



# Cam Hopton Church of England Primary School (Voluntary Aided)

## ANTI-BULLYING POLICY

*'Life in all its fullness'*

### Document History

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**CAM HOPTON CHURCH OF ENGLAND PRIMARY  
SCHOOL  
[Voluntary Aided]**

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**ANTI-BULLYING POLICY**

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## 1. Statement of intent

At Cam Hopton Church of England Primary School we are committed to our school vision 'Celebrating the achievement of all by living and learning together'. Our values led ethos permeates all aspects of school life. Through these values, including Respect, Trust and Truthfulness, it is our intention to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Cam Hopton is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Bullying of any kind is unacceptable at our school. It has no place here. 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 the staff.

We aim to:

- Create a climate where bullying is not accepted in any form, including racial bullying, sexual bullying, bullying related to sexual orientation or disabilities.
- Prevent bullying from starting.
- Ensure staff respond consistently and appropriately to bullying.
- Empower victims of bullying to seek help.
- Involve everyone in acting against bullying.
- Support those involved in bullying to change their behaviour.

## 2. What is bullying?

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". Bullying is behaviour by an individual or group that is repeated more than once and that intentionally hurts another individual or group either physically or emotionally.

### **Bullying can be:**

Emotional

### **Bullying may include:**

for example:

- being unfriendly.
- Excluding.
- tormenting (e.g. hiding books, threatening gestures).
- name calling to make you feel bad.
- secret whispering/spying.
- stealing things, e.g. food, money.
- following you around.
- threats - "If you tell... I will make the bullying worse".
- bribery - "if you... I will be your friend".

Physical	pushing, kicking, hitting, punching or any use of violence that causes pain.
Racist	racial taunts, graffiti, gestures.
Sexual	unwanted physical contact or sexually abusive comments.
Homophobic	because of, or focussing on the issue of sexuality.
Verbal	name-calling, sarcasm, spreading rumours, teasing.
Cyber	All areas of internet activity, such as: email & internet chat-room misuse. Mobile 'phone threats by text messaging & calls. Misuse of associated technology, e.g. camera & video facilities.

### **3. Why do we believe 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 and to help all involved to change in order for the bullying to stop.

### **4. Signs and symptoms**

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

- is frightened of walking to or from school.
- is unwilling to go to school (school phobic).
- becomes withdrawn anxious, or lacking in confidence.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in school work.
- has possessions which are damaged or " go missing".
- has unexplained cuts or bruises.
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- is afraid to use the internet or mobile phone.
- is nervous & jumpy when a cyber-message is received.
- begins to truant.

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

## **5. Actions to tackle bullying**

Prevention is better than cure. At Cam Hopton School, we use a variety of strategies for helping children to prevent bullying. As and when appropriate, these may include:

- Personal Social and Health Education to address whole school or class issues.
- writing a set of class rules.
- writing stories or poems or drawing pictures about bullying.
- reading stories about bullying or having them read to a class or assembly.
- making up role-plays.
- having discussions about bullying and why it is important to prevent it.
- taking part in national anti-bullying weeks.
- Staff training, including mid-day supervisors.

## **6. Children's input**

Every year the school council will review the effects of the Anti- Bullying Policy.

## **7. Procedures**

7.1 What children who feel bullied need to do:

1. Blow the Whistle – tell their parents, tell an adult at school, tell their friends. Call it “bullying”.
2. Ban Bullying - Tell the bully(ies) to STOP (without fighting back).
3. Believe in Yourself - Tell the truth, talk about your feelings.

7.2 What parents of children who feel bullied need to do:

1. Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child's part in the incident too. Most importantly, try to understand if this is an isolated incident or another incident. If it is an ongoing incident please try to record the details of other times incidents may have happened.
2. Inform the school through the class teacher or make an appointment to see the Head Teacher. It is important that you use the “bullying” word when talking to an adult in school if it is more than an isolated incident.
3. Work with the school to help resolve the matter quickly.

7.3 What children who are accused of bullying need to do:

1. Think carefully about what you may have done.

2. Tell the truth, talk about your actions and your feelings.
3. Be prepared to make amends.
4. Accept help and be willing to change.

7.4 What parents of children who are accused of bullying need to do:

1. Listen carefully to your child and try to help them write down exactly what happened in the incident, including who, what, when, where, why. It is important to try to understand your child's part in the incident.
2. Work with the school to help resolve the incident quickly.

## **8. Managing the concern with the sole aim to make the bullying stop**

1. Any incident or conversation that mentions the word "bullying" will be recorded on a School Incident/Concern Form and kept in the Pupil Log Folder located in the head teacher's office.
2. The incident, no matter how trivial, will be investigated. It is important that children are reminded about telling the truth, about what they did and how they felt. We will discuss with the children the issues appropriate to the incident and to their age and level of understanding.
3. Where an accusation of bullying is made, parents of the victim and persecutor will be informed and will be asked to come to a meeting to discuss the problem.
4. Actions will be agreed to stop the bullying, (see possible outcomes). This will include helping the bully (bullies) change their behaviour.
5. If necessary and appropriate, external agencies will be consulted, in order to provide the most appropriate support.

