

St John's Catholic Infant School

Policy on Anti Bullying

(Also refer to Behaviour, Personal Care & Discipline Policy)



"Loving, Learning and Laughter Together with God"

Article 3: "The best interests of the child must be top priority in all actions concerning children"

*"Our children will **know more**, **remember more** and **apply more**"*

Introduction

Catholic belief is that all people are created in the image and likeness of God and as such, should all be treated justly.

"The dignity of the human person is rooted in his or her creation in the image and likeness of God."

Catechism of the Catholic Church

At St John's Catholic Infant School, we strive to ensure that this belief is put into practice so that all are welcome. We work to ensure that each person, in all their uniqueness, is able to thrive in our Catholic school, irrespective of gender, race, religion, ethnicity, socio-economic background, physical appearance, disability or the actual or perceived sexual orientation of themselves or of their parents/carers.

"Because all people are equal in God's sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice."

YOUCAT 330

At St John's Catholic Infant School, we endeavour to create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. Our Mission Phrase *"Loving, Learning and Laughter Together With God"* and our Mission Statement is lived out so that children are enabled to have the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive and fair action will be taken.

".....We will offer every child - whatever their individual characteristics – the chance to achieve their full potential, feel secure and enjoy growing up"

Extract from School Mission Statement

Our Christian School Values are embedded into the heart of the school:

"The fruits of the Holy Spirit are: Love, Peace, Faithfulness, Joy, Goodness, Gentleness, Patience, Self-Control and Kindness" (Galatians 5, 22-23)

This policy reflects the Department for Education guidance for schools entitled *"Preventing and Tackling Bullying"* and the recent DFE guidance for behaviour in schools.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

St John's Infants is also a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC). [Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment. Article 28: Every child has a right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax and play.]

Aims and Objectives

- To provide a secure, safe and positive Christian environment free from threat, harassment or any type of bullying behaviour, where children and adults can grow and develop.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent whole school response to any bullying incidents that may occur.
- To work with all members of the school community (staff, children, parents/carers and governors) to foster productive partnerships which help maintain a bullying-free environment.
- To celebrate diversity and the uniqueness of individuals.

What does bullying mean?

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying

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* and is often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying can take many forms and can be experienced in many different ways.

- being called names
- being teased, put down or humiliated
- being pushed or pulled about
- having money and other stuff taken
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt
- being threatened or intimidated
- being bullied through your phone or online

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse.

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

St John's Catholic Infant School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development

Bullying is recognised by St John's Catholic Infant School as being a form of child on child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/children with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Bullying related to race, religion or culture

Racist, faith-based or cultural bullying is bullying based on a person's background, colour, religion or heritage. This form of bullying has a negative impact on a child's sense of identity, self-worth and self-esteem. It also can be negative about the child's family, and about their ethnic or faith community as a whole.

Bullying related to home circumstances

The home circumstances of children can make them vulnerable to bullying. This may include obvious signs of affluence or lack of it, being a looked after child, being a young carer or having a family member with a disability or special need.

Bullying related to appearance or health conditions

Children with health or visible medical conditions, or perceived physical characteristics, such as size and weight may be vulnerable to bullying.

Bullying related to special educational needs (SEN) and disabilities

Children with SEN and disabilities are vulnerable to bullying. Their differences can be used by bullies to isolate them from friendship groups.

Bullying related to gifts and talents

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements and abilities can set them apart from their peers. This may lead to resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying includes all forms of bullying but in particular it can include homophobic language. This is terms of verbal abuse used towards lesbian, gay, bisexual or transsexual people or those who

are perceived LGBTQI. It can be used as an insult or to refer to something or someone as inferior e.g. derogatory use of the word 'gay'.

Bullying related to gender

Sexist, sexual and transphobic bullying affects both genders. Sexist bullying is based on sexist attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. Both sexes may be victims and each may be a victim of their own sex. Children who feel that they belong to another gender or do not conform with the stereotypically defined roles often ascribed to particular genders, can also become a target of bullying.

Our Approach to Bullying

Our approach to bullying is informed by the Catholic faith.

"Every human being is created in God's image and likeness and therefore is valuable and worthy of respect."

Christ at the Centre

"You shall love your neighbour as yourself" Galatians 5:14

St John's Catholic Infant School community:

- Recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- Effectively prevents and tackles bullying to help create a safe and disciplined environment, where children are able to learn and fulfil their potential
- The school leadership will work with everyone in our community to prevent all forms of bullying, including prejudice based bullying, and to fully address incidents of bullying as they arise.
- All bullying in its variety of forms and types will be taken equally seriously and addressed appropriately.
- Will address bullying within the framework of Catholic beliefs and Church teaching and in a way which is age-appropriate.
- Understands the importance of challenging inappropriate behaviours between peers
- Monitors and reviews our anti-bullying policy and practice on a regular basis
- Supports staff to promote positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Requires all members of the community to work with the school to uphold the anti-bullying policy
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Responding to bullying concerns

When responding to incidents of bullying we aim:

- to make the child who has been bullied feel safe
- to encourage better behaviour from the child who has displayed bullying behaviours

At all times, children's concerns are our concerns. Children are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. The school's Behaviour Policy details the behaviour standards set within the school.

