



# Anti Bullying Charter

**Bullying is not tolerated in our school. Incidences are very low, but we aim for zero. We are working together to understand the causes, effects and eradicate bullying from our community.**

This charter has been derived from the views and input of our staff, pupils (through School Council) and a Parental Working Party:

**We will all agree and understand what bullying is**

- Deliberately and repeatedly hurting someone with words or actions:
  - Physically hurting someone
  - Name calling
  - Spreading rumours
  - Damaging or taking someone's things
  - Not letting someone join in with a group
  - Ganging up on someone
  - Unfair treatment of someone who belongs to a different group or who has different beliefs. This includes those who have a Special Need or a disability.
  - Bullying can happen anywhere – in school, out of school, online...
  - Bullying is usually based on an imbalance of power
  - Bullying is a **behaviour** and should be treated as such – it can be changed and managed
  - Homophobic attitudes and behaviour can constitute bullying
  - Racist attitudes and behaviour can constitute bullying

## Our pupils should:

- Learn what bullying is and try to understand the difference between bullying and disagreements or falling out.
- Agree not to be a bully
- Understand the role of the bystander and agree not to be one
- Refuse to join in with bullying
- Make our school a 'telling and listening school'
  - Tell someone if what they are doing is upsetting them – ask them to stop it
  - Listen when someone tells you that you are upsetting them – stop doing it
  - Tell an adult if they are being bullied
  - Tell an adult if someone else is being bullied
  - Be honest when telling

## Adults in school should:

- Understand what bullying is and try to understand the difference between bullying & disagreements or falling out.
- Support the pupils and families in their part in this Charter
- Listen when a child or family tells them of a bullying problem
- Keep a record of what children tell us and share that with each other so we don't miss anything
- Escalate as a Safeguarding concern immediately in circumstances that fit the definition of bullying used in this charter.
  - Raise a concern on our safeguarding system
  - Inform family and a member of SLT in the **first instance** where there is physical injury and/or serious verbal aggression.
  - As a guide, a teacher should escalate on recording no more than 3 low-level concerns for the same child or one serious incident.
- Make sure that there is a consequence for the bully where adequately proven (by the school's definition) – a punishment
- Do what they can to make the target feel safe
  - Consider the best course of action for each individual case
- Help the bully to change how they behave
  - Keep their parents or carers informed
- Ensure that there is a method for children to report their concerns and feelings, anonymously if necessary
- Continue to develop a culture in which bullying is not tolerated

## **Families should:**

- Understand what bullying is and try to understand the difference between bullying & disagreements or falling out.
- Listen when a child tells them of a bullying problem
- Support their child in building resilience and perspective whilst also encouraging them to share problems and worries. Reinforce the message that we are a “telling school”.
- Report any concerns of bullying to their child’s class teacher
  - Work with class teachers to resolve problems, whether their child is the victim or the alleged bully.
  - If unsatisfied with the response or outcome, they should then refer the matter to the Head teacher, a Deputy, Early Years Lead or the Pastoral Lead.
  - If necessary, follow the school’s Complaints Procedure, which is available in the reception area and on the school website. It should be noted that parents are to use the school's appropriate complaints procedure and not Social Media if they have a complaint or concern.
- Support the school’s efforts to change their child’s behaviour if they have been bullying
- Recognise the limitations of the school’s capacity for evidence gathering and level of proof.