

Catherington C of E Infant School Board of Governors



*Growing together
in God's love*

Anti-Bullying Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	September 2023
Date of Next Review	September 2025
Name of Headteacher	Mrs Maria Burden

ANTI-BULLYING POLICY

Date of Policy Issue/Reviewed	September 2023 / September 2025
Name of Headteacher: Mrs Maria Burden	Date: Signed:
Approved by FGB on: Signature: Chair of Governors	Date: Signed:

<u>INTENT</u> Our Christian Values The beliefs we encourage children to develop as they explore the world as young people.	Our schools Christian Values underpin our schools curriculum and aim to ensure all children feel loved and show Love for others, have Courage to face new challenges and fulfil their potential and develop Respect for God's creations.		
	<u>LOVE</u> <u>Love is thinking about others before yourself.</u> Laughter and happiness, Offering friendship, Valuing everyone, Expressing thanks to God.	<u>COURAGE</u> <u>Courage is doing the right thing even when it's difficult</u> Carrying on when things are difficult, Overcoming fear, Understanding and facing a challenge, Risking being out of your comfort zone, Always believing in God's promise, Going for a goal, Empowered by encouragement.	<u>RESPECT</u> <u>Respect is valuing everyone and everything and celebrating our differences.</u> Readiness to listen, Everyone being valued, Showing appreciation, Praying for people, Expressing opinions sensitively, Caring for our environment, Treating property carefully.

Policy Statement on Anti Bullying

Rationale

At Catherington C of E Infant School we are determined to provide a safe and secure environment which will protect the interests of children and staff who are prepared to work and behave properly. We are committed to tackling incidents of bullying and/or harassment in school to ensure that the expected standards of behaviour are consistently and fairly upheld and applied.

Aims

Many kinds of behaviour can constitute bullying. Through this policy we aim to:-

- significantly reduce bullying and its effects on pupils
- establish procedures for dealing with bullying incidents that avoid aggravating the physical or emotional distress felt by bullied pupils.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Bullying can take several forms:

- Nasty or persistent teasing
- Violence
- Threats
- Rumours being spread
- Theft or money being demanded
- Personal problems made public by others
- Pressure to conform
- Exclusion from the group
- Wilful hiding or damage to personal property

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or lacking concentration. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

School Values

Our core Christian values of love, respect and courage underpin life at Catherington.

Our Vision and Aims for all Children	We want our children to know they are all valued and enable them to develop their skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.	We want to equip our children with the resilience and perseverance to become independent learners.	We want our children to celebrate and respect difference and be proud of who they are.
	We want our children to learn how to build positive relationships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.	We are empowering our children to take appropriate risks without fear of failure. We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.	We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.

The school **rejects** the following:

Aggressive behaviour, bullying, cheating, deceit, discrimination on grounds of race, gender or belief, dishonesty, irresponsibility and the use of bad language

Catherington C of E Infant School Rejects Bullying In Any Form

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Implementation

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS and the Headteacher and DSL team will be alerted
- The head teacher will interview all concerned and will record the incident and actions on CPOMS
- Class teachers will be kept informed and if it persists the class teacher will advise other teachers as appropriate
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the child
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- reassuring the child that the school will support them to make better choices

The following disciplinary steps may be taken:

- warnings to change behaviour
- removal of Golden Time
- Missed playtime
- exclusion from certain areas of school premises

- Parents notified
- minor fixed-term internal exclusion
- minor fixed-term exclusion
- Major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle times, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Preventing Bullying

The school, parents and children can all play a part in preventing bullying.

The school will

- provide a secure environment in which incidents can be reported confidently
- make the pupil who has been bullied feel safe
- make it clear at all times that bullying is unacceptable
- seek to make clear to children what is acceptable and unacceptable behaviour
- ensure that staff respond calmly and consistently to bullying incidents
- protect and support **all** parties while the issues are resolved
- encourage the person who has done the bullying, and those who may have colluded, to behave in a more acceptable way.
- monitor interventions and follow up procedures at individual, group or whole school level.
- encourage children to help and support each other if they suspect another child is being bullied.
- give guidance to children about how to handle bullying incidents
- provide supervision during the school day.

Children should:

Behave in a considerate manner to all other children

Behave in a manner which is not likely to provoke an aggressive response from others

Support each other if bullying is suspected

Not retaliate when provoked, but report the matter to a member of staff.

Parents should:

Be on the alert for signs that their child may be subject to bullying (see attached sheet) Discuss their concerns with the school

Discourage their child from all forms of aggressive behaviour.

Catherington C of E Infant School

Advice to Parents Regarding Bullying

Be on the alert for signs of bullying, these may include:

- Items of clothing, property, school work, etc. that are damaged or lost more often than you would consider to be normal
- Frequent injuries to the child (bruises, cuts, etc.).
- The child who becomes withdrawn and is reluctant to say why.
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares.
- Educational attainment being slowly or suddenly reduced.
- A reluctance to go to school
- Depression in the child. Reluctance to eat or play normally. Child appears generally unhappy, miserable, moody and/or irritable.

