



"Inspiring a love of lifelong learning"

Anti-Bullying Policy

Policy date: Spring 2023
Review date: Spring 2025

Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

- 1.1 At Charville, we strive to create a safe and happy environment for all stakeholders, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or on social networks. We aim to provide a safe, caring and values based environment for children and adults to learn. We are fully committed to safeguarding our pupils through prevention, protection and support. All behaviour at Charville is guided by our values. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Our Values Based Education aims to improve the lives of the children we work with and have impact on our wider community. If this is achieved, the school will be able to develop learning and teaching, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours. Behaviour at Charville is guided by our values.

2. Aim

- 2.1 To make children and staff aware that bullying is unacceptable and can damage children's individual and educational needs.
- 2.2 To provide adults and children with guidelines for dealing with bullying/harassment if it should occur (See Behaviour for Learning Policy).
- 2.3 To reduce and eradicate, wherever possible, instances in which pupils and staff are subjected to bullying in any form.
- 2.4 To promote the well-being of children and community cohesion by taking a strong stance on bullying or harassment.

3. What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

- 3.1 We believe bullying takes many forms:

- Physical- deliberately hurtful physical contact (pushing, hitting, kicking etc.) taking belongings

- Psychological- spreading nasty stories about someone, excluding others from social groups
- Social- rejection from peers. Bullying of young carers or looked-after children or otherwise related to home circumstances. Bullying related to special educational needs (SEN) or disabilities or to being higher ability.
- Verbal- name calling, insulting remarks, persistent teasing and derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).
- Interference with property – damaging, hiding or moving property
- Extortion - demanding money or property
- Cyberbullying – using the internet to spread rumours and malicious allegations (See E-Safety Policy)
- Racial - is an offensive action against a person simply because of their skin colour, culture, religion, nationality or ethnic origin
- Gender & Sexual Orientation - is an offensive action against a person simply because of their gender/sexual orientation, or the gender/sexual orientation of a family member.
- Sharing of Nude or Semi-nude Imagery (Sexting)- is the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. More detailed information can be found in the government guidance: Sharing Nudes & Semi-nudes: Advice for Education Settings Working with Children & Young People. (December 2020)

3.2 We aim to challenge all bullying behaviour no matter what source it is from to stop its spread.

4. Preventing and Identifying Bullying

4.1 Children are encouraged to report any incidents of bullying. Children who are being bullied at school will not always be prepared to inform a staff member. For those pupils who are unable to inform a member of staff about their problem, signs of bullying might include, but will not be limited to:

- unwillingness to come into school
- withdrawn, isolated behaviour
- complaining about missing possessions and refusal to talk about the problem
- a loss of interest in schoolwork and becoming easily distracted.

4.2 Our PSHCE programme of study is intended to support the children in developing effective strategies to recognise pressure from others to do something unsafe and strategies for managing this. The pupils know where to get advice and report concerns if worried about their own or someone else's personal safety. Anti-Bullying Week is an annual school event held in the third week in November, which raises awareness of bullying of children and young people, in school and in Charville community, and highlights ways of preventing,

identifying and responding to it. The work of the Learning Mentor and Wellbeing Champions ensure that vulnerable children are supported and protected from bullying or becoming a bully.

5. The Role of Parents and Carers

- a. Parents and carers who believe 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.
- b. Parents and carers can help their child explain their problems verbally and can praise and reassure their children for speaking openly about the difficulties that they are facing.
- c. Parents and carers 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.
- d. It is unacceptable for parents and carers to approach other parents or children with regard to allegations of bullying. They should refer to the Class Teacher or Head Teacher with any safeguarding concern.
- e. Parents, carers and staff should always treat each other with trust and respect when discussing matters concerning their children. If a member of staff fails to show respect, the matter can be dealt with through the Complaints Policy. If a parent/carer fails to show respect; the matter will be dealt with through the Parent/Carer Code of Conduct.

6. Dealing with Bullying Incidents

- a. In the event of bullying the school has the following procedures:

Investigate the situation by talking to all of the relevant:

- children involved
- witnesses
- staff members
- parents

Record

Report incident on CPOMs, using information gathered from all of the relevant:

- children involved
- staff involved
- other witnesses involved.

The incidents will be logged and any analysis will be completed termly and included in the Head teacher's report for Governors.

Respond to the young person who acted in a bullying way by:

- ensuring that he/she recognises his/her behaviour and how it affects others
- applying appropriate sanctions
- guiding, supporting, advising and offering strategies to change behaviour for both parties
- insisting that full responsibility is taken for wrong actions and helping them to actively make amends
- involving parents/carers
- involving external agencies when necessary
- involving Pastoral support and working alongside the parents/ carers if needed to provide the opportunity for the child to reintegrate into the school environment
- identifying how to best support the child's behaviours alongside their learning goals

Consequences

- Involvement of the Learning Mentor (Inclusion)
- Informing all staff including SMSAs
- Imposition of sanctions e.g. loss of a break time / lunch time
- Obtaining an apology in writing or verbally
- Providing training and support e.g. 'assertiveness' training for the bullied and other vulnerable groups to prevent reoccurrence
- Informing the parents/carers of both the bully and the child being bullied.
- In some cases, Seclusion/FTE (fixed-term exclusion) with further reintegration into school's community

- Our Behaviour Policy categorizes bullying as C4 behaviour. We refer to the Behaviour Policy to follow relevant steps and procedures to set an appropriate consequence for the perpetrator.

Respond to the child who is bullied, hurt or upset by:

- actively listening to their concerns
- offering support and strategies to deal with unwanted behaviours
- provide pastoral support
- protecting the child and ensuring their safety as and when necessary
- involving parents/carers
- involving external agencies to support the child as appropriate.

Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum.

Review the situation with:

- children involved
- parents/carers and others where appropriate.

7. Monitoring and review

This policy is monitored on a termly basis by the Head Teacher, who reports to Governors through the Head Teacher's updates.

The Head Teacher and Deputy Head Teacher will analyse bullying information on a termly basis and the information will be reported to the governors through the Head Teacher's report.

This policy is to be read in conjunction with the Behaviour for Learning Policy and Safeguarding.