



ANTI-BULLYING POLICY

School mission statement

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

October 2025

Title: Anti-Bullying Policy

Function: Information and Reference

Subject Category: Safeguarding

Audience: All staff, Parents, Pupils and Governors

Date of Review: October 2027

Member of Staff Responsible: Headteacher

Chase Lane Primary School

Anti-Bullying Policy

Named members of staff responsible for leading on anti-bullying issues:

Mrs Helen Foord (Pastoral Care Co-ordinator)

Mrs Julie O'Mara (Headteacher)

Aims

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, including peer on peer abuse, is unacceptable at our school and is not tolerated. 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 a member of staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves.

The main types of bullying are:

- Emotional - *being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)*
- Physical - *pushing, kicking, hitting, punching or any use of violence*
- Verbal - *name-calling, sarcasm, spreading rumours, teasing*
- Racist - *racial taunts, graffiti, gestures*
- Sexual - *unwanted physical contact or sexually abusive comments*
- Homophobic - *because of, or focussing on the issue of sexuality*
- On-line - *use of email or texts or posting on social networking sites*

Why is it Important to Respond to Bullying?

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. We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and 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.
- All stakeholders know that bullying will not be tolerated.

Signs and Symptoms

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

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 do poorly in school work
- comes home with clothes torn or books damaged
- has possessions that 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

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

Principles for the management of incidents

- A secure environment should be provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged to behave in a more acceptable way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

Be available - Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.

Listen to the child – Ask the bullied child who was involved and how she or he is feeling

Record - Ensure the incident is recorded and that reports are collated

Respond - Ensure that your response is non-aggressive and provides models of positive behaviour. Identify pupils with long-term needs requiring a development programme.

Follow up - Review progress and evaluate policies and intervention.

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied. Careful planning is necessary to retain the joint problem-solving focus in the face of such an emotive subject.

Ensure that:

- parents are clear about the joint problem solving focus
- they have been given enough notice
- the meeting is informal but uninterrupted
- all relevant information is available
- parents have an opportunity to have their say and express their feelings about the situation
- the meeting is purposeful and ends on a positive note

Advice for parents***If your child is being bullied:***

- encourage your child to talk about it, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- explain that it happens to most people at some time or another
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at the school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

Work with children

Work with individual or groups of children is carried out for two reasons:

1. to reduce the likelihood of instances of bullying occurring
2. to respond to the needs of children who have been bullied and of those children responsible for the bullying

Preventive measures

Ethos

At Chase Lane Primary School and Nursery :

- we establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
- we specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- we regularly remind children in assembly of the importance of respectful and caring behaviour to be shown to everyone
- we use the personal, health and social curriculum. This curriculum permeates all aspects of school life and is thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum.
- we have a structure in place which ensures that issues of bullying are routinely and regularly addressed in the classroom curriculum.
- we support children experiencing interpersonal and peer relationship difficulties
- we monitor closely those children who have special educational needs

Procedures

1. Bullying incidents are reported to the Pastoral Care Co-ordinator and Class Teacher of all the children involved.
2. In cases of serious bullying, the incidents will be recorded by the Pastoral Care Co-ordinator and referred on to the Headteacher.
3. In serious cases parents of all the children involved should be informed and will be asked to come in to a meeting to discuss the incident(s). This may involve the Pastoral Care Co-ordinator, Class Teacher and Headteacher.
4. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
5. An attempt will be made to support all parties involved.

Work with children after reported bullying:

The child who is bullied

Work with children that follows any discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress.

The Pastoral Care Co-ordinator will take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying.

They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the child who has been bullied
- use "supportive" children to ensure that the bullied child is befriended and protected, eg. In going to and from school
- consider the appropriateness of referring the bullied child for specialist help, having consulted and secured the agreement of parents.

The child who bullies

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. They may need help to see that bullying is not acceptable behaviour.

It is useful for staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers. Modelling and role play will often be required. Approaches which are solely punitive are not advisable, since evidence suggests that they do not prevent further bullying.

School will:

- specifically teach social skills. Modelling and role play will often be required
- ensure that there are serious talks with any child found bullying
- use the approach below which involve all participants, including bystanders
- explain the problem and help everyone to understand how the bullied child feels
- share the responsibility for the problem
- involve the group in sharing ideas and improving the situation
- include a later review of progress

Tackling Bullying

Chase Lane Primary School has adopted the Restorative Justice approach to tackling bullying.

The Restorative Justice approach uses the incident of bullying behaviour as an educational opportunity for repairing harm, by fostering more socially responsible relationships and behaviours that take all perspectives into account.

This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected.

The key principles in anti-bullying work are:

- Bullying and harassment occur in the context of group behaviour.
- The aim is to develop empathy and concern for others.
- The dynamics that sustain bullying and harassment can be shifted by working with the perpetrators, and often their family and/or peer group.
- A shift in behaviour can be achieved by developing a sense of shared concern for the bullied or harassed persons.
- Punitive measures model and reinforce the abuse of power to meet individual needs.

The Restorative Justice approach requires these factors to be in place first:

- Support for the victimised person who needs to have identified that he/she is being bullied and is confident that the approach will be effective.
- Preliminary investigation to clearly understand the issues before the process is implemented.
- Staff guidelines and professional development to build understanding, skills, confidence in using the strategy.
- Support within the school community for the approach.
- Agreement that the goal is to solve the problem rather than to interrogate, punish, blame or label individuals.
- Respectful facilitation of the process by trained professionals.
- Follow-up monitoring of the agreement.

Restorative Justice	
Date:	Facilitator:
(AP)	
(H P)	
(W)	
(AP) Can you tell us what happened and how you became involved?	
What were you thinking at the time?	
What have your thoughts been since?	
How has this affected/upset you and others?	
What has been the hardest thing for you?	
(HP) Can you tell us what happened and how you became involved?	
What were you thinking at the time?	
What have your thoughts been since?	
How has this affected/upset you and others?	
What has been the hardest thing for you?	
(W) Can you tell us what happened and how you became involved?	
What were you thinking at the time?	
What have your thoughts been since?	
How has this affected/upset you and others?	
What has been the hardest thing for you?	

(AP) You have just heard how people have been affected by what you did. Do you see the harm/upset that has been caused?	
Is there anything you want to say at this stage?	
Do you think that something needs to be done to repair the harm/put it right?	
(HP) What do you think needs to happen?	
(W)What do think about what has been suggested?	
(HP) What do you think/feel about what has been said?	
(W) What do you think/feel about what has been said?	
(HP) What do you think/feel about what has been said?	