

# Charles Saer Community Primary School Anti-Bullying Policy

## Introduction

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or the local community. We foster high expectations of outstanding behaviour and will challenge any behaviour that falls below this.

## Why we are against bullying

At Charles Saer 'Every Child Matters' and we believe that

- everyone has the right to feel welcome, safe, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone

Bullying of any kind is unacceptable at our school.

## Definition of bullying

At Charles Saer Primary School we define bullying using three key characteristics. These are that bullying is:

- (i) ONGOING (it is not the same as conflict between two equals or random unprovoked aggressive acts)
- (ii) DELIBERATE/TARGETED
- (iii) UNEQUAL (it involves a power imbalance eg in size, number, higher status, or as a result of having access to limited resources)

## Types of bullying behaviour

Bullying can include;

- emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- verbal (name calling, sarcasm, spreading rumours, teasing, belittling)

- physical (pushing, kicking, hitting, punching or any use of violence, unnecessary physical contact)
- extortion (demanding money or goods with threats)
- cyber (all areas of internet, email and internet chat room misuse. Mobile threats by text and calls. Misuse of associated technology ie camera and video on mobile phones)
- racist (racial name calling, graffiti, gestures)
- sexual (unwanted physical contact, sexually abusive comments)
- homophobic (because of, or focusing on the issue of sexuality)

This list is for guidance, and is not exhaustive.

### Signs and symptoms of bullying

A child may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should always investigate if the child;

- Is unwilling to go to school and/or regularly complains of feeling ill in the morning
- Is frightened of walking to or from school and/or begs to be driven to school
- Becomes withdrawn, anxious, shy, lacking in confidence and not willing to say what is wrong
- Becomes aggressive, abusive, disruptive or unreasonable
- Threatens or attempts self-harm
- Unsettled at home i.e. finding it difficult to sleep, changes in eating habits
- Performance in school work drops
- Comes home with clothes torn, property damaged or 'missing'
- Starts asking for more money or starts stealing
- Unexplained cuts or bruises
- Sudden withdrawal from use of internet/mobile phone/computer games

### Possible causes of bullying

People bully for different reasons. Such reasons may include:

- To feel powerful

- As a result of jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- To look good and feel popular
- Because of peer pressure
- For fun
- Because they are being bullied themselves
- Wanting to ‘pass on’ the negative feelings they may feel themselves

### How bullying can be prevented

All members of the school community should foster a clear understanding that bullying, in any form, is not acceptable. This will be done by;

- Developing an effective anti-bullying policy and practice, that pupils, staff, parents and governors are aware of and fully support. This will be linked to the Behaviour and Discipline policy and also the Safeguarding policy.
- Developing pupil’s empathy and emotional intelligence through the PSHE curriculum to create a caring and respectful ethos in which bullying behaviour is not condoned.
- Treating incidents seriously and dealing with them immediately.
- Keeping the profile of ‘anti-bullying’ high within school through assemblies; school council meetings and action; class discussions and activities and visits from the school PCSO. This school takes an active part in ‘National Anti-Bullying Week’ each year and also events such as SID (Safe Internet Day).
- Children will act as anti-bullying buddies. Anti-bullying buddies will wear high-vis jackets in the playground so that they are easily identifiable to others as someone they can ask for help. The buddies will know to pass information to a trusted adult in school.
- Developing children’s understanding of bullying behaviour, why it is unacceptable and actions to take if they are being bullied, or know of someone else being bullied. This will be through assemblies, planned classroom PSHE lessons. Teachers will also use their professional judgement to discuss issues surrounding bullying when opportunities present themselves.
- Liasing with other agencies, i.e. school nurses and PCSOs for additional support especially for out of school incidents.

### Responses to bullying

At Charles Saer school we deal with incidents of bullying using a restorative approach. We believe this makes it a fair procedure for all involved and leads to a positive solution.

School staff deal with bullying by: -

- informing Mrs Webb (Behaviour Support Assistant), of a possible bullying situation that has been reported to them by a parent, child or other adult, immediately.
- collecting all relevant information to decide if the incident constitutes bullying. BSAs will gather information regarding the incident from the 'harmed' and then the 'harmer(s)'. This information will be recorded using CPoms. The class teacher, and other relevant adults, will also be asked for any information they have surrounding the issue. Observations may also be carried out where appropriate. If the incident is occurring out of school parents will be informed.
- take appropriate action in line with the behaviour policy. When all necessary information has been collected, it will be shared with the Headteacher. If a child has been bullying, their parents will be informed. Sanctions will be decided upon for the 'harmer(s)' and may include a period of time out of class, lunch breaks spent in the lunchtime room or at home, removal of privileges. Sanctions will depend upon the severity and type of bullying that has occurred. A restorative approach will be used in reaching a positive conclusion that not only ends the bullying but also ensures it will not resume.
- offer support to the families involved. Miss Sonia Lemon (Family Support Worker) will be available to support families during this time, if necessary. Support will involve providing help and advice to families to overcome any possible effects of bullying (see Signs and symptoms of bullying, above).
- monitor and review incidents of bullying. Class teachers, BSA and other adults involved will be vigilant for the re-occurrence of bullying.

Children will protect themselves against bullying by:

- Telling an adult in school that they need help.
- Speaking to an Anti-Bullying Buddy in the playground
- Leave a note on their teacher's desk or in Mrs Webb's or Mrs Lemon's room.
- Using their best friend to act as support for them.
- Telling their parents when they get home.

Parents can support staff and children by:

- Ensuring that, outside of school, their children avoid playing with children that they do not get on with in school.
- Ensuring that, outside of school, their children play with children of an appropriate age.
- Supporting the staff in their efforts to diffuse conflicts as they arise.

- Being aware that children can represent a situation from their point of view only.
- Ensuring parents do not take matters into their own hands on the school site.
- Knowing school staff will make every effort to employ the anti-bullying policy of the school.

Reviewed

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