## **9. Outcomes**

In deciding outcomes it is important to remember what the children want:

- Time to think.
- Time to talk.
- Time to apologise.
- Time to forgive.
- Time to change.

The outcomes must be agreeable by all parties and may consist of the following:

1. The bully (bullies) will be asked to genuinely apologise. Additional consequences may take place, depending on the nature of the incident.

2. Victim and persecutor support may be set up, for example:
  - buddy at playtime.
  - organised games at playtime.
  - Pupil Referral Support.
  - Use of bullying resources in class or at home.
3. Using our school values as our guide, as well as other resources, we will help children to re-build their relationship.
4. In serious cases, fixed term exclusions or permanent exclusion will be considered.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place – this will be concluded with a review of the outcomes.

## **10. Reviewing the management of the concern to improve the way Cam Hopton School deals with bullying**

Once the bullying concern has been addressed the school will invite parents and the child involved to complete a feedback review form. The form will ask:

- a) What has changed for your child?
- b) Is your child happy with the outcome?
- c) Are you happy with the outcome?
- d) How did we deal with your concern?
- e) What could we improve?

## **11. Related policies**

The present policy is related to other Cam Hopton Church of England Primary School policies, as listed below:-

- Attendance.
- Behaviour.
- PSHE/CPHE.
- Early Help.
- E-Safety, including staff use of mobile phones.
- Acceptable use of IT.
- Health and Safety.
- Parental concerns and complaints.
- Physical Intervention.
- Relationships and Sex Education.
- Safeguarding and Child Protection.

# CAM HOPTON CHURCH OF ENGLAND PRIMARY SCHOOL [Voluntary Aided]

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## SCHOOL INCIDENT / CONCERN FORM

Date of Incident/Concern:

Time of Incident/Concern:

Incident/Concern Reported by:

Incident/Concern Reported to:

Names of Staff/Pupils involved (inc Year Group):

Type of Incident/Concern:

<b>Racial:</b> <small>(refer to additional Policy guidance)</small>	<input type="checkbox"/>	<b>Child Protection Concern:</b> <small>(refer to additional Policy Guidance)</small>	<input type="checkbox"/>	<b>Attendance/Welfare:</b>	<input type="checkbox"/>
<b>E-Safety:</b>	<input type="checkbox"/>	<b>Health Concerns:</b>	<input type="checkbox"/>	<b>Behaviour/Discipline:</b>	<input type="checkbox"/>
<b>Bullying:</b>	<input type="checkbox"/>	<b>CSE/FGM</b>	<input type="checkbox"/>	<b>Prevent</b>	<input type="checkbox"/>

**Bullying incident related to:** tick all that apply

Race	<input type="checkbox"/>	Appearance or health condition	<input type="checkbox"/>
SEN or disabilities	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Religion or culture	<input type="checkbox"/>
Age	<input type="checkbox"/>	Other (define)	<input type="checkbox"/>

**Forms of Bullying Used:** tick all that apply

Physical Aggression	<input type="checkbox"/>	Damaging or taking personal possessions	<input type="checkbox"/>
Deliberately excluding	<input type="checkbox"/>	Verbal threats	<input type="checkbox"/>
Name calling and teasing	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber bullying	<input type="checkbox"/>	Extortion	<input type="checkbox"/>
Other (define)	<input type="checkbox"/>		

**Frequency and duration of bullying behaviour:**

Once or twice	<input type="checkbox"/>	Persisting over two months	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>	Persisting for more than a year	<input type="checkbox"/>

**Place of Incident/Concern:**

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**Description of Incident/Concern (give details including injuries and damage to property, including what was said and by whom)**

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**Action taken by School:**

--

**Child's Response:**

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Appendix 1 – Obtaining post-resolution feedback from the parents and pupil

**CAM HOPTON CHURCH OF ENGLAND PRIMARY SCHOOL**  
*[Voluntary Aided]*



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Head Teacher: ????

**Date ????**

Dear <parent>

**How did we do? Request for feedback from the parents or carers:**

Following the notification of bullying incidents affecting your child, we believe that the issues have now been dealt with.

We are committed to improving the way we manage life at school. Please could you complete the following questions to help us reflect on how we dealt with your child's difficulties. Please use more space if needed.

What has changed for your child?	
Is your child happy with the outcome?	
Are you happy with the outcome?	
How did we deal with your concern?	
What could we improve?	

**How did we do? Request for feedback from the pupil:**

We know you have had a difficult time lately and that you have been bullied. We have taken steps to put things right, but would like your views on how things went.

What has changed for you?	
Are you happy with the outcome?	
What did we do that helped?	
What could we improve?	

Thank you for taking the time to provide this important feedback and thank you for your contribution to school life.

Yours sincerely,

<signature of the Head Teacher>

<Head Teacher's name> - Head Teacher