



Puttenham  
Church of England School



## Anti-Bullying Policy

Used in conjunction with Behaviour and Child Protection and Safeguarding Policy

Date adopted:	Spring 2024		Last reviewed:	Spring 2024
Review cycle:	Annual		Is this policy statutory?	Yes
Approval:	Local Committee		Author:	Headteacher
Next review Date	Spring 2025			

***'Our village school strives to provide the best possible education for its children in a caring and happy Christian community.'***

The School is fully committed to safeguarding and promoting the welfare of children. We believe that bullying is not acceptable in any form or context.

At Puttenham Church of England School we aim to provide a safe, caring and friendly environment. This allows our pupils to learn effectively, improve their life chances and helps them to be the very best they can be. The Christian ethos of the school is that everyone should follow our school values and be caring, kind, thoughtful to each other whilst being sensitive to the needs of others. This is constantly reinforced in assemblies, in the classroom and in the playground. Within the school, relationships are fostered so that the children understand the meaning of love, resilience and respect which leads to self-discipline. Behaviour which is contrary to this is discouraged and regarded with disapproval.

We promote our values of love, wisdom, resilience, respect and hope to enable pupils to feel safe in school. We aim to provide a clear understanding of the issues relating to safety, such as bullying and foster a culture that ensures children, staff and parents feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. We take a very proactive approach to ensure that we are aware of and monitor relationships in school. There is no place for bullying in schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007).

Procedures are clearly established to ensure the safety of the children (see Health and Safety Policy). For this age of pupil there is seldom the need for the use of physical restraint but, in case of necessity, the staff would use only those methods that are recommended (see Touch and the Use of Physical Intervention Policy).

## **Aims of this policy:**

### **To prevent bullying by:**

1. ensuring that everyone in the school community understands and follows the school's mission, vision, ethos and values;
2. being able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse;
3. ensuring that everyone knows how to ask for support and how to report bullying;
4. clarifying for all members of the school community that bullying is not acceptable and must be discouraged;
5. producing a consistent school response to any bullying incidents that may occur;
6. making all those connected with the school aware of our opposition to bullying;
7. making clear each person's responsibilities with regard to any bullying in our school.

## **Definition of Bullying**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Preventing and tackling bullying, DfE 2017). Bullying is about power and victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

**The Anti-Bullying Alliance (ABA)** defines **bullying** as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

Bullying can take many forms but may be:

1. **Physical:** hitting, kicking, taking or hiding/damaging belongings.
2. **Verbal:** name calling, teasing, insulting, racist remarks and writing unkind notes.
3. **Emotional:** spreading rumours, excluding from groups, tormenting, staring.
4. **Cyber:** texts, e-mails, picture/video clip bullying, messaging, social media or gaming.
5. **A combination of the above:** for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

**Any of these may also have contexts that discriminate in relation to race, religion, culture, sex, sexual orientation, special educational need, appearance, young carers/home circumstances or disability.**

## **Difference between bullying and teasing/falling out between friends or other types of aggressive behaviour**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying).
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

## **Possible Signs of Bullying**

Anyone being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate and they may lack concentration or be unwilling to attend school.

## **Guidelines and Procedures**

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem. Puttenham CofE Infant School is committed to adopting a restorative approach **(RA)** so that disputes can be resolved peacefully and fairly. It is always important to make clear that:

1. The bully's behaviour is unacceptable and the bullying must stop.
2. Everything that happens is carefully recorded.
3. The application of consequences (sanctions) will depend on the individual circumstances of each incident.
4. Revenge is not appropriate for the victim, however with RA the victim has opportunity for their views to be heard and fair consequences to be put in place.
5. The school will work with the parents of both the victim and the bully.
6. Support will be available for the victim.
7. Support and interventions will be available for the bully to help change his/her behaviour.

For more details about restorative approach, please see the behaviour and discipline policy.

## **Interventions**

It is the school's responsibility to ensure there is support for children who are bullied and make appropriate provision for the child's needs. The nature and level of need depends on the individual circumstance. This can include speaking to adults, ELSA support, engaging with parents or referring to the local authority.

Where pupils do not respond to prevention strategies it will be necessary to use the interventions described in the school behaviour policy.

## **Vulnerable pupils**

The school must be aware that some pupils may need more support than others. Children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert and find ways to ensure their needs are met.