It is important for children to know that procedures are being followed. In order to encourage children to continue to express their concerns, where appropriate, information is shared across the school about bullying incidents having been dealt with and resolved.

Liturgies and assemblies are from time to time used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum (largely in Personal, Social and Health Education, Religious Education and English) develop childrens' understanding of bullying and this includes key Christian messages, such as respect and forgiveness.

Children are taught that each person is special and unique and that differences are to be celebrated and should not be the focus of negative behaviour. In order to build childrens' resilience and reduce their vulnerability, they are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Children are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to children who display behaviour that raises concern. Post incident support will be provided to all children involved in incidents.

The following steps will be taken when dealing with any incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- A clear account of the incident will be recorded and given to the Headteacher (Appendix 2). The process for recording incidents is used to inform preventative strategies. Children will understand the school's procedures for responding to bullying and know that they are safe
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the teacher will advise the appropriate staff, including middays and support staff
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate positive measures for example as identified within the school behaviour policy and child protection policy will be implemented in consultation with all parties concerned
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Social Services if a child is felt to be at risk of significant harm
- Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible.
This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE '[Searching, screening and confiscation at school](#)' and [Childnet cyberbullying guidance](#) to ensure that the school's powers are used proportionately and lawfully).
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may have in the public domain.

Supporting Children

- ***Children who have been bullied will be supported by:***
 - Reassuring the child and providing immediate pastoral support
 - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns
 - Working towards restoring self-esteem and confidence
 - Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Social Services or support through the Children and Young People's Mental Health Service (CAMHS).
- ***Children who have perpetrated bullying will be helped by:***
 - Discussing what happened, establishing the concern and the need to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support regarding their behaviour or actions
 - If online, requesting that content be removed and reporting accounts/content to service provider
 - Sanctioning, in line with school behaviour/discipline policy. This may include:
 - Official warnings
 - Internal exclusions
 - Removal of privileges (including online access when encountering cyberbullying concerns)
 - In extreme or repeated cases, fixed-term or permanent exclusions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Social Services or Early Help or support through e.g. CAMHS

Supporting Adults

- Our school takes measures to prevent and tackle bullying among children; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by children, parents or other staff members, is unacceptable.
- ***Adults who have been bullied or affected will be supported by:***
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher

- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
 - Reassuring and offering appropriate support
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- ***Adults who have perpetrated the bullying will be helped by:***
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
 - If online, requesting that content be removed
 - Instigating disciplinary, civil or legal action as appropriate or required.

Preventing Bullying

Curriculum Opportunities

- ***The whole school community will:***
 - Provide opportunities within RE and Prayer & Liturgy to make links with Rights Respecting Schools, Fairtrade and Cafod Social Justice resources, for example, to reinforce the principles of human rights, Catholic social teaching and the uniqueness of the individual, made in God's image and likeness.
 - Through the different themes and values covered in the prayer & liturgy sessions, our curriculum will play a part in challenging prejudice and promoting justice for all. The timetable includes specific opportunities throughout the year which support work in anti-bullying. The children are encouraged to live the gospel values by following Christ's example.
 - Ensure our curriculum as a whole is planned and delivered to enable children to develop empathy, to understand the effect bullying has on people and to take responsibility for trying to prevent bullying.
 - Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, celebration assemblies, allow our children to gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
 - Enable all children to have a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying. This is explicitly planned within the PSHE programme (Jigsaw & Life to the Full)) delivered in school and through the annual celebration of Anti-bullying week
 - Expect all staff to take advantage of unplanned opportunities to celebrate diversity and to reinforce the principles of anti-bullying

Environment

- ***The whole school community will:***
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse)
 - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved

- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying
- Actively create “safe spaces” for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

• *The whole school community will:*

- Provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects children, even when they are not on school premises; for example, when online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

• *The whole school community will:*

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff), to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Collaborate with other local educational settings as appropriate and particularly our Junior School, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop children’s social and emotional skills, including building self-esteem.

Appendix 1 has a list of useful links and supporting organisations that may provide additional support to children, staff or families

Roles and Responsibilities

The Role of Governing Body

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body reviews the effectiveness of this policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

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 identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- Our Behaviour, Pastoral Care and Discipline policy is used as a framework to build into school a system of agreed rewards and sanctions which will clarify, establish, develop and maintain expected standards of behaviour as agreed, for both staff and children and works in conjunction with this Anti Bullying Policy. Children will be expected to adhere to the Behaviour, Pastoral Care and Discipline Policy in any situation and with any responsible adult. The consistence of approach by all adults is crucial to the success of both policies.

A reward and sanction system has been established and is achieved through:

- a) *Golden Rules/ Rights Respecting School Charters/ School Values*
- b) *Golden Time*
- c) *Circle Time*

- The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Class teachers provide a structure of support for all children and help to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity e.g. through developing behaviour reward systems and class charters.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will investigate it themselves and refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the child's parents will be informed.
- The school keeps an incident file in which staff record all incidents of bullying that occur both in and out of class. All repeated bullying behaviour should be recorded, (See Appendix 2), and reported directly to the Headteacher or Deputy Head. (Appendix 2). Records of incidents that occur near the school, or on the children's way between school and home are also kept. Any adult who witnesses an act of bullying should record it in the file.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender.

Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the teacher will inform the Headteacher and the special needs coordinator. The child's parents will be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Our staff will:
 - Be alert to signs of distress and other possible indications of bullying
 - Discuss bullying openly with all classes, including the effects of bullying
 - Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation
 - Report suspected bullying to (a named senior member of staff responsible for safeguarding or pastoral care)
 - Display anti bullying messages throughout the school
 - Seek support from outside agencies if required
 - Be a good role model
 - Show all children respect and treat all equally and fairly
 - Be consistent with consequences for perpetrators of bullying
 - Be sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them wherever possible catch the bully in the act
 - Communicate effectively with all involved in working with the young person/child including parents, even if you have little to report
 - Boost children's/young people boost esteem by praise, compliments and encouragement
 - Safeguard all children who report bullying
 - Use systems in place e.g. special friends, behaviour charts, School values, Jigsaw time etc.
 - Keep school playgrounds highly supervised with staff strategically placed

The Role of Parents

- Parents have an important role in actively encouraging their children to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership
- Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should always be made aware of tensions and difficulties so that the children can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.
- Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and individual children and damage the atmosphere in the school community.
- We expect our parents and carers to:
 - Inform the school of any suspected bullying even if it is not their child
 - Co-operate with the school and work together to prevent any long term damage from bullying
 - Advise children not to retaliate through violence towards any situation
 - Encourage their child to report bullying to a member of staff using the 4Ws Who, What, Where and When

- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in cooperation with the school and listen to evidence.
- Keep a written record of any reported instance of bullying
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus and available on the website.
- Guidelines for parents of children being bullied are in Appendix 3.

The Role of Children

- Children will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All children will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Children will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.
- Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Some concerns and worries related to incidents and bullying in general may be explored and shared publicly e.g. in assemblies. The seriousness of making false reports will be understood.
- We expect our children to:
 - Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
 - Be a good friend to all who needs one
 - Walk away from dangerous situations or places
 - Never join in with bullying behaviour
 - Not watch bullying behaviour – you must walk away and tell someone
 - Tell the truth if asked by a teacher
- Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and through the School Council. They will be actively involved in anti-bullying developments through the school council, curriculum work and special initiatives e.g. special friends. From time to time children may be involved in group support for vulnerable individuals.

Monitoring and Review

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective, the log and strategies will be reviewed alongside the parent and pupil questionnaires.
- Governors will analyse information with regard to the types and forms of bullying.
- The Governing Body will review this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.
- This policy will be reviewed annually

All staff are expected to comply fully with the school's Anti Bullying Policy and any associated procedures. Failure to do so may be a disciplinary offence.

Links to Legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986.
- This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” and “[Sexual violence and sexual harassment between children in schools and colleges](#)” guidance. The setting has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.

We have carefully considered and analysed the impact of our policies on equality and the possible implications for children with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Agreed by Governors on: 1 st December 2022	Reviewed on: 16th November 2023 25 th November 2021 19 th November 2020 (Min No: 14/20)	14 th November 2019 (min No 21/19) 15 th November 2018 (Min No 20/18) 2 nd November 2017 (Min No: 33/17) 3 rd November 2016
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Appendix 1: Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': 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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
 - DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

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

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 2

Record of Incidents and Action Taken

Name of child being bullied	Class	Date of First Notification of Bullying	Time of incident
Name of staff recording concern	Role of staff member		Place incident took place
Brief Summary of Incident/Concern			
Signature			

Actions Taken			
Date	Person taking action	Action	Signature

Date feedback given Person giving feedback

1. Your child has the right to be safe
2. Your child has the right to expect other people, including yourselves, to help keep them safe

If you suspect your child is being bullied:

- Talk to your child about what is happening:
- Stay calm
- Show sensitivity
- Show concern
- Reassure your child that they are not to blame
- Keep a record of what your child tells you. Include details such as names, dates, time and nature of incident. You may wish to record this privately.
- Do not pressurise your child – give them time and space.
- Once you are certain of the concerns, if at all possible act with your child's agreement.
- Contact someone in school. This would normally mean contacting your child's teacher. Your child's teacher will deal with the concern and inform the Headteacher and /or Deputy Head.
- If you believe the incident warrants bypassing your child's teacher, do not hesitate in contacting the headteacher or deputy headteacher
- Maintain contact and work with the school.

Some Do's and Don'ts

- **Do** listen to your child.
- **Do** take your child's concerns seriously.
- **Do** encourage your child to tell you what has been happening and to report any trouble that has been encountered.
- **Do** help your child to try and find a safe solution.
- **Do** talk to the school.
- **Do** look for signs of distress shown by your child.
- **Don't** ignore your child if they say they are worried about certain people
- **Don't** tell your child to 'put up with it'. Bullying is not acceptable and action needs to be taken
- **Don't** tell your child to fight back
- **Don't** rush off and deal with the situation yourself