



## **Anti-Bullying Policy**

**At Christ the King School we believe that high expectations of learning outcomes for all.  
Our mission is to learn together in faith, hope and love.**

**Policy ratified December 2022**

**Review: Autumn 2024**

**Antibullying Lead: Mrs H Ayton**

### **Statement of Intent**

Christ the King Catholic Primary School is committed to providing a caring, friendly and safe environment for all children so that they can learn in a relaxed and secure atmosphere. All children are expected to live and learn by our behaviour policy and our gospel values (The 8 Bs).

At Christ the King School, bullying of any kind is not tolerated. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others, will need support to manage their behaviour.

When bullying does occur, everyone should be able to report this and know that incidents will be dealt with promptly and effectively, in accordance with this Anti-bullying Policy. All children who tell will be supported throughout the procedure. This policy ensures that all members of the school community (pupils, parents, staff and governors) should know and understand the school's approach and are clear about the part they can play in the recognising, preventing, reporting and dealing with such incidents.

### **Aims and Objectives of this Policy**

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will strengthen our ethos where bullying is regarded as unacceptable so our school is a safe and secure environment created for everyone to learn and work in. All members of the school have a responsibility to recognise unkind behaviour and bullying and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work with due regard to the document Keeping Children Safe In Education 2022.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper, 'Every Child Matters' 2003, the Children Act 2004 and Equality Act of 2010.
- All governors, teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/carers will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/carers will be assured that they will be supported when bullying is reported.

- Whole school events (staff training, celebration assemblies etc) and targeted teaching strategies in PHSE [Personal, Health & Social Education] will be used throughout the school to raise awareness and reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

### **What is bullying?**

There are four key elements to this definition

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying can take many forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves.

Bullying is “behaviour by an individual or a group, repeated over time, that intentionally hurts another individual, either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying is “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.” (The Anti-Bullying Alliance)

### **Bullying behaviour can be:**

- **Verbal** – name calling, taunting, sarcasm, spreading rumours, threats, teasing and belittling.
- **Physical** – pushing, poking, kicking, hitting, biting punching etc.
- **Emotional**- isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulation and coercion.
- **Sexual**- unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, etc.
- **Online/ Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially wider audience, and more accessories as people forward on content at a click.
- **Indirect**- can include the exploitation of individual; such as damaging another's social reputation, peer relationships and self-esteem.

### **We believe that:**

- There is a clear difference between unkind behaviour and bullying;
- Bullying is unacceptable;
- Bullying is a problem to which solutions can be found;
- Seeking help and openness are regarded as signs of strength not weakness;
- All members of the school community will be listened to and taken seriously;
- Bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations;
- Everyone has the right to work and learn in an atmosphere that is free from fear;

- All of us have a responsibility to ensure that we do not hurt or bully others;
- Children should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously;
- Children should be involved in decision making about matters that concern them;
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. These incidents will still be taken seriously and consequences issued. It is not bullying if it is done by different individuals or groups each time. Bullying can happen anywhere at any time. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. As a school, we will continue to educate all children across the school in ways to support themselves and deal with these situations.

### **Where does bullying happen?**

At Christ the King Catholic Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises, including those related to on-line bullying. Should alleged bullying take place out of school hours, but is affecting the well-being of the victim, we will always investigate this in the same way as we would if it had happened at school. It can happen anywhere in school. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

### **The following steps may be taken:**

- Talk to the local Community Police Officer about problems on the streets.
- Talk to the transport companies about bullying on school buses and in school taxis.
- Talk to the Head teachers of other schools whose children may be involved in bullying off the premises.
- Discuss coping strategies with parents.
- Talk to the children about how to handle or avoid bullying outside the school premises.

