Policy Number CHI3

Anti-Bullying Policy

Produced by Childwall Church of England

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www.childwallce.com

Our Mission Statement

"And the child grew and became strong; He was full of wisdom
andGod's blessings were upon Him." (Luke 2:40)

Our Vision

We strive, with God's grace, to enable every child to grow academically, socially, morally,

spiritually and culturally in the knowledge they are loved by God and are safe and valued within

our school community. Our core Christian values are woven throughout our curriculum and wider

school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, "And the child grew and became strong…" (Luke 2:40) embodies our

vision and commitment to equip children with the values, knowledge and tools to enable them to

thrive and flourish, embracing both success and challenge, prepared for "life in all its fullness."

(John 10:10)

DOCUMENT STATUS

Version	Date	Action
Version 1	October 2021	Policy updated and combined with Behaviour for Learning Policy – discussed and reviewed by Vision & Values Committee
		B4L Policy reviewed and amended annually
	June 2024	Anti-Bullying Policy separated from Behaviour for Learning Policy and re-established as separate policy CHI3 – ratified by Vision & Values Committee
Review Period	Annually	
Review Date	October 2025	

1) Bullying

Bullying is defined as, "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

Our school community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe environment, where children are able to learn and fulfil their potential.

We fully believe that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.

Our School Community:
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively and that everyone should feel safe to learn.

The following steps will be taken when dealing with any incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be addressed immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm - and will involve them in any decision-making, as appropriate.
- The headteacher/ designated safeguarding lead or another member of leadership staff will investigate the allegation.
- The designated safeguarding lead and safeguarding team will be informed of and discuss all potential bullying issues.
- Support and consequences for individuals will be implemented.
- If 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, Mental Health Services 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 still endeavour to ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMs.

Supporting Children

Children who have or may have been bullied will be supported by:
- Reassuring the child and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a trusted member of staff of their choice.
- Supporting in how to respond to concerns and build resilience as appropriate.
- Supporting towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with trusted staff, engaging with parents and carers, referral to ELSA (Emotional Literacy Support Assistant) if appropriate.
- Where appropriate, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS), YPAS or MHST.

Children who have or may have perpetrated the bullying will be helped by:
- Discussing what happened, establishing the concern and impact of their behaviour and the need to change the behaviour.
- Informing and working in partnership with parents/carers to help educate and change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour for learning policy.
- Where necessary and appropriate, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS), YPAS or MHST as appropriate.

Cyberbullying (written in accordance with the Childnet Cyberbullying guidance)

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to endeavour to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Requesting the deletion of locally-held content and content posted online if they contravene school online and acceptable use policies.
- Ensure that appropriate consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed (guided by NSPCC 'When to Call the Police'.
- Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Preventing bullying
As a whole school community we will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly and positively discuss diversity and differences between people, in an age and stage-appropriate manner that, if misunderstood, could potentially motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others, including in regard to perceived 'ability' in relation to, for example, sport, academic success, etc...
- Encourage all to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

- Develop a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, well-being ambassadors etc.
- Ensure that systematic opportunities to develop children's social and emotional skills, including building their resilience and self-esteem and their understanding of their own feelings and responses are central to everyday life in our school for all of our children, as part of our whole school approach, through daily check-ins, Roar Rainbow, Zones of Regulation, well-being books, worry monsters, access to ELSA postbox, with other individualised plans for specific children.
- Work with parents/carers and, where appropriate, the local community to address issues beyond the school gates that give rise to bullying.
- Endeavour to ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Endeavour to ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

2) Legislation and Statutory Requirements

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying and other behaviours, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Section 175 of the Education Act 2002

This policy is based on statutory and non-statutory guidance from the Department for Education (DfE) including:
- Keeping Children Safe in Education (2023)
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Preventing and Tackling Bullying July 2017 and supporting documents.

The school has read and taken into account Childnet's, "Cyberbullying: Understand, Prevent and Respond:Guidance for Schools".

We have read and are responding to the Church of England's "Valuing all God's Children" (2017, update 2022) and are committed to ensuring that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.

This policy is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](), which outlines a school's duty to safeguard and promote thewelfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.