



Chapel End Primary School  
Antibullying Policy

## **'Mission Statement.'**

**We aim to provide our children  
with the highest possible standard  
of education, through quality  
teaching and learning, in a happy  
caring environment.**

**We will do the best WE can to enable our children to do the  
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2023-2024
Review Date	Autumn 2025-2026

## **OVERVIEW**

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'.*

At Chapel End Primary School, bullying and other forms of unacceptable intimidation, including bullying due to sexual orientation or transgender issues, cyber bullying by internet or mobile phone, will not be tolerated.

All will treat others with kindness and respect and all will care well for each other. All will come to school without fear and they will be happy and safe in school. Everyone will be vigilant and they will act promptly to intervene if there are any signs or reports of bullying of any kind.

## **INTENT**

1. To ensure that all feel safe and free from bullying and intimidation especially peer to peer bullying or abuse.
2. To identify and protect vulnerable pupils and groups including those with special educational needs or disabilities; those going through a personal or family crisis; those suffering from a health problem; ethnic minority groups; children in care and those with caring responsibilities.
3. To ensure that under the duties of the 2010 Equality Act all pupils identified with protected characteristics will be safeguarded from bullying- these include disability; gender reassignment; homosexual, bi-sexual, trans-sexual, sexual orientation race; religion or belief.
4. To ensure that all children understand what bullying, including cyber bullying is.
5. To build an ethos where learners feel safe and free from threat and intimidation.
6. To promote good relationships where all are treated well and where learners care for each other.
7. To act promptly and effectively at the first sign of bullying including cyber bullying.
8. To encourage learners and parents to report any attempted bullying.
9. To protect and reassure any victims of bullying.
10. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
11. To make this a happy school that is free from bullying of any kind including cyber bullying.

## **IMPLEMENTATION**

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do, they will be listened to and taken seriously.
4. Any allegation of bullying will be investigated by a designated safeguarding leader and followed up.  
Designated safeguarding leaders are:  
C. Hewitt Headteacher  
C. Montrose Assistant Headteacher
5. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously by a DSL, in conjunction with any relevant authority including the police if appropriate.
6. Any victim of bullying will be well protected immediately and in the future.
7. Any allegations of bullying will be reported to the headteacher, and records will be kept on the school CPOMS system.
8. Incidents of bullying will be included in Headteacher's reports to governors
9. PSHE, using our SCARF curriculum, will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable, and that the victim must always report it to parents, staff or friends.
10. Anti-bullying week will be prominent in school each year to continually remind children of what bullying is and how to act if they experience or observe bullying.
11. We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
12. Learners and their parents will be made aware of this policy.
13. The parents of all concerned will be informed and involved in any reported incident and they will be expected to support this school policy.
14. Staff will be trained in updates relating to bullying in keeping children safe in education publications.

## **IMPACT**

Chapel End Primary School will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated. Particular care will be taken of vulnerable groups including those with special educational needs or disabilities; those going through a personal or family crisis; those suffering from a health problem; ethnic minority groups; children in care and those with caring responsibilities. We are committed to meeting the individual needs of each child. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all areas: these will include disability, gender reassignment, marriage and civil partnership, pregnancy and maternity,; race, religion or belief, sex, sexual orientation.

## **Appendix A**

### **Introduction**

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.

Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

### **Context and Rationale**

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.

Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bullying behaviours themselves.

### **Victims**

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day to day life.
- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

### **Children Who Display Bullying Behaviours**

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

### **Opposing Views**

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.

# How to respond

