



## **Anti-Bullying Policy**

**At Christ the King School we believe that high expectations lead to high standards of behaviour.**

**Our mission is to learn together in faith, hope and love.**

*Policy ratified at the Governors Meeting on 5<sup>th</sup> November 2016  
Review: Autumn 2018*

We believe that all children have the right..

- To belong
- To be the best they can be
- To be safe

Our school is committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. All children are expected to live and learn by our behaviour policy and the 7Cs are the values that we promote. Children are expected to be courteous, caring, considerate, communicative, cooperative, confident, conscientious at all times. Consequences for not keeping our 7Cs are laid out in our behaviour policy.

At Christ the King School, bullying of any kind is not tolerated. When bullying does occur, this policy ensures that all members of the school community (pupils, parents, staff and governors) should know and understand the schools approach and are clear about the part they can play in the recognising, preventing, reporting and dealing with such incidents.

Christ the King is an inclusive Rights Respecting School. Children's rights are at the heart of our ethos and values. We believe that through children knowing their rights, their self-esteem is raised thus enabling them to become responsible citizens who are respectful of the rights, cultures and beliefs of others. In the construction of this anti-bullying policy, the United Nations Convention on the Rights of a Child has been used as a reference point.

### **Aims**

- ☐ Children are made aware of their rights as outlined in UNCRC.
- ☐ Children are encouraged to become active responsible citizens.
- ☐ Children are encouraged to be respectful of the rights of others.
- ☐ Children are involved in the decision making in the school.

Whilst many of the articles are relevant to the issue of preventing bullying in schools, the following articles are considered to be most relevant:

**Article 2:** All children have these rights no matter who they are where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child no should be treated unfairly on any basis.

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 12:** You have the right to give your opinion, and for adults to listen and take seriously.

**Article 15:** Children have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

**Article 16:** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 19:** Children have the right to be protected from being hurt and mistreated, physically or mentally.

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 37:** No one is allowed to punish children in a cruel or harmful way.

### **What is bullying?**

(Set out by Department of Education- Preventing and tackling Bullying March 2014)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. 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.

Bullying can be direct or indirect and includes;

**Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing.

**Physical bullying** – kicking, hitting, punching, pushing and pinching.

**Exclusion** – A child can be bullied simply by being repeatedly excluded from discussions/activities, by those they believe to be their friends.

**Damage to property or theft** – Children may repeatedly have their property damaged or stolen. Physical threats may be used by the bully in order that the child gives them their property.

**Emotional bullying** - producing offensive graffiti, excluding children from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings.

**Cyber bullying** – intimidating or offensive text messaging, e-mailing and sending degrading images by phone or the internet.

**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.

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

- 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 withdrawn, distressed or aggressive;
- conversations with peers, playground buddies and peer-mediation;
- child's unwillingness to attend school/lateness/erratic attendance;
- reluctant to sit beside or work with certain children.

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

### **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.

### **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.

**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;
- 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;
- use of playground buddies and peer mediation;
- 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;
- whole school Anti-Bullying display changed termly;
- staff training and effective communication;
- regularly review of Anti-Bullying Policy by whole school.

## Anti- Bullying Immediate Response Chart

### **Step 1**                      **Reporting of an incident**

Incident reported/ observed- child/children being bullied

Report to - Headteacher

- Senior Leadership Team (SLT)
- Class Teacher
- Teaching Assistant

Take the incident seriously and act quickly.

Lead adult meet with the child/children.

Reassure the child/children.

### **Step 2**                      **Investigation of an incident**

Appropriate adult listens to details of the incident and records in writing- Incident Log/ Positive behaviour log or Bullying 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 Barrington/SLT/class teacher/TA.

Perpetrator 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.

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

Headteacher and SLT fully informed about incident.

**Step 3**                    **Agreeing a plan for resolution.**

Headteacher, SLT and or teacher will devise a plan for resolution of conflict, agree actions and sanctions taken. (See behaviour policy for appropriate sanction- reflection room/hub).

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.

**Step 4**                    **Reviewing the situation**

Situation monitored and formally reviewed- by either Headteacher, 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.

**Step 5**                    **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.

Headteacher to keep governors informed of all bullying incidents

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

**The role of the Governors:**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not encourage bullying to take place in our school, and that any incidents of bullying that do occur are taken very 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 headteacher 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 Headteacher:**

It is the responsibility of the headteacher 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 headteacher reports to the governing body about the effectiveness of the anti-bullying policy. The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use class/ key stage assembly as a forum to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The headteacher 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 become aware of bullying taking place they will deal with the issue immediately and report it to the class teacher/ headteacher. Staff to routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. All staff to support all children in the school and to 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.