

Chuter Ede Primary School



~ Anti-Bullying Policy ~

Autumn 2024

Written by	A.Wilson
Ratified by	Governing Body
Date for Review	Autumn 2025

Chuter Ede Primary School recognises the Anti-Bullying Alliance's definition of bullying:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."



Introduction

Chuter Ede Primary School is a happy and safe school that celebrates diversity. We will challenge any behaviour that compromises the wellbeing and safety of any of our children. Under the guidance of the Equality Act 2010, we are committed to preventing bullying behaviour towards vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Policy Development

This policy is written under the guidance of the Anti-Bullying Alliance and models informed practice. In February 2021, Chuter Ede Primary School achieved the Gold Level Mark (Anti-Bullying Alliance) which recognises our commitment to preventing and responding to acts of bullying.

This policy was informed by the pupils (through pupil voice and wellbeing surveys), parents (through parents' forums) and staff (through staff meetings) to ensure it provides a shared practice and understanding.

This version of the policy is available on the school website, alongside a pupil-friendly version.

Roles and Responsibilities

Headteacher and Head of School: Mrs Hunter and Mrs Revill will ensure that the reporting and responding procedures outlined in this report are upheld by the school community. Most importantly, they will endeavour to provide a school where children are safe and happy.

Anti-Bullying Lead: Mrs Wilson will ensure that the policy reflects the needs of the school community; remains up-to-date with the latest research; and will provide access to relevant support or training where the need arises.

Safeguarding Leads: The Safeguarding Leads will ensure that if a situation is escalated, it is handled according to the safeguarding policy; the appropriate agencies are brought in; and practice is modified.

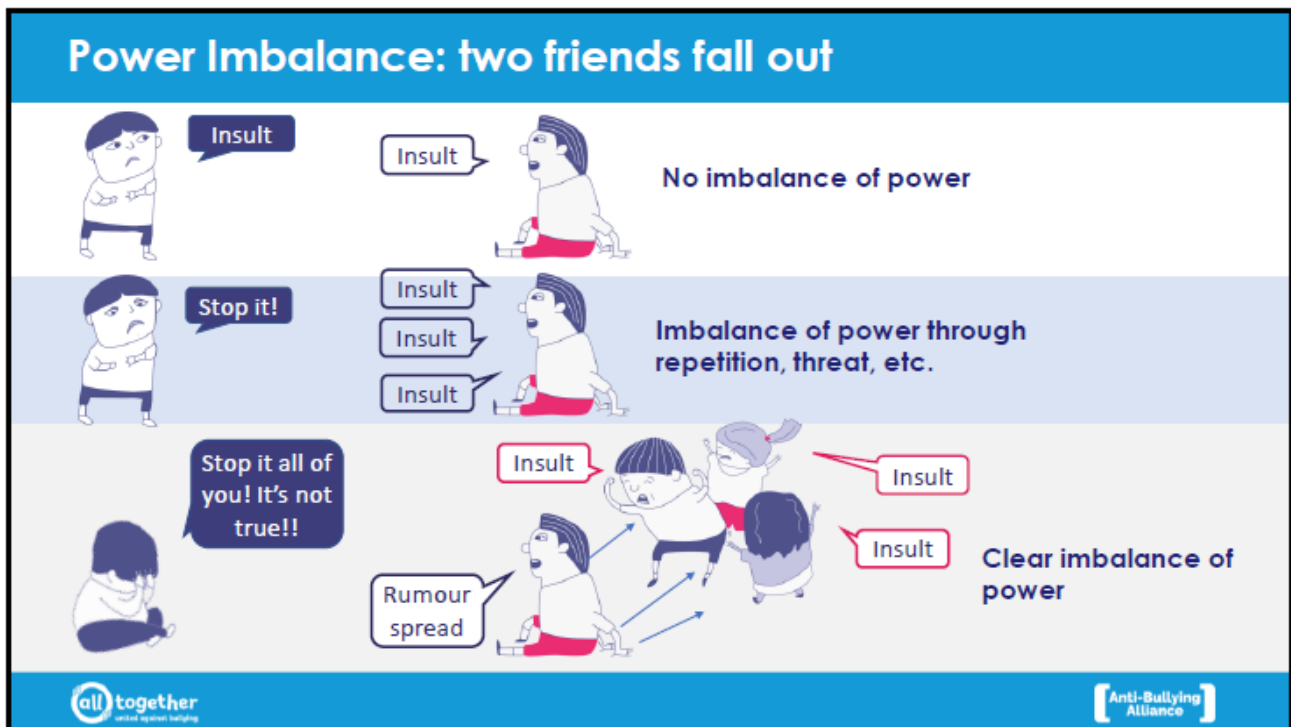
Anti-Bullying Lead Governor: The Anti-Bullying Lead Governor will ensure that the Headteacher, Head of School and Anti-Bullying Lead are accountable for the successful implementation of the Anti-Bullying Policy.