## **The School Curriculum**

The School curriculum will be used to:

1. Raise awareness about bullying behaviour and about the school's anti-bullying policy.
2. Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

## **Strategies for preventing bullying**

As part of our on-going commitment to the happiness, safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying through:

- the promotion of British and school values (resilience, respect, hope, wisdom and love);
- the school's restorative approach by involving all parties;
- collective worship/assemblies – school led or outside agencies/charities;
- the curriculum e.g. PSHE (Personal, Health, Social and Economic)/ RSHE (Relationship, Sex and Health education) lessons for example group work/circle time/befriending/mediation/assertiveness/resilience development;
- supervision of all areas of school, maintaining a stimulating environment, active playtimes, friendship stops and a playtime buddy system;
- weekly staff meeting to discuss pastoral/behaviour support needed;
- use of behaviour logs to track incidents;
- special weeks which focus on anti-bullying (Feeling Good /Anti-bullying week, Internet safety and pause days etc.);
- on line safety lessons;
- seeking the views of pupils (class/school council, annual pupil questionnaires) and parents;
- the school rules (Class, golden and playtime rules);
- outside agencies such as assemblies by the NSPCC, Power or One etc.

## **Developing and promoting Resilience and Emotional Well-being at Puttenham through:**

- promotion of the school values
- restorative Approach – solution focused approach involving all parties
- emotions coaching
- pupil voice (class and School council)
- RHE/PSHE and Citizenship programmes (e.g. SEAL and PSHE association)
- healthy Schools
- Puttenham daily run
- movement breaks
- Forest School
- well-being and mindfulness time at the start of each day and whenever needed
- Zones of regulation, fizzy scale and three-point scale
- ELSA (Emotional Literacy Support Assistant) support
- Mindworks/TAMHS
- nurture/social skills groups
- outside nurture/well being support e.g. Huckleberry Farm, gardening etc.
- playground buddies /School Councillors
- parental support groups and training e.g. Parenting Puzzle, Parent forums
- wellness/sensory cabin and indoor/outdoor quiet/reflective area.

## **Reporting and responding to bullying**

Our school ensures that there are systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

## **Encouragement to Tell** (Disclosure by pupils being bullied)

It is important that we create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue. Children will have opportunities to disclose bullying in school to any member of the school staff at any time, through curriculum activities such as RSHE/PSHE, circle time or class pupil/teacher message boxes. Our values and ethos will ensure that any disclosure will be listened to, respected and investigated.

## **Recording bullying**

Bullying incidents will be recorded using the school's incident form available in the safeguarding folder in the staff room or from the Headteacher. We may also record this on our Arbor and CPOMs systems.

## **Roles and Responsibilities:**

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and the consequences of this behaviour.

The Headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher shows our value of love by creating a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher will liaise with the parents regarding the incidents and the appropriate support and/or sanctions to be put in place. The Headteacher will follow the exclusions policy for the perpetrator if further incidents occur.

### **The role of the staff**

All the staff in our school take any form of bullying seriously and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class and that they become aware of in the school. If a teacher witnesses an act of bullying, they will investigate it themselves and refer it to the Headteacher. They will record this on CPOMs. Teachers and support staff do all they can to support the child who is being bullied. The teacher or Headteacher will inform parents if bullying tendencies are developing. The Headteacher keeps a log of bullying incidents on CPOMs. The Teachers will inform parents of incidents in school.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum to help pupils understand the

feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere.

Support staff attend training, as appropriate; supervise children in school, during lunch and break times and encourage happy and meaningful play. They will inform the senior lunchtime supervisor and class teacher of any concerns about children's behaviour and incidences of bullying.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

The school requires parents to:

- have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school
- to recognise the difference between bullying and bossiness or boisterous play as described below:

Bullying is a wilful, conscious desire to hurt, threaten or frighten. Bossiness is usually directed at whoever is around at the time and requires the development of social skills. Bullying is a deliberate intention to spoil other children's activities, showing violence and hostility. Boisterous behaviour is not vindictive or aimed to hurt individuals or groups.

### **The role of pupils**

Pupils are expected to follow the school's values.

Pupils are encouraged to tell anybody they trust if they are being bullied and, if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in their class council and annual pupil questionnaire.

### **The role of the Local Committee**

To review the policy to guide the Headteacher in determining measures to promote good behaviour.

To have an effective equalities policy, which is reviewed regularly and evaluated.

To establish procedures for dealing with parental complaints including those about bullying.

The Headteacher will report to the local committee regarding reported incidents of bullying. All incidents are recorded in CPOMs and Arbor.

### **Policy Development and consultation**

At Puttenham Church of England School we aim to ensure that the school community have an opportunity to help shape the school's behaviour policy. Pupils' views will be sought in class and school council meetings. Parents/Carers will be encouraged to contribute by taking part in surveys, parent meetings and parent focus groups.

**Links with other policies and documents:**

Acceptable Use of IT and Social Media Policy; Behaviour Policy; Child Protection & Safeguarding Policy; Complaints policy; Equalities Policy; Health and safety policy; PSHE and Citizenship Policy; Relationship and Sex education policy Staff Behaviour Policy (Code of Conduct); Touch and the use of physical restrictive intervention when working with children; DfE Preventing and Tackling bullying guidance 2017.