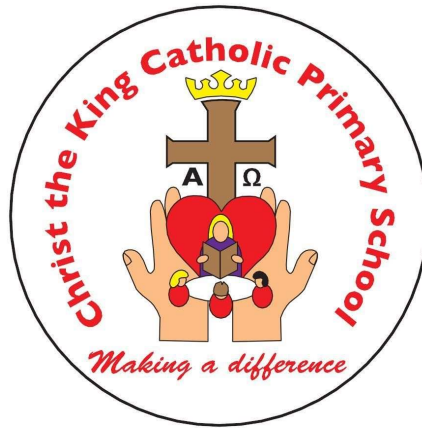


Christ the King Catholic Primary School



Making a difference by
Inspiring a love of life and learning

We build strong foundations within
God's loving hands

Anti-Bullying Policy

Author		Mary Mainwaring and teaching staff	
Date ratified by Full Governing Body	October 25	Chair of Governors	
Start Date	Sept 25	Headteacher	Mary Mainwaring
Review Date	Sept 26		

Author/Person Responsible	Head Teacher – Mary Mainwaring
Date of Ratification	14 th December 2021
Review Group	
Ratification Group	Leading and learning
Monitored By	Resources
Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Review Date	November 2026
Previous Review Amendments/Notes	December 2021
Related Policies	Online safety Child protection E-safety Positive behaviour policy
Chair of Committee Signature	Mary Baskerville and Gill Brooks

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Anti-Bullying Policy	DATE:	Sept 25
EIA CARRIED OUT BY	Mary Mainwaring	EIA APPROVED BY	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A

1. Definition

At Christ the King Catholic Primary School, we aim to create a learning environment where all members of our community feel secure, valued and able to learn. Hence Bullying is unacceptable in any form within our school community. We accept the following as a definition of bullying: Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away and keeps on doing it, making you feel frightened and/or unhappy.

It can be:

Physical - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

Verbal - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down, etc.

Emotional/psychological - excluding someone from a group, humiliation, creating a feeling of danger, etc.

Racist - insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence, etc.

Sexual - sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact, etc.

Homophobic/ Transphobic - insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic/ Transphobic violence, etc.

Electronic - bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, etc.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school.

2. Aims

The Governors and staff at CTK, believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their life as they grow up. It is an aim for everyone to:

- Not be scared to come to school
- Feel able to trust one another
- Expect people to be kind
- Not be made fun of
- Not be made sad
- Have friends
- Feel safe

3. **Anti-bullying measures**

The following measures will be taken to create a culture where mutual respect and high self-esteem combat bullying:

- i. Explicitly taught PSHE/ SEAL units which address peer relationships, racism and homophobia, and bullying.
- ii. Anti-bullying theme is regular references to respecting other in assemblies.
- iii. Combating cyber-bullying explicitly taught in the Computing Scheme of Work & during the annual E-safety day.
- iv. An annual 'Happiness Survey'.
- v. The work of the Chaplaincy Team in bringing pastoral concerns to the attention of the SLT.
- vi. Buddy systems throughout the school.
- vii. CPD on identifying and combating bullying for all staff.
- viii. Behaviour policy, child protection policy and procedures, SEN guidelines and school aims.

4. **Procedures to follow**

The following, consistent approach should be used when investigating allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach of our school rules, which can be dealt with in accordance with the school's Behaviour Policy.
2. Once an incident of bullying has been established, a clear account of the incident/s will be recorded and given to the head teacher / deputy head teacher. The head teacher will keep a confidential log of accusations of bullying, although these will not be passed on to any other party.
3. The head teacher / deputy head teacher will use the "Method of Shared Concern" (Appendix 1 and follow Appendix 3) to attempt a resolution where the "bully/s" empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction in addition to those applied for breaches in the of the School Rules. Parents will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.
4. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Head teacher will determine what has occurred on 'the balance of probabilities'. At this point, sanctions may be applied to the perpetrator/s in line with the school's Severe Behaviour Policy.

The school will review this policy annually and assess its implementation and effectiveness throughout the school.

Appendix 1 - Method of shared concern

Three phases:

Phase 1: individual 'chats' (7 minutes). To reach agreement that the student concerned is having a bad time in school and agree individual action.

Phase 2: follow up a week later (3 minutes). Follow up to find out about effectiveness of individual action to celebrate success and, if appropriate, set new targets. Phase 3: half hour group meeting (30 minutes) - to establish long term change.

Conflict is most easily resolved when the people in conflict have a sense of long term future together.

Individual Chats:

1. Welcome the student into the room.
2. Establish a non-punitive, relaxed atmosphere
3. Don't speak until you have engaged eye contact
4. Remain neutral and calm
5. Say "I hear you you've been unkind to x. Tell me about it."

Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.

6. Say "So, it sounds like x is having a bad time in school."

As soon as they agree move onto step 7. If they say it's his/her fault, accept their viewpoint but still point out that they are having a bad time.

7. Say "I was wondering what you could do to make things better for x." Accept suggestions. Don't bargain or question. Don't discuss how.
8. Say "OK, I'll see you next week to find out how you are getting on Most common suggestions include:
 - I'll stick up for him/her
 - I'll stop bullying him/her
 - I'll be friends with him/her

Use this method on the main protagonists initially and see what results you get and the effect this has on less involved individuals. The art of it is to say as little as possible but listen to the child's responses.

Being Bullied



Here is what to do?



Bullying is when someone is **unkind to you or
Hurts you and **keeps on doing it**.**

1. **Tell a teacher** or **someone at home** or another adult whom you trust. Remember to think about the people in your “support group” who can help you.
2. They will find out what happened. Sometimes it might not be bullying but just unkindness. If someone has been unkind to you once, then your class teacher will tell them to stop. Have a look at the CTK Anti Bullying leaflet.



3. If your teacher thinks it could be bullying they will tell Mrs Mainwaring or Mrs Yemm.
4. Mrs Mainwaring or Mrs Yemm will talk to you and agree how to make it stop.
5. Mrs Mainwaring or Mrs Yemm will talk to the person who has been bullying you and explain that it is making you sad. They will ask them to stop being unkind.
6. Mrs Mainwaring or Mrs Yemm will check with you each week until you are happier that the bullying has stopped.

Guidelines/Procedures

1. Record all observed or reported incidents of bullying, include details of names, date, time and action taken and to be recorded onto CPOMS.
2. Inform the respective pupils' class teachers if necessary.
3. Class teacher to investigate and support the bullied pupil, perpetrator to be interviewed as well and action instigated if appropriate.
4. Information to be shared at staff meeting talk time in order to keep all staff informed and to check if any more information known.
5. If a child is involved in more than one incident either as a victim or as an aggressor the head teacher and deputy head teacher must be informed.
6. If necessary advice/support will be sought from outside agencies such as the Educational psychologist, Learning Support and/or Pupil Referral.
7. The head will keep a record of ongoing incidents on CPOMS and actions taken.
8. If a parent/carer reports bullying, written details must be kept and the head teacher informed. The parents must be informed as to what any investigation has found, what support has been given to the child and what action has been taken in respect of the bully. Reports back to parents must be within five working days.
9. If a report of bullying is made directly to the Governing Body, governors will direct the head teacher to make a full investigation and to report back to them as above. Parents will be kept fully informed.
10. If a child is named in a bullying incident more than twice, the head will inform all appropriate parents by letter - inviting them to come into school to discuss the matter further.
11. When appropriate a programme of support and mentoring will be set up for the bullied child and an anti –bullying programme instigated with the bully.
12. Proven repeated bullying by a pupil or group of pupils will result in a fixed term exclusion the length of which will