### **Recognising the signs of Bullying within our school**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs when they are frequently repeated or become a pattern of behaviour and investigate further if a child:

- Avoiding going out during break and lunch times;
- Conversations between children of an inappropriate, threatening or harmful nature towards another child;
- Regularly having books, clothes or other possessions damaged or going missing;

- Withdrawn in class, lack of aspirations and/or showing signs of lack of progress in schoolwork compared to their actual ability;
- Have unexplained bruises, scratches or cuts;
- Noticeable changes in mood, including long withdrawn, distressed or aggressive;
- A child's unwillingness to attend school/lateness/erratic attendance;
- Reluctance to sit beside or work with certain children;
- Is frightened of walking to or from school;
- Changes their usual routine/route to school;
- Begins truanting;
- Attempts or threatens suicide or runs away;
- Cry themselves to sleep at night or has nightmares;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

(NB. Whilst these behaviours may be symptomatic of other problems-Bullying may be one reason!)

### **Bullying of children with Special Educational Needs**

Christ the King Catholic Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment, where everyone is valued for who they are. Some of our children have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. High attainers, gifted or talented pupils, can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

### **Child on Child Abuse**

At Christ the King Catholic School we will take all such accusations seriously, will investigate in a sensitive manner, avoiding labelling the children involved, and will offer support to all children concerned. Further details can be found in the CAST Safeguarding Policy.

### **Strategies to reduce Bullying within our school:**

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Promote our school Ethos at all times;
- Awareness of Rights and Responsibilities;
- Recognise and reward good behaviour, whole school approach to 'Acts of kindness'- purple tokens, certificates and rewards;
- Clear and consistent sanctions used when a person or group of people shows an 'Act of unkindness' and bullying type behaviour;
- Record keeping- 'Acts of Unkindness scripts', logs of all scripts given, completion of 'incident forms', completion of CPOMS (safeguarding), termly review of all logs and patterns of behaviour;
- school assemblies and class lessons (PHSCE/Internet Safety Awareness)- addressing bullying and Cyberbully;
- Vigilant supervision- by all staff and children (playground/ class/ school environment);
- consultation with school council;
- Visual posters- empowering the ownership by children of ways to prevent bullying;
- Questionnaires- KS1 & 2 (appendix 1 and 2 );
- Parent communication questionnaires (appendix 3);
- Open door- parents can speak to class teacher/TA before or after school;
- Whole school approach to Anti-Bullying Week and revisited in the summer term;

- Whole school Anti-Bullying display regularly updated;
- Staff training/ effective communication and weekly safeguards updates;
- Monitoring of incidents;
- Reviewing of Anti-Bullying Policy by whole school.

**Guidance for parents/carers-recognising the signs of Bullying at home:**

Any of the following behaviour may indicate other problems other than bullying. If your child displays any of these behaviours talk to them and get to the root of the problem.

Possible signs that your child might be bullied:

- Being frightened to walk to or from school or insist on being driven;
- Being unwilling to go to school;
- Regularly have clothes, books or other possessions damaged or go missing;
- Continually lose, ask for, or begin stealing money;
- Start to struggle or perform poorly with schoolwork;
- Have unexplained bruises, scratches or cuts;
- Noticeable changes in mood, including withdrawn, distressed or aggressive;
- Loss of appetite or start overeating;
- Cry themselves to sleep, have nightmares, bed wetting or attempt to or threaten to harm themselves.

Possible signs that your child's behaviour might be inappropriate to others:

- Change in behaviour at home/school;
- A change in the group of children that your child socialises with, and this has resulted in a change in behaviour or attitude;
- Finding equipment/ money with an unclear explanation of how these have been acquired;
- Regular unkind and/or hurtful comments being said about a peer/ peers;
- Lack of respect to the diversity of children's needs;
- Frequently teases or taunts other children;
- Persistently using inappropriate language which causes offense.

(NB. Whilst these behaviours may be symptomatic of other problems-Bullying may be one reason!)

**If your child has been bullied:**

- Calmly talk with your child about his/ her experiences;
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened;
- Reassure your child of your support and that he/ she has done the right thing to tell you about the bullying;
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately;
- Make an appointment to see your child's class teacher;
- Explain to the teacher the problems your child is experiencing;
- If outside of school, report the matter to the police and inform the school.