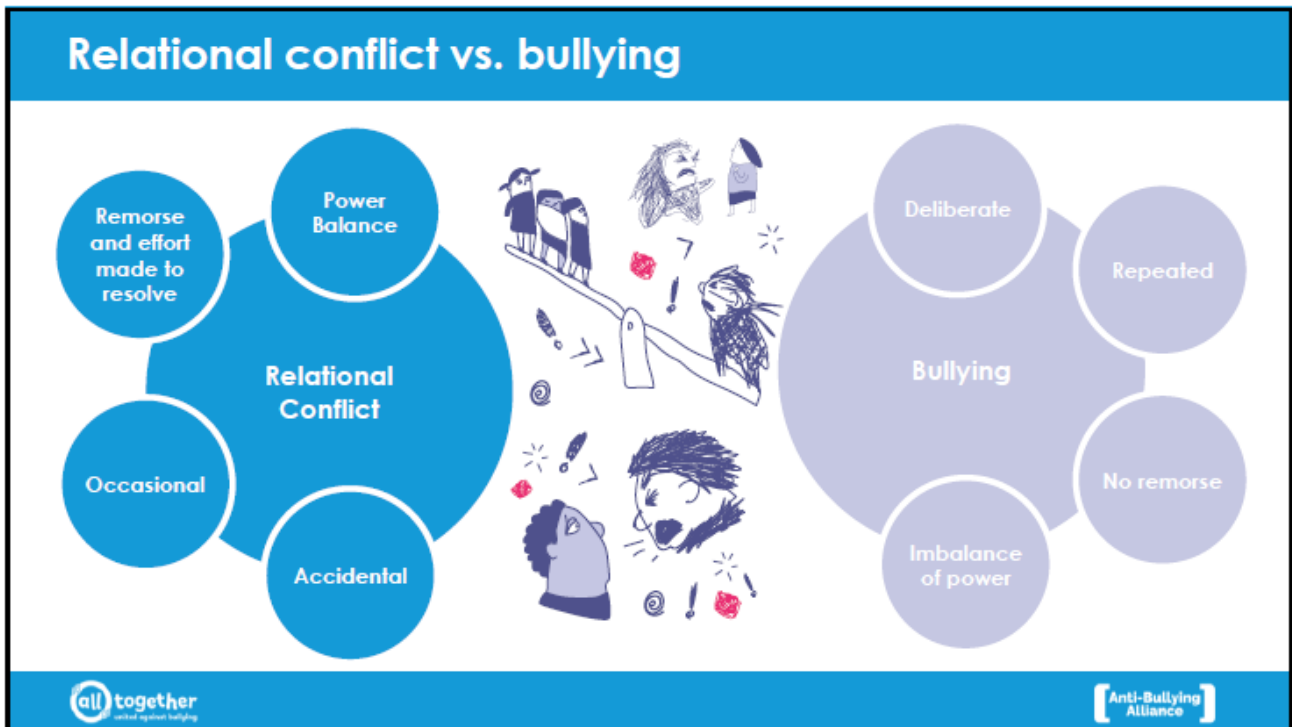
Definition

The Chuter Ede Primary School definition of bullying behaviour: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Examples:

Situation	Is it bullying?	What should happen?
Two children have fallen out. It is the second time this week. Child A cries about it at bedtime.	No. In this situation, there is not an imbalance of power.	Parents may want to make the class teacher aware that this is happening.
Child A feels like another person is giggling behind their back.	No. In this situation, it is not repeated and it is not definitely intentionally hurtful.	If the child is concerned, they may have the courage to address the situation. They may want to keep a log of it to see if it happens again.
Child A has a disability and struggles with reading. Another child tells them to read something out loud then laughs. The other child tells a friend to do the same.	Yes. There is an imbalance of power. The child is being discriminated against because of their disability.	The child should tell the teacher who will follow the responding route. Or the child may want to ask their parent to contact the school via the email address or they could ask a defender to tell the teacher for them.





