

# CHEPSTOW HOUSE



## All School Policy for Anti - Bullying

September 2021 - August 2022

Policy Reviewed by Lucy Ritchie

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Next review date: June 2022

Signed: *LRitchie*

Submitted: June 2021

This Policy was created 2009 and has been reviewed annually since.

# *Chepstow House School - Anti-Bullying Policy*

## **Chepstow House** **Anti-Bullying Protection Policy**

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

**This policy is written in conjunction with the DfE Document ‘Preventing and Tackling Bullying’:** <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### **Policy Statement**

At Chepstow House School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Chepstow House School, we acknowledge that bullying does happen from time to time and it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

### **Aims and Objectives**

The aim of this policy is to try and prevent and deal with any behaviour that is deemed to be bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable - so that a safe and secure environment is created, in which everyone can learn and work. All members of the school have a responsibility to recognise bullying when it occurs and to take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school meets the legal requirement for all schools to have an Anti-Bullying Policy in place
  - The school works closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989
  - All teaching and non-teaching staff, pupils and parents have an understanding of what bullying is. This information can be found on the school website
  - All teaching and non-teaching staff know what the school policy is on bullying and consistently and swiftly follow it when bullying is reported
  - All pupils and parents know what the school policy is on bullying and what they can do if bullying occurs
  - Pupils and parents are assured that they will be supported when bullying is reported
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- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies, PSHEE (Personal, Social, Health, Emotional and Economic Education) and PSED (Personal, Social & Emotional Development) lessons in Reception, circle time etc. are used throughout the school to inculcate a positive sense of 'self' for each child and to reduce the opportunities for bullying to occur
- A positive, caring ethos is created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied

### **Definition**

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards another person or people. It can be isolated incidents or is repeated over a period of time. Bullying is cruel and results in worry, fear, pain and distress to the victims.

Bullying can be:

- Emotional: being unfriendly, excluding, ridicule, humiliation
- Verbal: name calling, sarcasm, spreading rumours, threats, teasing
- Physical: pushing, kicking, hitting, pinching, biting, spitting, punching, throwing stones or any other forms of violence or taking or hiding someone's possessions
- Racial: racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or using sexually abusive or sexist language
- Homophobic: focusing on the issue of sexuality
- Cyber-bullying: setting up 'hate websites', posting offensive messages on social networking sites and sending offensive emails or text messages
- Special Needs Target: any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Bullying can be a form of peer on peer abuse and staff should be aware that bullying could become a safeguarding issue. This policy should be read in conjunction with school's Safeguarding Policy - where minimising risks of peer on peer abuse are outlined, along with more specific support examples.

### **Cyber-bullying**

The rapid development and widespread access to technology has provided a new medium for bullying, known as cyber-bullying, which can occur in or outside school. Cyber-bullying may include setting up 'hate websites', posting offensive messages on social networking sites and sending offensive emails or text messages. Such incidents should be reported and acted upon in the same way as Safeguarding concerns - and this policy should be read in conjunction with the school's online Safety Policy.

### **What bullying is not**

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It is important to understand that bullying is not the occasional falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, isolated incidents of name calling or a childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. This is reinforced in PSED (Personal, Social & Emotional Development) lessons in Reception and PSHEE (Personal, Social, Health, Emotional and Economic Education) lessons in KS1 and KS2, and in assemblies, workshops, stories and general class time.

### **Where does bullying happen?**

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground etc. Bullying may also happen outside school. In such cases, the Head is empowered by law to deal with such incidents 'to such an extent as is reasonable' (Paragraph 23, Section 90 of the Education and Inspections Act 2006) and in accordance with the school's policy.

At Chepstow House, we are concerned with our children's conduct and welfare outside, as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- The Head will talk to the local Community Police Officer about a specific problem outside the school premises
- The Head will talk to the Heads of other schools whose children may be involved in bullying off the school premises
- Discuss coping strategies with parents
- The Deputy Head will talk to children about how to handle, or avoid, bullying outside the school premises

### **Signs and Symptoms**

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

- is frightened of walking to or from school
  - doesn't want to go on the school bus
  - begs to be driven to school
  - changes their usual routine/route to school
  - begins truanting
  - 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 underperform in school work
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- comes home with clothes torn or books damaged
- comes home with their possessions missing
- asks for money or starts stealing money (to pay the bully)
- continually "loses" money
- has unexplained cuts or bruises
- comes home hungry (snack has been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated, as soon as possible.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Chepstow House. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- All incidents of bullying must be reported to the Deputy Head who will liaise with the Head
  - Staff will make sure the victim(s) is and feels safe
  - Appropriate advice will be given to help the victim(s)
  - Staff will listen and speak to all children involved about the incident separately
  - The problem will be identified and possible solutions suggested
  - Staff should adopt a problem solving approach which will move children on from them having to justify their behaviour
  - Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying
  - Staff will make it clear to the bully that their behaviour is unacceptable
  - All cases of bullying will be recorded by class teachers on My Concern
  - In **all** cases of reported or suspected bullying, parents will be informed and will be invited to come into school for a meeting with the /Deputy Head to discuss the problem
  - After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
  - All cases of bullying will be discussed regularly at staff meetings
  - In serious cases of persistent bullying and if necessary and appropriate, Children and Family Services and/or the Police will be consulted in line with procedure laid down in the school's Safeguarding Policy
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### **The following sanctions may be used within the school:**

- Apologise to the victim(s) verbally or in writing
- Lose playtimes (stay with class teacher)
- Spend playtimes and lunchtimes with an adult
- Go on a self-improvement report
- Report to the Head Teacher or Deputy Head
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

### **The following sanctions may be used within the nursery:**

- The child will be made aware of what they have done and apologise
- Monitor the situation
- Speak to parents

### **Strategies for the prevention and reduction of bullying**

Initiatives and proactive teaching strategies will be used throughout the school, dependant on the age range, to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

- Each class go over the school rules at start of each academic year. These rules must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter unacceptable behaviour.
- PHSEE scheme of work from Reception used to support this policy.
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

### **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be monitored and evaluated annually by the Head/Deputy Head and staff. My Concern will be used to gauge the effectiveness of

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the policy. Following an annual review, any amendments will be made to the policy and all teaching and non teaching staff will be informed.

