

Cadishead Primary School

***Anti-Bullying Policy***

**2023**

**Anti-Bullying Policy  
Policy Review Sheet**

Date Reviewed	Date of Next Review	Name/signature
Autumn 2021	Autumn 2022	<i>J Thomas</i>
Autumn 2022	Spring 2023	<i>J Thomas</i>
Spring 2023	Spring 2024	<i>J Thomas</i>

## Anti-Bullying Policy

### **What we believe about bullying**

At Cadishead Primary, we deeply believe that every child has the right to feel valued, cared for and safe. Our ethos statement says we will ensure that:

**All children are inspired to develop and make use of their own personal talents and skills and recognise and reach their full potential in whatever area that may be. Our school will provide a safe environment in which each individual's health and wellbeing are protected and promoted. Children and adults will respect the diverse needs of all groups in our school family. Our school will take inspiration from and seek to inspire the communities in which we live and work.**

We will offer praise and encouragement, understanding and patience and foster a positive environment where children have a good sense of identity and self-esteem and can learn together for a confident future.

### **What is bullying?**

**The Anti Bullying Alliance defines bullying as: -'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'.**

### **Bullying can be identified when:**

- Someone is often pushed, shoved or hit often by the same person or people
- Someone is called names, or nasty or hurtful things are said about you, your friends or family
- Someone gets scary or nasty messages by mobile phone or online or is filmed in order to make fun of them
- Someone is picked on because of an illness, special needs or a disability, or because they are a boy or a girl.
- Someone is picked on and called gay, whether true or not
- Someone is always left out or has their things broken or damaged all the time by others
- Racist remarks about skin colour religion, family or clothes made to someone, or about them

### **The different types of bullying can be:**

- Physical - contact with another child - kicking, hitting, punching, slapping, spitting
- Cyber - internet based bullying - mobile phone, chatrooms, messenger, facebook, Instagram, Twitter, Snapchat, sending photos
- Verbal - name calling, teasing, spreading rumours
- Emotional - constantly hurting someone's feelings, ignoring them, tormenting them, leaving them out
- Racist - bullying based on someone's culture, skin colour, religion or ethnicity
- Sexual - inappropriate words or touches
- Homophobic - commenting on sexuality

### **Why is it important to respond to bullying?**

- It can really hurt people
- Presenting a positive image of the school
- To stop bullying becoming a larger problem
- To make us feel safe at school

### **Objectives of this Policy**

- To ensure that there is a zero tolerance approach to any issues of bullying in school
- To ensure all staff are aware of what discriminatory action looks like
- To ensure all members of school life, including parents and governors, understand what bullying looks like and why it is wrong
- To ensure children know what to do if they feel unsafe
- To ensure bullying is recorded and monitored and steps taken to overcome any issues
- To ensure victims and perpetrators of bullying are supported and helped in school
- That it will be understood that everyone needs to take responsibility for bullying

### **Signs and symptoms of bullying**

We think that children who are being bullied might show some of these signs or symptoms. Adults should be aware of these and should investigate them further:

- Person doesn't look happy
- Is often found crying
- Has physical marks on their body - scratches, cuts, bruises

- Appears depressed
- Is very quiet
- Doesn't want to talk
- Is very shy
- Starts acting badly/inappropriately
- Is alone a lot
- Doesn't want to come to school
- Child loses confidence and becomes withdrawn

**What we do at Cadishead Primary to prevent bullying:**

- Emotionally Friendly School Ambassadors
- Create a respectful culture
- Celebrate difference in all
- Challenge discriminatory language
- Buddy Benches on playground: Other children are able to spot those feeling down and speak to them if they are feeling left out.
- Dojo Awards for respecting others
- Premier Sports Coaches provide structured games at lunchtimes
- Anti-bullying week
- Internet Safety Day
- Biennial NSPCC Assembly
- Worry boxes in class
- Information home to parents
- Training of staff
- Anti-bullying covered in PSHE lessons
- Children taught that bullying can be group behaviour with different roles.  
(See appendix A)
- Online safety taught
- Children encouraged to speak out if something is worrying them
- Incidents recorded on CPOMS

**What happens if bullying is discovered?**

- All parties involved will be seen by the Headteacher and an appropriate course of action, using the behaviour policy as a guide, will be decided upon
- Parents will be contacted and invited to discuss the matter
- Incident will be reported to the authority via SIMS and the governing body

- Teachers will record on CPOMS any concerns or incidents that they feel may lead to a bullying issue. If this record indicates a larger cause for concern this will be brought to the attention of the head teacher.
- Restorative response will take place (See appendix B)

The Policy has links to:

PSHE policy

Behaviour policy

Racial/equality policy

Acceptable Use Policy

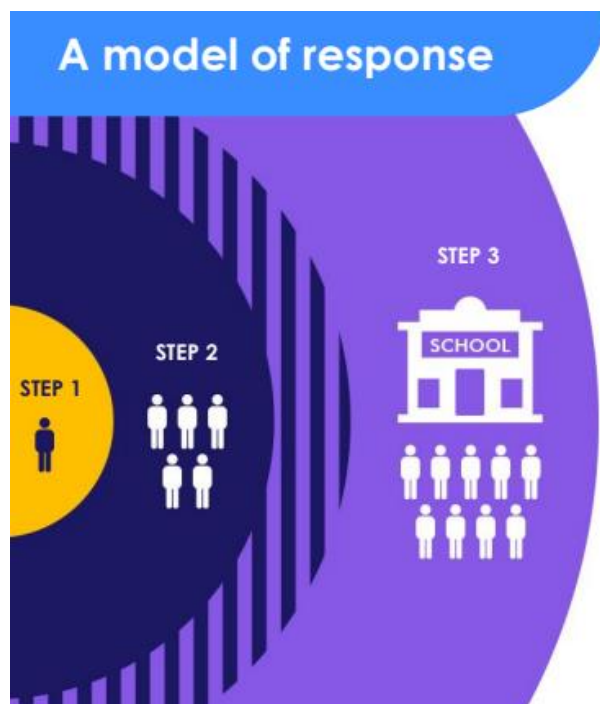
This policy has been written using DFE guidance 'Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies'. It complies with section 89 of the Education and Inspections Act 2006 and the Equality Act 2010. **This Guidance has been created in conjunction with Anti Bullying Alliance's 'Tool for Schools.'**

This policy will be reviewed annually.

Appendix A



See Appendix B



**STEP 1 Secure the safety of those involved**

- Safeguarding
- Use reporting/recording systems
- Assure CYP (& parents)

**STEP 2 Stopping the behaviour reoccurring**

- Group roles
- Be clear the behaviour needs to stop
- Work with the group

**STEP 3 Whole school learning**

- Reflect back as a school. What has this incident taught us?
- Who needs to be informed of the change? Parents?