

Chapmanslade CE VA Primary School
Anti-Bullying Policy

Rationale

Chapmanslade School seeks to create and sustain a culture where pupils can thrive. Promoting good relationships is central to our Christian ethos; we believe that having the ability to achieve mutually respectful relationships is a sign of spiritual maturity.

It is a statutory duty for all schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of Chapmanslade School's behaviour policy, which is communicated to all pupils, parents and staff. Details about behaviours, including specific types of bullying, that are dealt with as a safeguarding risk are included in the School's child protection policy.

This policy is designed to support all staff in promoting the welfare of all pupils and should be read alongside the school's Behaviour and Safeguarding Policies.

This anti-bullying policy recognises relational conflict as a distinct type of behaviour that is not bullying but can be upsetting for pupils.

Aims

This policy aims to ensure that governors, staff, parents and pupils are provided with:

- a definition of bullying,
- a definition of relational conflict,
- a guide of what to do if a child is experiencing either,
- the steps that will be taken by the school when an allegation of bullying is made.

This policy also outlines the steps regularly taken by the school to create a culture in which bullying has no place and in which all pupils learn how to manage relationships effectively.

The Definition of Bullying

Bullying is deliberate behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, where there is usually an imbalance of power between the victim and the perpetrator.

An imbalance of power is evidenced when the perpetrator has control over the relationship with the victim, making it difficult for the victim to defend him or herself. Examples include:

- a difference in physical strength;
- psychological advantage where the perpetrator knows what upsets the victim;
- intellectual difference due to age difference or special educational needs of the victim;
- greater access to a support group due to the popularity or status of the perpetrator;
- the power to exclude or socially isolate due to social or economic advantage.

Bullying is not a single instance of unkind behaviour or friendship issues.

The Definition of Relational Conflict

Relational conflict is occasional behaviour between individuals or groups where there is no imbalance of power and where offence may be accidental; eventually, individuals or groups are willing to reflect on what went wrong and try to make things right.

Conflict can involve disagreement, strong words and argument; falling out with friends; not speaking or name calling; or becoming jealous when one friend finds a new friend. Conflict involves strong emotions and hurt but it is not bullying because the parties are in an equal relationship.

What to do if your child is experiencing bullying or relational conflict

The quickest way to resolve any bullying or relational conflict is to follow this procedure.

1. **Notify your child's teacher as soon as possible** that your child is unhappy. Remain calm and report the facts as clearly as you can.
2. **State clearly that you are concerned your child may be a victim** of bullying if you believe this to be the case. Your child's teacher will take the allegation seriously. You may feel very strongly about the alleged bully but remember that the teacher must remain unbiased while carrying out an investigation. The other child will not be labelled a 'bully' without firm evidence.
3. **Provide information to support your allegation** if you can – dates, times, specific incidents. This will give your child's teacher a starting point for his/her investigation.
4. **Agree an immediate course of action** with the teacher. This is likely to include your child reporting any further incidents immediately to named members of staff. Encourage your child to do so.
5. **Agree when you will next meet** your child's teacher for a follow-up meeting. This will usually be in three to five working days to allow the teacher to monitor the situation, to undertake any necessary investigation and to put supportive measures in place. This step may be repeated more than once.
6. **Encourage your child to tell the adults at school** as soon as something happens because teachers are the ones who can resolve the situation. Keep home and school separate as far as possible with comforting home routines.
7. **Reassure your child** that school will not tolerate any bullying and that the situation will improve. Encourage your child to attend school regularly.
8. **Remember that the desired outcome is for the behaviour to stop.** Try to focus on what is best for your child's healthy enjoyment of school, and not on what actions may or may not be taken against the alleged bully.
9. **Respect the school's duty of confidentiality** by not discussing your allegations or the process with other parents. An adult publicly labelling a child as a bully may be perceived as bullying behaviour (imbalance of power). Trust school staff to take the appropriate actions to best support your child.
10. **Attend the follow-up meeting with an open-mind.** Listen to the outcome of the teacher's investigation and monitoring, and discuss and agree a proposed plan to support your child. Agree a longer-term course of action and a date for a further meeting if required.

The steps that the school will take in response to an allegation of bullying

All members of staff at Chapmanslade School want pupils to be happy and safe, and work with dedication towards that aim. Adults in school regularly encourage pupils to discuss any concerns they may have.

Incidents that occur in school are dealt with under the behaviour policy and may result in a disciplinary sanction up to and including exclusion. Sometimes more complex situations, rather than clearly defined single incidents, arise. Once notified of an allegation of bullying by a pupil or parent, staff will follow this procedure -

1. If an incident or allegation is reported to the head teacher or to a teaching assistant or cover teacher, the details will be passed to the child's teacher who is the correct person to manage the situation, directing other adults as necessary.
2. The class teacher will meet with you (or your child when s/he makes the allegation directly to school staff) and record details of the allegation. An immediate course of action will be agreed.
3. A follow up meeting date will be agreed – usually between three and five working days. This step may be repeated more than once to allow time to gather evidence.
4. Teachers will take all allegations of bullying seriously and will investigate them thoroughly depending on what information has been provided. Teachers will monitor the situation by observing, speaking to pupils (including your child) and liaising with other adults in school.
5. The desired outcome is always for the alleged bullying behaviour to stop so that your child can feel safe and happy in school.
6. At the follow-up meeting, your child's teacher will report on his/her investigation and monitoring. Outcomes could include -
 - a. The allegation of bullying is verified and upheld. The head teacher will have been informed and disciplinary sanctions proportionate to the seriousness of the incident(s) will be applied. A support plan for your child will be discussed and agreed with you.
 - b. It has not been possible to verify the allegations but concerns remain and more time to monitor the situation will be needed. The head teacher will have been informed and all relevant staff alerted to be vigilant. A support plan for your child will be discussed and agreed with you.
 - c. The situation falls below the threshold for bullying but meets the definition of relational conflict. The reasons for this conclusion and any proposed interventions to help children manage the situation will be discussed with you.
 - d. It has not been possible to verify the allegations and no concerns remain. The class teacher will retain details of the allegation but no further action will be taken at this time.
7. Chapmanslade School will always apply disciplinary measures to pupils who bully, to make clear that bullying is wrong. Disciplinary measures will be applied fairly and proportionately, taking into account the age, any special educational needs, disabilities or other vulnerabilities that the perpetrator(s) may have.

