



CLITHEROE PENDLE PRIMARY SCHOOL

ANTI-BULLYING POLICY

We believe that it is the right of every individual to feel valued and unafraid.

Definition

Clitheroe Pendle Primary School adopt the definition of bullying as defined by the Anti Bullying Alliance :

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

At Clitheroe Pendle Primary School, staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical, or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Bullying is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

The types of behaviour which may constitute bullying are described below :

Physical: pushing, kicking, hitting, pinching, any forms of violence or threats of violence.

Verbal: name calling, sarcasm, spreading rumours, persistent teasing.

Emotional: tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

Sexual: unwanted physical contact, abusive comments, inappropriate touching, homophobic abuse, exposure to inappropriate films

Cyberbullying : (Email, texting, social networking sites) which is becoming increasingly prevalent in primary schools. It is extremely dangerous as victims are often targeted when they are at their most vulnerable or

alone eg bedrooms at home. Peer pressure to become involved in social networking/texting makes the victims of bullying increasingly at risk.

Prejudice-related : derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior

Child-on-Child abuse : is defined as abuse between children under 18 years of age and may include any of the above.

Clitheroe Pendle Primary School has a **zero-tolerance approach to any form of bullying**, including child-on-child abuse.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.

For further information on Child on Child abuse please see our Safeguarding Policy.

Promoting positive behaviour

The school promotes positive behaviour in many ways including Personal, Relationships, Social and Health Education (PRSHE), discussions and information in assemblies, the Behaviour Policy, the Home-school Agreement and the School Council which is made up of a representative sample of children from Y2 – Y6. We also take part in the National Anti – bullying week and focus on the theme for that particular year.

At Pendle Primary there is a focus on our School Values which include knowledge, creativity, aspiration, respect, equality, perseverance, enjoyment, responsibility, honesty, resilience and kindness. Each class has a value and discussions about these take place in class and key stage assemblies, promoting positive values, attitudes and behaviour.

Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. We pride ourselves on encouraging a caring atmosphere where everyone works together, supporting each other to ensure that all children achieve their potential. We have achieved the Lancashire Equality Mark badges for Race, Religion, Disability and Socio-Economic and are currently working on Sex and Sexual Orientation.

Strategies

Bullying is treated with the utmost urgency and severity. All allegations of bullying will be monitored by the Headteacher and/or the Deputy Headteacher.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other people who may have noticed. Concerns about bullying should be reported to any member of staff. When a disclosure is made it will be treated seriously. While some may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient to treat the case as possible bullying and to investigate. Members of staff will record the incident on CPOMS (Child Protection Online Monitoring Service) and will verbally inform the Headteacher or Deputy headteacher straight away.

If the child feels in any way that justice has not been done, then they may take the matter to the Headteacher and/or the Deputy headteacher. This may be in person, or they may leave a note.

However, children who are being bullied at school will not always be able to tell those in authority. Therefore staff at school will actively look for changes in the behaviour of pupils which might indicate signs of bullying.

These signs might include:

Unwillingness to come to school
Withdrawn, isolated behaviour
Complaining about missing possessions
Refusal to talk about the problem
Being easily distressed
Damaged or incomplete work

In order to identify incidents of bullying and the identities of bullies, at Clitheroe Pendle Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All staff report cases of bullying (actual or suspected) on CPOMS and to the Headteacher or Deputy Headteacher.
- ALL staff and volunteers understand that children can abuse other children
- Child on child abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up . Any incident is recorded on CPOMs.

- All staff will understand that pupils with SEND may be more prone to peer group isolation and school will have extra pastoral support to address this.

Parents should pass on such concerns relating to suspected bullying initially to the class teacher who will then inform the Headteacher and /or Deputy Headteacher. We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Bullying will be treated by:

- Taking all reports seriously
- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Action will be taken to support the victim throughout and following the process. This will take into account the context and will be personalised to meet the needs of the individual.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at our School.
- If they own up then follow the procedure outlined in the Behaviour Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include loss of playtimes, interventions, ELSA support, counselling
- Depending on the perceived severity of the incident(s) , sanctions may include exclusion from school – as a last resort
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- Supporting bullies in changing their behaviour. As the behaviour of the bully improves, then activities can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- All incidents are recorded on CPOMS and in the behaviour file.
- Informing children and families of support agencies eg bullyfreezone, childline through posters and flyers around school.
- Informing parents of whole community concerns eg issues around cyberbullying through our texting and newsletter systems.

At Clitheroe Pendle Primary School we recognise that children who display bullying behaviour are often victims themselves. The emphasis is always on a caring, listening approach and supporting the bully to recognise the impact of their behaviour and supporting them with change.

Working with parents

Families can be powerful allies in resolving conflicts and bullying situations. They can promote anti-bullying values within the home and should be positive role models for their children, encouraging co-operative behaviour and attitudes towards members of staff and other children.

In order for our policy to be successful, we aim to create a happy and safe learning environment where:

- Pupils will be willing to tell a member of staff if they feel they are being bullied;
- Parents feel they can approach school if they have concern about their child.

This Policy was reviewed by the headteacher in February 2024

To be reviewed again January 2025