



# Anti-Bullying Policy

## 2025

Date adopted by the governing body	March 2025
Date to be reviewed	March 2026
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

# Friendship and Anti-Bullying Policy

## Our Purpose:

### **As Staff:**

- To secure a safe and happy environment in all classrooms and around the school in which children can learn and play at their best

### **As Leaders to ensure children develop their skills for the future:**

- To aspire for children to make their best possible progress year on year with their pro-social and pro-learning skills
- To support children to develop high emotional intelligence
- To encourage children in developing a strong moral compass and be intrinsically motivated to keep to expectations and boundaries **without** the need for external control

## Definition

At Chantry we use the Anti-Bullying Alliance (ABA) definition of bullying, based on research from across the world over the last 30 years.

ABA 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. It can happen face to face or online”**

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating/excluding others, tormenting, hiding belongings, threatening gestures, ridicule/humiliation, intimidation, manipulation/coercion.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals.
- Sexual harassment - sexual comments (including homophobic), exposure to inappropriate media, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

### **Friendship Difficulties**

Both friendship difficulties and bullying behaviour can feel unpleasant and upsetting. It is however important to distinguish between the two.

Friendship problems involve disagreements between children. At primary age they can find it difficult to resolve issues without adult support. Falling out may be repeated, and all children are likely to be upset by the difficulties (possibly on different occasions), but it does not involve an overall imbalance of power. Where all children make an effort to resolve issues it is unlikely to be categorised as bullying.

We recognise that repeated friendship problems can lead to bullying behaviour. The ABA definition provides us with guidance for this through the four key elements (outlined above).

### **Group Roles**

Research undertaken in Finland by Christina Salmivalli (1996) gives us a greater understanding of the roles involved in bullying. It shows that the traditional view of bullying where there is a 'victim' and a 'bully' is much more complicated. Bullying rarely takes place between a 'victim' and a 'bully' alone. It tends to be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people, intentionally or otherwise.

At Chantry we support all children involved in bullying incidents (or incidents that may become bullying) in order for them to understand the role that everyone plays in enabling or stopping the behaviours.

### **Prejudice Bullying**

Bullying may take place because children are deemed to belong to a certain group. This has been labelled '**prejudice bullying**' and includes homophobic, racist, sexist

or gender bullying, and bullying those with learning or other disabilities. Incidents of these have to be legally recorded with the local authority.

At Chantry we recognise that children sometimes say things without awareness of their impact. We therefore discuss the incident with the child/ren in the first instance so they have an understanding of this. We will speak to parents/carers if there is a second instance, (as outlined in our Behaviour Policy) in order for them to support the child and the school, in preventing a repeat of the language or behaviour. The child will also be expected to take part in educational consequences so they understand the impact of their behaviour. If the issue is repeated, we are required to report the incident as prejudice bullying to the local authority. If an incident is intentionally discriminatory (the child has understanding of the meaning and impact of the language), we may report the incident in the first instance. At all stages we expect the child/ren to make amends where upset has been caused.

Teaching around these topics is embedded through assemblies, the RSHE and Wellbeing Curriculum and specialist topics throughout the school year (Black History, International Women's Day, Neurodiversity Celebration Week e.g.) to develop empathy, prosocial and prolearning skills.

## **Preventing Bullying Behaviour at Chantry**

The best way to prevent bullying is to teach children how to recognise, manage and get help when it occurs, as well as exploring the impact and consequences for themselves and others.

We do this through:

- Specific teaching of brain development, empathy, prosocial and prolearning behaviours
- Specific teaching of consequences and impact on those using antisocial language and behaviours, and those at whom it is targeted
- Class Charter displayed and referred to regularly
- Understanding relationships (including bullying behaviour). This is taught through the Wellbeing Curriculum
- Assemblies. We explore issues around bullying and awareness of how to respond and get help
- Restorative conversations for all children involved to acknowledge impact and plan how to move forward
- Discussions and feedback with parents/carers to support the school in managing difficulty, and reducing the likelihood of incidents being repeated
- Staff on duty at unstructured times (play and lunch break) support children where difficulties arise. Alternative spaces are available for children to regulate, feel safe, and receive coaching conversations as appropriate
- Nurture staff, senior leadership and trusted adults work hard to safeguard our children and ensure they have someone to talk to. Incidents are recorded on our safeguarding system (CPOMS) so we can monitor regularity and the four

key elements as outlined by the ABA

## **Responding to Bullying Behaviour**

Where bullying occurs we follow our Behaviour Policy to find solutions for all involved.

Whilst we try and support in the first instance with restorative practice, there are times when this is not sufficient. In these cases protective and educational consequences are used to ensure the safety and wellbeing of all parties. We recognise that settled and happy children don't bully others, and that some children need support to change behaviour (removal from particular situations, specific teaching of skills, or emotional and mental health e.g.).

We encourage children to resolve conflict when they feel they are able to do so in a prosocial way. As part of our curriculum, children learn strategies to achieve this assertively and non-aggressively. Research has shown this to be the most effective way to stop bullying and empower children to manage future difficulties.

If the problem is too great and they need support from an adult they can:

- Speak to their teacher or the adult they feel safest speaking to in school.
- Speak to a parent or other safe adult outside of school.

The process for parents/carers or other concerned adults:

- Speak to the class teacher (via email, face to face or by requesting a call back from the office). They are likely to have full information about the challenges and the context around the incident/s and be in the best place to support the situation.
- If this does not resolve the issue, speak to the senior leadership team (Becky Reed, Helen Drake) for further support.
- If efforts by the school do not resolve the situation then help may be sought from outside agencies (ESBAS e.g.)

## **Complaints**

The Governing Body has established a formal complaints procedure and this may be used by a Parent or Carer if needed. Please see our Complaints Policy for further detail.

**Linked Policies:**

- Behaviour Policy
- Equalities Policy
- SEND Policy
- Wellbeing Policy