



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 at the Governors Meeting on 15th October 2019
Review: Autumn 2020*

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 and 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 school's approach and are clear about the part they can play in the recognising, preventing, reporting and dealing with such incidents.

What is bullying?

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. It can happen face to face or online."

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 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.

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 long withdrawn, distressed or aggressive;
- child's unwillingness to attend school/lateness/erratic attendance;
- reluctance to sit beside or work with certain children.

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

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 identified and explored as necessary.
- 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 safeguarding updates;
- 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 to get to the root of the problem:

Possible signs that your child might be being bullied:

- noticeable changes in mood, including withdrawn, distressed or aggressive;
- 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;
- 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, which 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 offence.

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

If your child feel your child is being 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 may be 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.

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 Barrington/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 no bullying has 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 there will be 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 will be 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.

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 Support Service, 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/INSET) 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 board will take incidents of bullying that do occur seriously and dealt with appropriately. The Governing board monitors the incidents of bullying that occur and reviews the effectiveness of the policy regularly. In all cases, the governing board notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing board. The governing board 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 receives 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 support children in the school 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.