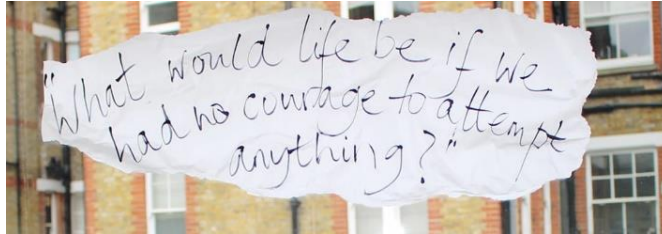


# Christ Church CE Primary School

## Anti-Bullying Policy

### September 2022



### Our Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer, and we are like the soil in which he plants his seeds.

At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish.

Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another, and ourselves.

We aim to instil an understanding of Christian Virtues in our children.

Our core virtues are:

Forgiveness  
Patience  
Wisdom  
Peace  
Love  
Justice  
Generosity  
Kindness



## **Our Federation Mission Statement**

Christ Church and Holy Trinity C of E Primary Schools are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of all we do.

## **Our Purpose**

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative, and effective approach to behaviour which is based in forgiveness and Christian virtues. This will then allow high academic progress and attainment to be at the centre of the schools.

## **Aims and Expectations**

At the heart of our ethos is ensuring that every member of the school community feels valued and respected. We invest time in building excellent relationships between children, staff and parents with shared school values. We aim for children to be happy in school and free from harassment and bullying. We also aim to ensure that there is a “telling culture” where children are confident to share a concern with the adults in the school about how they or another child is being treated. We work hard to prevent opportunities for children to be bullied in school and tackle effectively incidents of bullying that may occur. Our expectation is that people are treated with fairness and equality.

## **Definition of Bullying**

A child is being bullied when another child, or group of children, usually repeated over time, intentionally hurts another individual either physically or emotionally.

This may involve: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

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We don't call it bullying when the teasing is made in a friendly and playful way. However, when the child who is teasing is spoken to and made aware that the other child does not want them to and it continues this can be classed as bullying.

It is not bullying when two children of about the same strength or power argue or fight.

### **Forms of Bullying**

Bullying can happen to anyone. This policy covers all types of bullying including:

- \*Bullying related to race, religion or culture.
- \*Bullying related to special educational needs.
- \*Bullying related to appearance or health conditions.
- \*Bullying related to sexual orientation.
- \*Bullying of young carers or looked after children or otherwise related to home circumstances.
- \*Sexist or sexual bullying.
- \*Cyber bullying.

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour.

### Dealing with incidents of potential bullying

- \*We take the issue very seriously.
- \*Thoroughly investigate the facts from every available source. Class teachers normally do initial investigations and then where it is felt necessary members of leadership team become involved.
- \*All staff are made aware of the issue in whole school team forum.
- \*Contact is made with the parents of children involved immediately.
- \*Appropriate action is decided upon with consultation with a senior leader, class teacher and parent and where appropriate, the children involved.
- \*Each individual circumstance or issue is looked at carefully. There is not a blanket approach to dealing with a problem, rather the school looks at the range of effective strategies it has used previously to deal with a problem so that the best possible actions to deal with this is employed.
- \*If necessary a Local Authority behaviour consultant's advice is sought or community police
- \*Everything is recorded in the class Behaviour Folders.

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- \*The problem is revisited regularly to ensure that the strategies employed are effective at dealing with the issues.
- \*Where necessary new strategies may be employed.

### **Strategies we implement to involve pupils**

- \*Regularly canvas children and young people's views on the extent and nature of bullying.
- \*Ensure students know how to express worries and anxieties about bullying.
- \*Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- \*Involve students in anti-bullying campaigns in schools.
- \*Offer support to students who have been bullied.
- \*Work with students who have been bullying in order to address the problems they have.

Please refer to Positive and Reflective Behaviour Policy

### The role the Teaching and Support Staff

- \*It is the responsibility of the teaching staff to carefully monitor the welfare and happiness of the children in their care and record any incidents of unkind behaviour towards a child in the class behaviour books.
- \*Termly sociograms are completed each term by class teachers so that teachers are able to see if any children are potentially isolated or lonely.
- \*Teachers and support staff are expected to invest time and energy into building strong relationships with children so that they are confident to share their concerns or worries of any kind with an adult.
- \*The teachers treat each child fairly and encourage excellent code of conduct behaviour consistently. Teachers treat all children in their class with respect and understanding.
- \*The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher where it is felt necessary will liaise with a behaviour consultant about the potential bullying behaviour of a child and draw up strategies to deal effectively with that child.
- \*The class teacher reports to parents about any incidents of potential bullying that involves their child either as a victim or a perpetrator. They also take seriously any concerns a parent may bring to the school about their child potentially being bullied or harassed.

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#### The role of Parents

- \*The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- \*Parents work with the school to uphold the anti-bullying policy.
- \*Parents are responsible for reporting concerns they have about their child being potentially bullied by other children to the class teacher of their child.
- \*If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and ultimately the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### The role of the PSHE Co-ordinator

- \*Leads staff in preventing bullying occurring by creating positive and supportive practises in the classroom and beyond.
- \*Encourage class teachers to actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- \*Lead staff in considering all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- \*Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

#### The role of the Headteacher

- \*It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour and anti bullying policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- \*Ensure all staff including lunchtime staff, are trained to identify bullying and follow school policy and procedures on bullying.
- \*Actively create "safe spaces" for vulnerable children and young people.
- \*The Headteacher monitors the records of all reported incidents of misbehaviour and intervenes when appropriate. The Deputy Head at

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present has the responsibility of 'Whole School Behaviour Management' and liaises with the SENCo on behaviour issues.

\*The Headteacher will work with parents and the local community to address issues beyond the school gates that give rise to bullying.

\*The Headteacher has a named teacher responsible for Personal and Social Wellbeing education and that member leads on matters of anti-bullying strategies, awareness and training for staff.

\*The Senior Leadership Team is responsible for the above in the absence of the head teacher.

#### The role of Governors

\*The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

\*The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### Monitoring

\*The Headteacher monitors the effectiveness of this policy on a regular basis with staff and the school community. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

\*The school keeps records of incidents of misbehaviour, including incidents that occur at break or lunchtimes. The incidents are recorded in a class behaviour book, which is monitored by the Headteacher and patterns of anti social or potentially bullying behaviour are looked for.

#### Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

#### Useful related documents:

\* *DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"*

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

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\*\*Anti Bullying Alliance guidance

[http://www.anti-bullyingalliance.org.uk/Page.asp?originx\\_4237co\\_4721421398769u17h\\_2007627412x](http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x)



Signed: Avis Hawkins

Signed: *Avis Hawkins*



<b>Name of School</b>	CCHT Primary Schools
<b>Policy review Date</b>	September 2022
<b>Date of next Review</b>	September 2023
<b>Who reviewed this policy?</b>	Avis Hawkins, Partnership Com
<b>Ratified by Governors</b>	October 2022