If you disagree with the actions taken or conclusions reached by your child's class teacher, you should make an appointment, via the school office, to raise the matter with head teacher under the complaints policy.

Measures in Place to Promote Good Relationships

Research shows that a proactive whole school approach to preventing and tackling bullying achieves the best outcomes for pupils.

The ethos of our school is based on the Christian values of generosity, respect, wisdom, perseverance, service, responsibility, creativity, courage, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, truthfulness and humility.

Daily worship and other assemblies explain how these values are rooted in the bible, what these values mean in modern life, and how living out the values contributes to the quality of life for each individual and collectively for our school and wider community. All members of our school community are expected to try to model these values in their own behaviour and in the ways that they interact with others. For our youngest pupils, the Golden Rules “be kind, be gentle, be honest” are a helpful reminder of the expected behaviour. Parents and governors are invited to class assemblies and to school church services.

General classroom practice and lunchtime supervision by all teachers and teaching assistants promotes a safe, calm, respectful working environment, while subject specific teaching across the curriculum promotes high standards of personal behaviour and relationships with others, for example in English, history, RE, PSHE, computing (on-line safety) and PE. All parents are invited to become volunteers; those who do so enjoy seeing the daily work of the school. Pupils regularly work collaboratively with partners, in small groups, as whole classes and in their houses. Older pupils support younger pupils during worship, in the dining room and at playtimes. All parents are invited to “join your child for lunch” over six weeks during the summer term – we are proud to open up our school to this parental scrutiny and receive much positive feedback.

In addition to our regular work promoting good relationships and safe behaviour, the NSPCC visit Chapmanslade, and we mark anti-bullying week with a special assembly. From time to time, a Bullying Audit is carried out and the results analysed to inform our work. Pupils in our school show compassion and understanding towards those with SEND or with additional emotional and behavioural needs, and welcome new pupils from a variety of backgrounds. Chapmanslade employs an Emotional Literacy Support Assistant (ELSA) and works closely with the local authority Behaviour Support Services team to support pupils who may require extra support to manage their feelings, emotions and behaviour.

Bullying and the Law

There are many types of bullying including but not limited to:

- physical violence or threats of physical violence;
- emotional bullying including intimidation;
- cyber-bullying on gaming and social media sites;
- targeted offensive language dismissed as ‘banter’;
- unlawful discrimination on the grounds of age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

Chapmanslade School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs or disabilities.

To enable every child and adult within Chapmanslade School to be the very best version of themselves

Bullying in itself is not a criminal offence, but some types of harassing or threatening behaviour – or communications – could be a criminal offence. If the school suspects that a criminal offence has been committed, staff will refer the matter to the police. This includes handing over mobile phones or other devices seized by a member of staff and thought to contain evidence in relation to an offence. Staff do not need parental consent to seize mobile phones and other devices or to delete data or files that do not relate to an offence but which may cause harm to another pupil.

If the school suspects that a bullying incident has or may cause ‘significant harm’ to a child, the Designated Safeguarding Lead will report the concerns to the local authority child protection team.

The school may draw on external support for a child experiencing bullying. The school may also draw on external support to tackle underlying issues for a child engaging in bullying. Decisions are made on an individual basis and remain confidential.

The School has the power to discipline pupils for behaviour outside of school. If bullying outside of school is reported, staff will investigate it. If anti-social or criminal behaviour is suspected, the School will notify the police.

Monitoring and Evaluation

The Head Teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, making recommendations for further improvements to the policy if necessary.

It is the responsibility of the governing body to support the Head Teacher in the implementation of this policy and to ensure that the policy is administered fairly and consistently.

Staff will be surveyed on their opinion of the effectiveness and ease of implementation of the policy at least once per academic year.

Review

This policy is not statutory. This policy is supplementary to our Behaviour policy. It will be reviewed at least every two years.

Further Reading

Anti-bullying Alliance website at www.anti-bullyingalliance.org.uk

Behaviour and discipline in schools: advice for head teachers and staff (2014). Department for Education, Reference Number DFE-00023-2014 at www.education.gov.uk

Behaviour and discipline in schools: guidance for governing bodies (2012). Department for Education at www.education.gov.uk

Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (2017). Department for Education, reference DFE-00160-2017

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Approaches to preventing and tackling bullying: case studies. (2018) CooperGibson Research, Department for Education, reference DFE-RR751

Policy Links

This policy should be read in conjunction with the Chapmanslade School Behaviour Policy and the Chapmanslade School Child Protection Policy.

Chapmanslade School follows the recommended guidance from Wiltshire LA on fixed term exclusions, malicious accusations against school staff and violence and aggression in schools. Our school site is private property and any individual abusing, intimidating or threatening any member of staff or pupil will be banned from the school site.

Chapmanslade School follows the recommendations set out in *Dealing with Allegations of Abuse against Teachers and Other Staff* guidance in relation to pastoral support for school staff accused of misusing their powers.

Approved November 2019
Next Review – November 2021