



POULTON ST CHAD'S

CHURCH OF ENGLAND

PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Anti-Bullying Policy

Issue Number	Date	Author	Approver	Changes
1	September 23	M.Blackburn	Autumn 2023 FGB	Newly Written
2	February 26	M.Blackburn	17.03.26 FGB	<ul style="list-style-type: none"> - Updated Mission Statement - Added aims of policy - Reporting - roles and responsibilities – staff, senior staff, parents/carers and children. Policy makes the responsibility of ALL clearer than in previous policy. -Updated responding to bullying allegations to reflect current practice in school agreed by SLT. -Added sections on derogatory language and prejudice-based incidents. – Updated Cyberbullying section to add that teachers do not require parental consent to search a pupils' phone. – Added school strategies to prevent/tackle bullying to celebrate what the school is currently doing to keep children safe. – Added training section for good practice purposes. - Written in consultation with children and parents working with Mr Blackburn

Our Mission Statement

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships.

Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Aims of the policy

- To ensure a supportive, happy and safe environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Definition of bullying

There is no legal definition of bullying. Remember that Bullying can happen to **anyone** and if bullying is allowed it harms the whole school community and its secure and happy environment.

However, it's usually defined as behaviour that is:

- Deliberate and repeated (towards an individual or group)
- Intended to hurt someone either physically or emotionally.
- Carried out by an individual or a group of people towards another individual or group of people, where the bully (or bullies) hold more power than the person being bullied.
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

The nature of bullying can be:

- Physical (e.g., hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g., name calling, ridicule, comments)
- Cyber (e.g., messaging, social media, email)
- Emotional/indirect/segregation (e.g., excluding someone, spreading rumours)
- Visual/written (e.g., graffiti, gestures, wearing racist insignia)
- Deliberate, serious damage to personal property
- Threat with a weapon

- Theft or extortion

Bullying is often based on perceived difference. This can be based on factors such as:

- Race (racist bullying)
- Sexual orientation
- Special Educational Needs (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Reporting bullying

If a child feels they are being bullied they should tell their class teacher or the Family Support Worker. Children know that ALL reports of bullying will be investigated by staff in school. It is important that pupils gain confidence in 'telling'. The confidence of the children is of vital importance. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

Reporting - roles and responsibilities

Staff - All staff have a duty to challenge bullying, report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. All the class teachers are anti-bullying leads. All members of staff, including welfare staff, site staff etc, must report any incidents of bullying behaviour witnessed by them, to the teaching staff.

Senior Staff - The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Parents/carers - Parents and carers also have a responsibility to look out for signs of bullying (e.g., distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. The child's teacher is the first point of contact if you believe bullying is taking place. (This may later be escalated to SLT but not in the first instance). Follow the school's 'Who To Contact' document for the contact details of each individual class teacher.

Children - Children should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Children should never be bystanders to incidents of bullying - they should offer support to the victim and encourage them to report it. Our Behaviour Champions will act as representatives for the school and champion positive behaviours in school, meeting with a member of SLT half termly to evaluate current systems and discuss potential suggestions to promote positive behaviour even further.

Responding to bullying allegations

1. In the first instance, parents should contact their child's class teacher. Both the teacher and the parents will keep individual logs of incidents.
2. Class teacher to make informed decision about whether or not bullying may be taking place, using their own professional judgement.
3. If the incident IS NOT deemed to be bullying at this stage, then the class teacher will inform the parents of this outcome and record on CPOMS.
4. If the incident IS deemed to be bullying then class teachers will inform their key stage leaders, who will carry out an investigation. Class teachers to record this outcome on CPOMS and inform parents of ongoing investigation.
5. The Key Stage Leader will make contact with the parents and discuss the findings of their investigation. The Key Stage Leader will also inform the parents of the future steps following the conclusion of the investigation. The outcome and notes from the meeting will be recorded on CPOMS for the class teachers and the other members of SLT to read.
6. We will ensure that there is always an appropriate and proportionate consequence for the perpetrator if bullying is found to have occurred.
7. Please note that once an investigation is being carried out in school by the Key Stage Leader, it is not helpful for parents to carry out their own investigations into incidents that happen within school. Please allow a few days for the Key Stage Leader to carry out a thorough investigation and report their findings to you.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents that are linked to school that occur anywhere off the school premises, such as on public transport or in a town centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal (see The Law below) or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Some forms of bullying are illegal and should be reported to the police. These include: violence or assault, theft, repeated harassment or intimidation (excessive name calling, threats or abusive phone calls, emails or text messages) and hate crimes.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as CPOMS.

Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with appropriately, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Cyber Bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. Teachers do not require consent from parents to search a student's mobile phone if they have reasonable grounds to suspect it contains evidence of bullying.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are respected as members of a school community.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. The policy is available on the school website.
- PSHE lessons allow opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. They also include opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Regular worships explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE lessons provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.

- Our Behaviour Champions meet with a member of SLT half termly and evaluate current systems and discuss potential suggestions to promote positive behaviour even further.
- Staff use restorative practices to provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (School Council meetings).
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Training

The Headteacher is responsible for ensuring that all school members receive regular training on all aspects of the anti-bullying policy and that the policy is circulated and read by all staff.

Monitoring the policy

The Headteacher and Behaviour Lead are responsible for monitoring the policy on a day-to-day basis. They are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly Headteacher report. The governors are in turn responsible for evaluating the effectiveness of the policy via this report and by in school monitoring such as focus groups with pupils.

If further improvements are required the school policies and anti-bullying strategies should be reviewed. This policy will be applied and should be used in conjunction with our Behaviour policy, Anti-Racism policy, EDJ Action Plan and our Safeguarding policy.

Mr Blackburn (Deputy Headteacher)

February 2026 In consultation with the School Council/Behaviour Champions 2025-26 and in consultation with parents.

This policy will be reviewed in September 2027.