Forms of bullying:

Verbal bullying	The use of words, statements and name-calling to gain power over a target. Targets are chosen because of the way they look, act or behave. Often events occur when adults are not around.
Relational aggression	The use of social manipulation to ostracize a target from a group by spreading rumours, manipulating situations, teasing, or ignoring.
Cyber-bullying	Technology makes the cyber-bully feel anonymous and detached from the situation. They will harass, post pictures and tag people in them to embarrass them, repost an unflattering image even after the person has said they don't give permission or send hurtful messages.
Sexual and sexist bullying	The use of sexual name-calling, inappropriate comments, gestures, touching, sending inappropriate pictures over social media. It may also result in making fun of body shapes or inappropriate propositions.
Prejudicial bullying	Prejudicial bullying is where someone is targeted because of their race, religion, sexual orientation, including homophobic, biphobic and transphobic bullying behaviours

Reporting and Responding

It is everyone's responsibility to safeguard the welfare of our children. For some cases where it is not obvious what is happening, it is recommended that a log of incidents is kept to establish if there might be bullying behaviour taking place. You may wish to inform the class teacher that this is being kept.

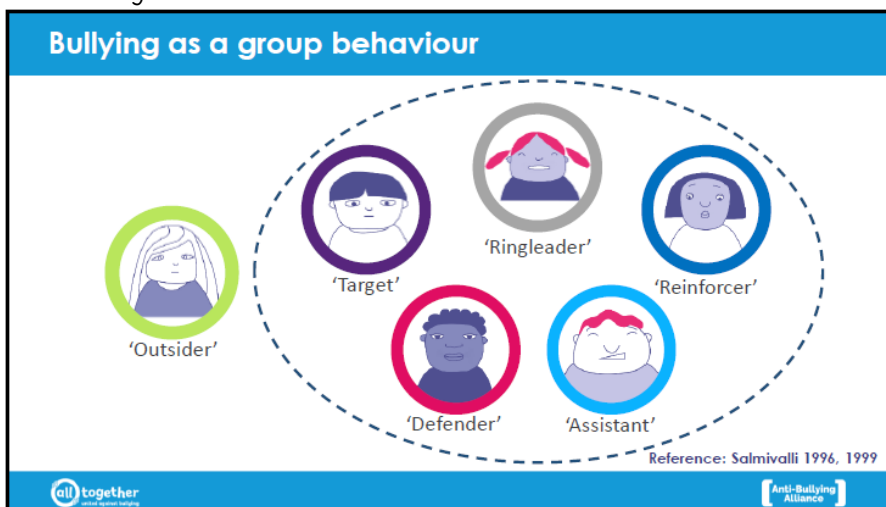
Reporting an incident:

Small incidents that may become more frequent (name-calling, feeling excluded, hiding someone's belongings)	Action: Keep a log of events- write what happened and when to see if it is becoming frequent and the same people are always involved Do not retaliate. Tell them you want it to stop and how it has made you feel. Report it to an adult so they can begin the responding route.
Received hurtful messages online	Action: Take a screen shot for evidence so you can log it. Tell an adult, who may want you to block or refrain from using a certain type of social media. Inform school who will log it and will begin the responding route
Serious event causing harm either physical, emotional or psychological (such as a physical attack, 'trolling', harmful psychological rumour spreading)	Action: Report it to school. The government says that the first place to report a bullying incident should always be to school unless the incident involves a crime or immediate danger. In which case, you should call the police. By law, bullying is not classed as illegal but some acts of bullying are (such as physical assaults).

Responding to a report:

The most important thing is that the bullying behaviour stops. For many children who have experienced bullying, they believed that bystanders watching and not intervening were often the worst part of the situation. Research shows that this model is the most successful in resolving conflicts. For most situations, the stages will be followed in order within 24 hours of a report being made. For some cases, the process may need to be accelerated to keep everyone safe. Research shows that consequences handled incorrectly will often lead to a break down in trust, relationships and will escalate a situation. This model is also in accordance with our Behaviour Policy.

