Chorlton CofE Primary School Anti-Bullying Policy

**'You show love for others by truly helping them,
and not by merely talking about it.'
(1 John 3. 18 CEV)**

To be reviewed: October 2027

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of: community, respect, courage, courage, nurture creates growth, which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is a Rights Aware (silver) school under the The United Nations Convention on the Rights of the Child with UNICEF. Many of the articles of the United Nations Convention on the Rights of the Child (UNCRC) relate to safeguarding, particularly Article 19:
'Children have the right to be protected from all forms of violence, abuse, neglect and bad treatment'

We constantly strive to ensure that our students both stay and *feel* safe. As such, this policy is informed by:

- DfE statutory guidance 'Keeping Children Safe in Education 2026'
- The UNCRC
- Our school's Christian values of: *community, respect, courage, courage, nurture creates growth*

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can enjoy, *'An adventure of the mind and a home for the heart.'*
Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We recognise, however, that occasionally some of our pupils have difficulty handling relationships, especially when conflicts arise. Spontaneous acts of aggression can be the child's first resort. While operating policies which discourage all acts of violence or aggression, staff must take care to distinguish between that which is

spontaneous and reactive and this which is deliberate and systematic. It is the latter which fits our definition of bullying and which requires sensitive handling.

It is essential that all staff follow a unified approach towards bullying and develop strategies to look for signs and identify both real and potential bullies and their victims.

Objectives of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Definitions of Bullying

What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- A wilful, conscious desire to hurt or threaten or frighten someone else
- All bullying is aggression, either physical, verbal or psychological, although not all aggression is bullying
- Repeated, often over a period of time
- Difficult to defend against
- Bullying results in pain and distress to the victim.

What forms does bullying take?

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber misuse All areas of internet, such as email & internet chat room

  Mobile threats by text messaging & calls
  Misuse of technology i.e. camera and video facilities

Bullying is not:

Falling out with friends, name calling, arguments or playing tricks on an occasional basis. Bullying is when these behaviours are done several times and with the purpose of causing distress or harm.

We teach children about this within PSHE lessons, circle times, and anti-bullying week. Managing conflict and navigating friendships is an important part of a child's development, as is repairing relationships when friendships break down. Our school ethos encourages children to use restorative principles when managing any difficulties that arise within their relationships.

RESPONSES TO BULLYING

Why is it important to respond to Bullying?

- Children have the right to feel safe at school
- Bullying hurts
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

a) PREVENTION

We address bullying within the curriculum in order to give pupils an understanding of what bullying is, to develop skills to prevent and deal with bullying situations and attitudes, which promote responsibility.

This will happen through:

- The 'Right's Respecting' ethos which underpins our school life
- Embedding the school's Christian values.
- Providing a learning environment that is well ordered through self-discipline and co-operation.
- Providing a framework whereby everyone feels that they are valued.
- Creating an atmosphere whereby everyone within school is treated with due respect and dignity and where difference is celebrated.

We will promote good behaviour and prevent bullying by:

- Promoting and following the *class and playground charters* throughout the school community, which create a code of conduct drawn from our Rights Respecting School ethos and which fosters an atmosphere of honesty, trust, fairness, tolerance, compassion, self-respect and self-discipline.
- Raising awareness of bullying through regular participation in national anti-bullying campaigns, as well as weekly timetabled PSHE lessons, assemblies and circle time
- Encouraging our pupils to be courteous and to care for and respect the thoughts, feelings and beliefs of children and adults alike.
- Developing well-motivated children who show respect for the property of others and the environment as a whole.
- Expecting children to take responsibility for their own actions and to respond with appropriate behaviour according to the situation.
- Using the Zones of Regulation as a tool to support pupils to recognise their own and others' emotions and to support self-regulation and an awareness of the impact that our words and actions may have on other people.
- Using rewards and praise to recognise and promote positive behaviour, attitudes and standards of work and restorative discussions to address unexpected behaviour.

- Providing opportunities for the children to express their feelings, thoughts and concerns.

b) REPORTING PROCEDURE

It is important that when a pupil or parent reports an incident to any member of staff, this should be taken seriously and dealt with immediately in an appropriate manner.

