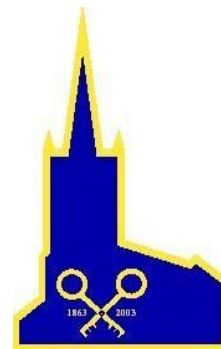


Claypole Church of England Primary School



Anti-Bullying Policy

Encouraging Positive Behaviour Policy

"Be Kind."

Our Vision

We aim to instil in all the balance of academic, behaviour & character skills needed to succeed; inspire all to apply these skills through positive & proactive learning opportunities; and innovate our approaches so all take the lead, utilise their talents and flourish.

"If you believe, you will receive whatever you ask for in prayer." Matthew 21:22

Introduction

This policy was prepared in consultation with staff and governors.

Due consideration was given to the Children Act 1989 which placed a duty of care on all Local authorities to consider the child's needs as a priority in all their dealings with children and their families. The needs of the child must be paramount at all times and in all cases.

This policy also reflects the duty of care as set out in The School Teachers' Pay and Conditions document. Linked to this duty of care is also the duty to act in loco parentis in the manner of a caring and reasonable parent.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. 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.

The Aims of this Policy

We expect our children to be honest, respectful, loyal, cooperative and courteous at all times.

We expect that children will learn to share and care for one another and respect the property of others.

- We wish to ensure the safety and well-being of the individual child, including the self-infliction of abuse or injury;
- We wish to ensure the safety and well-being of other children;
- We wish to ensure the safety and well-being of all staff;
- We wish to protect the environment and possessions of others;
- We wish to divert a child from inappropriate to appropriate behaviours;
- We wish to teach children self-control and a sense of responsibility and accountability for their actions;
- We wish to teach children that actions and choices have consequences;
- We wish to allow children to develop and demonstrate positive abilities and attitudes.

Expectations of Behaviour

We recognise that children's behaviour is not exclusively intrinsic but that it is due to a combination of inter-related factors including previously learned behaviours, environmental factors and match of

learning tasks. A major determinant of good behaviour and the maintenance of a positive ethos in the school is the quality of relationships between staff and children. We believe that good behaviour is unlikely to be achieved unless there is an established framework of general routines, and individual boundaries of behaviour are well defined, agreed and implemented by staff and understood by children and parents/carers.

The school defines bullying in the following way:

A child is being bullied when another child or group of children say hurtful things; hit, kick or physically threaten; send nasty notes or isolate and refuse to speak to a child. When any of the previous actions take place frequently and the child feels powerless to stop it, we call it bullying.

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: All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

It is not bullying when two children of equal power or strength have an argument or falling out. We do not consider an isolated incident to be bullying but would still take the incident seriously and help the children to resolve their difficulties.

We recognise that there are important reasons to challenge bullying immediately. Bullying makes children unhappy, and over time the child could lose confidence, self-esteem and feel powerless to control what is happening to them. This could result in an inability to concentrate fully on their work and will begin to affect the child's academic, social and emotional progress.

This school has clear aims in relation to the prevention of bullying behaviour.

- To maintain the prevention and tackling of bullying behaviour as a high priority at all times;
- To promote school values which reject bullying behaviour and promote co-operative behaviour;
- To ensure that children feel able to tell staff if they are being bullied, and to respond promptly, fairly and consistently;
- 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; • Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- doesn't want to go on the school / public bus;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;

- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing;"
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost;"
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

This school has formulated a number of preventative strategies to combat any bullying that may occur:

- Parents/Carers are encouraged to contact the school if they notice that any kind of problem exists. They may believe or suspect that their child is being bullied or conversely may be concerned that their child is bullying others;
- Children are taught to challenge bullying behaviour from the earliest years by saying "Stop it! I don't like it!" This gives children the opportunity to respond assertively with the backing and permission of adults in school;
- Children who witness bullying are encouraged to be active bystanders in order not to collude with it or encourage;
- Co-operative behaviour is encouraged and reinforced through praise and recognition. Curriculum approaches which require children to work together are used whenever appropriate;
- Personal, Social & Health Education and Citizenship sessions and Personalised Group sessions cover all aspects of positive behaviour and how to be assertive;
- Themes such as friendship, conflict, power and trust are discussed and explored in Collective Worship;
- Children are told that no one has the right to hurt either their bodies or their minds and that they need to look after themselves and each other and to get help from school adults when they feel they need it.
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Systems and Procedures

1. When an incident of bullying is reported it is dealt with initially by the class teacher. Direct action should occur which will serve as a reminder that bullying behaviour is unacceptable and will not be tolerated. If the class teacher is unavailable the Head teacher should be informed in order that he can investigate the incident. It is important to ensure that all allegations are investigated.
2. If the incident does not involve physical harm or deliberate damage to personal property a problem-solving approach will be used. This approach involves the adult remaining neutral and deliberately avoiding direct and closed questions which might be perceived as accusatory or

interrogational. The discussion is focused on finding a solution and stopping the bullying from reoccurring. The adult will help the child to find their own solution to the disagreement and discuss how the proposals will be put into action. Follow up discussions will take place as necessary to establish whether the solution was effective or not.

3. Parents of both the bullied and the bully will be contacted where bullying has been clearly proven.
4. Sanctions will be used where bullying behaviour is clearly proven, in order to serve as a reminder to all children that bullying is unacceptable to the school and will not be tolerated.
5. Incidents which result in damage to property or person are considered to be serious and parents will be involved at an early stage. The Head teacher will be informed about both alleged and proven cases of bullying incidents of this type.
6. Information about incidents of bullying and how they were resolved both immediately and over the longer term will be kept for monitoring purposes.
7. Accurate records will be kept of incidents that have occurred together with the school's response to them. The records will take account of:
 - Who was involved (or alleged to be involved);
 - Where and when it happened;
 - What happened;
 - What action was taken;
 - How it was followed up and resolved.

Prevention

Children are taught the difference between acts of unkindness, meanness and bullying.

As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading [social] stories about bullying or having them read to a class or assembly
- drama workshops, making up role-plays
- having discussions about bullying and why it matters

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222 Youth

Access 020 8772 9900

Bullying Online www.bullying.co.uk

CEOP www.ceop.police.uk

www.kidscape.org.uk for further support, links and advice.

This policy was reviewed and ratified at the Full Governors Meeting on 10th November 2025

This policy is reviewed annually (before the FGM in the autumn term 2026)