Research shows that often the ringleader does not come into contact with the target. It is important to assess the full situation.





Stages of responding to a report

Stage 1: The class teacher is aware and will monitor the situation over an appropriate period of time depending on the report. It is important to evaluate which individuals are involved and when incidents are occurring, as early intervention could be used to prevent any more harm.

Teach will log (SG-COM)

Stage 2: The class teacher will encourage positive relationships to reduce the risk of the child being in harmful situations (PHSE lessons, sharing the school's pupil-friendly bullying policy, anti-bullying class activities) and promoting bystanders to become defenders.

Teach will log (SG-COM)

Stage 3: The class teacher will alter the dynamics of the situation (removing reinforcers, changing routines, altering seating arrangements)

Teach will log (SG-BB)

Stage 4: The class teacher will mediate a discussion between the children involved so the ringleader, reinforcers or assistants understand how the target is being made to feel.

Teach will log (SG-BB)

And...

Stage 5: The class teacher/ Head teacher/ Head of School will contact the parents of a child/ children who are showing bullying behaviour following the discussion and if needed will discuss alternative arrangements such as different play times, change in seating plan, and exclusion from clubs

Head/ Head of School will log (SG-BB)

Stage 6: Outside agencies will become involved such as CAHMS, social services or the police.

Head/ Head of School/ Safeguarding Leads will log (SG-BB and SGI)

Code of conduct for pupils, staff and parents

Pupils- Bystanders understand that anyone can report something wrong they know is happening. They should report it factually. Pupils are encouraged to be defenders- this does not mean encouraging retaliation, but being a positive relationship for the target.

Parents- Parents have the right to report anything to the class teacher or email address that they are concerned about regarding their own child, or another if they feel there is an injustice. Parents will also allow the school to deal with the situation in the aforementioned stages and will trust that the school has the best interests of the child at heart.

Staff- All members of staff will model excellent relationships as outlined in the staff Code of Conduct. They will log any reports, follow the responding stages and adhere to the Behaviour Policy protocols and restorative justice practices.



Recording Bullying

Bullying is recorded using the school's Safeguarding Platform. When and how to record is specified in the stages of responding.

Any emails sent to teachers will be copied and logged onto the platform to ensure there is a chronology of events.

Strategies to Prevent Bullying

- The whole school curriculum promotes children to form positive relationships and celebrates diversity such as Black History Month
- Annual Safeguarding training ensures everyone knows it is their responsibility to safeguard the welfare of our children
- ABA online CPD training has been completed by the Anti-Bullying Lead and is available for all staff. Where appropriate, certain modules can be made available for parents.
- The school follows the Entwine PHSE curriculum which uses stories to address difficult conversations.
- Wellbeing surveys and pupil voice is collected to ensure the policy reflects the needs of the children
- The school deploys staff effectively to ensure that children always have enough adults available to deal with or report a situation (including before and after school for incidents to and from school)
- Anti-bullying week promotes peer defenders and positive relationships. It also teaches the children strategies to help them prevent harmful situations and how to respond appropriately.

Cyber-Bullying

- 8/10 incidents of cyber-bullying started with in-person bullying behaviour; it is therefore salient that school are made aware of any incidents
- The school promotes online safety through computing lessons, monitoring children's email addresses, PHSE work and assemblies.
- This policy is supported by the E-Safety Policy

Incidents Outside of School

- We recognise that regardless of where bullying behaviour is taking place, the aim of the school community is to ensure pupils are happy and safe
- Where it is appropriate, school will assist in dealing with incidents outside of school, such as journeys to or from school or cyber-bullying to ensure we are upholding the safeguarding principles. This will be through the form of establishing positive relationships, educational workshops with outside agencies and PSHE lessons.
- In extreme circumstances, further action may be required, such as informing the police or social services.



Links with Other Policies

This policy should be read alongside following policies available on our website:

- Behaviour Policy
- Safeguarding Policy
- E- Safety Policy
- Child Protection Policy

Policy Evaluation

- This policy shall be reviewed following the collection of pupil wellbeing surveys (November), Pupil Voice and Parents' forum (July) to ensure that it remains salient to the needs of the school community.
- The policy will be shared with governors who will ensure that it promotes children's safety and wellbeing
- The policy will be available on the school's website although may be updated at any time to reflect the school's practice