**When talking with members of staff about bullying:**

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident;

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved;
- Make a note of what action the school intends to take;
- Ask if there is anything you can do to help your child or the school;
- Stay in touch with the school and let them know if things improve as well as if problems continue.

## **Procedure for reporting and responding to bullying incidents**

### **Anti- Bullying Response Chart**

#### **Reporting of an incident**

Take the incident seriously and act quickly.

Lead adult meet with the child/children.

Reassure the child/children.

#### **Incident form completed/ CPOMS**

- Appropriate adult listens to details of the incident and records in writing- Incident Form;
- Adults seek to establish witnesses and evidence to support the child/children's statement;
- Interview alleged bully/bullies and record outcomes of conversation;
- Child/ children being bullied will be consistently kept informed of outcomes of all witness statements and any further action taken throughout the process. Appropriate level of support and time by suitable member of staff- Mrs Hodge, Mrs Ayton/SLT/class teacher/TA;
- Perpetrator/ perpetrators given support and kept informed of all outcomes as well as issuing any sanctions;
- If there has been a misunderstanding and bullying has not occurred no further action will be taken;

#### **Report to/ completed incident form**

Headteacher, Senior Leadership Team (SLT), class Teacher/ Teaching Assistant.

- Parents of all children involved will be informed of the incident and the school actions up to this point.

#### **Agreeing a plan for resolution.**

Headteacher, SLT and or teacher will devise a plan for resolution of conflict, agree actions and sanctions taken.

- Targets/ actions for acceptable behaviour will be discussed and shared with the perpetrator and close monitoring of future behaviour;
- All children involved will be given support and guidance;
- Parents of all children involved will be informed of the school actions and sanctions up to this point and kept informed of subsequent action.

#### **Reviewing the situation**

Situation monitored and formally reviewed- by either Head teacher, SLT and or class teacher/TA

- Daily
- Weekly
- Monthly

All children involved will be given support and guidance.

Parents of all children involved will be kept informed of subsequent action.

#### **Involvement of other agencies**

Where bullying has implications with regard to the law, the school will inform the police and seek advice from relevant agencies.

Involvement of outside agencies- Educational Welfare Officer, Behaviour Management Team Educational

Psychology Service/ Safer Schools Team/ Community Police.

Head teacher to keep governors informed of all bullying incidents

Head teacher to provide opportunities for staff training (CPD/INSETS) to keep up to date with new initiatives.

### **Consequences**

Consequences will reflect the severity of the incident so that others can see that it is unacceptable.

Sanctions may range from an apology to exclusion. Parents of all children will be involved in the process.

Details of all prejudice incidents and significant bullying incidents will be recorded on the reporting form.

**The role of the Governors:**

The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will take incidents of bullying that do occur seriously and dealt with appropriately. The Governing body monitors the incidents of bullying that occur and reviews the effectiveness of the policy regularly. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body. The governing body may also form a disciplinary committee to investigate incidents.

**The role of the Head teacher:**

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy. The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use class/ key stage assemblies as a forum to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

**The role of the senior leadership team/ teacher/ teaching assistant/ lunchtime supervisors:**

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. They keep records of all incidents that happen using the 'Positive Behaviour Log' and/or 'Incident Report Form'. If a member of staff becomes aware of bullying taking place they will deal with the issue immediately and report it to the class teacher/ Head teacher. Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Ensure all staff support all children in the school, and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

**The role of the parent/carer:**

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should either contact their child's class teacher or teaching assistant. Parents have a responsibility to support the anti-bullying policy and to actively encourage their child to be a positive member of the school.

**Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/carers' comments posted in the 'Worry' box and bullying incident forms will be used to gauge the effectiveness of the policy.

**Sources of further information, support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

**Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)



- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - o A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)