- If teachers receive correspondence from parents/carers expressing concerns of 'bullying' or behaviour of another child, they should give a copy to the head teacher with additional comments of how they have responded to this i.e. the action taken and if the situation has been resolved. The Head teacher and Deputy Head will always be notified of an allegation of bullying and will investigate accordingly.
- For confirmed bullying incidents, staff will fill in *kidscape* recommended Bullying incident form (Appendix 1)
- In cases of confirmed bullying, the incidents will be recorded and monitored using Monitoring Bullying incidents forms – Interview sheet and Review Sheet (Appendix 2). From this a course of action is agreed and a review date set. Copies of these forms will be given to the head teacher and placed in a Bullying incidents file and the child's own Profile.
- All incidents will be recorded on CPOMS under the category 'Behaviour - Bullying'

Dealing with Bullying

Bullying behaviour or threats of bullying must be investigated by the class teacher and a senior member of staff and stopped quickly. Staff will investigate alleged bullying by consulting the victim(s) and should reach an agreement as to whether the incident constitutes bullying or should be addressed as an incident of poor behaviour. They will do this by speaking to all those involved, promptly and impartially. All pupils involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.
If bullying is confirmed, the following procedures will be followed:

- Appropriate steps will be taken to end the bullying behaviour
- The person being bullied will be provided with support to make sure they are not at risk of immediate harm.

- In cases of confirmed bullying, parents will be informed and will be asked to come in to a meeting to discuss the problem
- Inform all staff of incident, request confidentiality but increased awareness
- When necessary, governors will be informed by the head teacher
- Sanctions will be used and will be tailored to the age of child and circumstances and in line with our behaviour policy
- Details of the sanctions may be confidential and may include:
    1. Change in classroom seating arrangements
    2. Alternative activity at lunchtimes
    3. Following school sanction's procedures for unacceptable behaviour
    4. Behaviour report card / programme with ongoing monitoring.
    5. Fixed term exclusion
- The person doing the bullying will be asked (in agreement with the victim) to engage in restorative and reflective discussion about their behaviour and offer an apology. This process is explained further in our behaviour policy.

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support, therapeutic inclusion, and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.
After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.
Opportunity to share bullying issues in circle time (but not to discuss personal issues)

Perpetrator

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrators are intended to change and modify behaviour rather than label anyone a bully. Such procedures may include withdrawal of activities, discussion about effects of bullying, time to discuss feelings with an adult/ peer helper, additional support or guidance sought from outside agencies.

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PSHE and collective worship, as appropriate, in an attempt to eradicate such behaviour.

Escalation

If it is deemed necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

MONITORING AND EVALUATION

We will continually monitor the Anti-Bullying Policy to assess whether it is being effectively implemented. Evaluation will measure whether the policy is effective and worthwhile.

Key elements in our monitoring and evaluation will be:

- Individual Profiles maintained by the Class Teacher
- Records of meetings with parents/carers
- Bullying Incident forms
- Records/information maintained by relevant outside agencies

Please also see linked policies: Safeguarding, Behaviour, E-Safety etc.

Appendix 1
BULLYING INCIDENT FORM

Name of reporter _____ Class_____

Pupil(s) involved _____ Class_____
_____ Class_____
_____ Class_____

What is the nature of the bullying?

Verbal abuse: Racist (complete LA racist incident form) Sexist	

Disablist Homophobic Other Please state	
Demand/taking money Demand/ taking equipment	
Physical Violence Threatening violence	
Isolating	

Where did the bullying occur?

Playground	Toilets
To or from school	In class
Corridors	In the community
Other – please state	

Action Taken

Reprimand	Apology	Detention/ Time Out
Discussion	Daily Report	Targets Agreed

Brief details of other action taken (including any referral)

Incident to be reported to:

Class teacher	Parent/Carer	Other staff	Other peers

Copies to

Headteacher / Child's Profile / Anti-Bullying Incident file / other (please state)

Staff Signature_____Date_____

Appendix 2 **MONITORING BULLYING INCIDENT FORM**

Record of interview- Anti-Bullying
Name of person completing the form _____
Date _____

Names of pupils involved
Incident reported by
Name of any witnesses
Details of Incidents Who else was involved? Were there other bystanders? How long has the situation been going on? How do both partners feel about the situation? What action do the parties feel is appropriate? Who needs to know?

What action is to be taken? Dates and Person responsible		
Are the parties satisfied with outcomes Yes / No. If NO, WHY?		
Review Date		
Signed	Adult	Child

Appendix 2A **MONITORING BULLYING INCIDENT REVIEW FORM**

Date_____

Name of reporter(s)
Name of pupil(s) involved
Who is present?
How has the situation developed? Is the victim happy with the action taken? Does the perpetrator understand/accept the course of action taken?

What further action is to be taken?		
Signed	Adult at Interview	Pupil(s) at interview

Copies to Headteacher / Child's Profile / Anti-Bullying Incident file