch of any children experiencing difficulty, as well as "buddy stops" for children. Staff deal with incidents in the classroom, or on the playground, in a firm, friendly manner as they occur, ensuring that each party has the opportunity to share their version of events.

## **Code of Conduct**

Our School Code of Conduct is regularly reviewed by the School Council and is promoted in collective worship and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- Treating one another equally and with respect.
- Being positive, kind and polite to others.
- Forgive and forget and start each day afresh.
- Treating equipment, plants and property with care and respect.
- Moving around school in a quiet and respectful way.
- Following instructions the first time.
- Following school codes.
- Keeping ourselves and others safe at all times.

## **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **Responding to bullying**

1. Children (victim or bystander to the incident) are told to report all anti-social incidents to a member of staff, including incidents that occur out of school. These are recorded on the school online reporting system and reported to the Headteacher/Deputy Headteacher or a senior member of staff. All incidents involving racial harassment are also recorded and reported to Governors and the LA.
2. All reported incidents are taken seriously and action taken as quickly as possible.
3. In any case of alleged bullying, a member of staff will establish the facts in order to build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and witnesses.

4. Parents of both parties should be informed.
5. If the allegation of bullying is upheld, a restorative approach between the perpetrator(s) and victim(s) will be used. The 'victim' is counselled, offering advice and support.
6. The 'perpetrator' should be clearly informed of the consequences of their actions on the victim. Consequences for their behaviour will be based upon the behaviour policy. It is also important for staff to consider the motivations behind the bullying behaviour and whether it reveals any concern for the safety of the perpetrator.
7. Following a report, the school community remain vigilant, and observations are made of both children in various school situations to see if they are behaving normally and have friends. All staff are made aware of children to watch.
8. If the situation does not improve, the Headteacher (or senior leader) should meet with the parents of the bullying child(ren) and agree clear expectation and boundaries which would be shared with the pupils involved.
9. This policy is reviewed annually.

### **Listening to children**

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

### **Remember**

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

### **Appendix**

Strategies for dealing with bullies.

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible

- Do not use violence against a bully – you may be accused of being a bully yourself
- Tell an adult what has happened straight away
- If cyber-bullying - always save the message (social networking site or online chat room), email, text message, phone number etc and show an adult who you know and trust.
- Tell someone you trust
- Don't let it get to you

After you have been bullied:

- Don't retaliate.
- Tell a teacher or another adult who you trust
- Tell your family
- Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened. It is not your fault.
- Try to be friendly to the bully, but even if you can't be friends, being kind sets an example and can sometimes help the bully to stop bullying.
- Change contact details e.g. e-mail address, mobile phone number- keep personal details private.

When you are talking to an adult about bullying be clear about:

- What has happened to you?
- What did you do when it happened?
- How often it has happened?
- Who was involved?
- Who saw what was happening?
- Where it happened?
- What you have done about it already?

**Date of review: November 2022      Date of next review: November 2023**