Taken individually, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing any of the above, it can be an indication that all is not well, the child is not happy and therefore, whatever the cause, it should be investigated.

What to do if you suspect your child is being bullied;

- Encourage your child to talk about it, but be patient as she or he may be distressed
- Stay calm but show that you are supportive
- Avoid dwelling on sensitive issues
- Reassure your child that you are sympathetic and will do something about it
- Explain that it happens to most people at some time or another
- Try to help him or her to see the difficulty as a problem that can be solved
- Ask your child if they can see ways of changing things
- Talk to staff at school about the bullying and work with them to improve the situation
- Help him or her to develop coping strategies
- Help everyone to keep a sense of proportion in the situation
- Contact the Headteacher or Assistant Head if the bullying is serious or persistent
- Discourage your child from all forms of aggressive or retaliative behaviour

RESPONDING IF BULLYING IS SUSPECTED

Guidelines for Managing Bullying Incidents

Children at Catherington must be made to feel safe to talk about bullying. They are more likely to report incidents to staff when they know they can expect some helpful intervention.

We must train children to recognise what type of behaviour constitutes bullying so they can be clear about the distinction.

Staff Role - Working with the Child

- Be available - Break the code of secrecy. Make it known that you are ready to listen. Promise immediate support.
- Listen to the child- Ask the victim how he or she is feeling, and who was involved in the incident.
- Respond - Ensure that your response is non-aggressive and provides models of positive behaviour. Seek to reassure, protect the victim and give clear advice as to where to seek help if it occurs again. Use the No Blame Approach if appropriate (App.1) Identify pupils with long term needs requiring a development programme. Inform parents if the child is involved in persistent bullying either as the victim or culprit.
- Record - Ensure the incident is recorded, on CPOMS
Involved and reports are collated and filed appropriately.
- Follow up - Review progress and evaluate policies and intervention. Disciplinary measures will be invoked by the Headteacher in cases where persistent bullying has taken place and previous measures have not succeeded in preventing further bullying.

Be aware that additional emotional stress for the bullied child is likely to occur if:

- Staff slip into detective mode and attempt to 'get to the bottom of things' and 'identify the culprit'
- Victims are advised by others to change their behaviour in the following ways; stand up for themselves, hit back, pretend they don't care - BUT EACH TIME THEY FEEL WORSE

Remember whatever the inadequacy or difficulty it is not the victim's fault and it is not just their responsibility to stop it. **IT IS A SHARED RESPONSIBILITY.**

Staff Role - Working with Parents

It is essential to involve parents where persistent bullying has taken place. The most effective emphasis in meetings with parents is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Careful planning is necessary to retain the joint problem solving focus in the face of such an emotive subject. Ensure that parents are clear about the joint problem solving focus

Staff and Other Adults in the School

Professional relationships between members of staff are best conducted with respect and in a non-threatening manner, but there is also a legal requirement of the employer to provide a safe place of work for employees and all others that use the establishment. In school the Headteacher must do all he/she can to ensure the health and safety and welfare of employees. As bullying can irrevocably damage the mental health of an individual this responsibility extends to the indication of bullying in the workplace. Bullying may occur between professional teaching staff, support staff and voluntary workers. Overwork can also lead to bullying with the bully inflicting their frustration and anger on their colleagues. Telltale signs in victims are:

- general low morale
- increased level of staff turnover
- high rates of absenteeism
- frequent disputes, complaints and grievances
- isolated members of staff
- inefficient working team.

Any member of staff who feels bullied or who feels a colleague is being bullied should report the incident to the Headteacher or Chair of Governors. All reports will be investigated.

Guidelines for Working with Children

Working with an individual or group of children is carried out for two reasons:-

- to reduce the likelihood of bullying incidents occurring
- to respond to the needs of victims and perpetrators.

1 PREVENTATIVE MEASURES

1.1 The Ethos of the School

At Catherington CofE infant school there is an established code of conduct which focuses around the single word **RESPECT**. As members of staff we recognise that we have a duty to teach those values, attitudes and skills which foster mutual respect and caring in children who attend our school. We are committed to working determinedly to ensure that our code of conduct is fully understood by our children, reminding children in assemblies and through class work (particularly circle times) of

the importance of respectful and caring behaviour toward people, personal property and the school building.

Preventative measures will only be effective if they are

- undertaken as early as possible in each school year.
- used as a regular focus for assemblies
- used as a regular focus for PSHE work in the curriculum

Initially all children must be told about

- those types of behaviour which are considered to be 'bullying' and therefore unacceptable (c.f. Definition of Bullying and School Values)
- how bullying incidents will be dealt with.
- What actions will follow bullying behaviour

1.2 The Curriculum

At Catherington we have a curriculum that aims to ensure that all children acquire positive social attitudes by teaching children how to relate to and respect other children. This curriculum is multi-faceted and permeates all aspects of school life. Every member of staff has the responsibility to support and offer this curriculum.

1.3 Staff Training

All staff are entitled to training to broaden our understanding and knowledge of individual and group approaches to dealing with bullying. Hampshire Education Psychology Service will help to support us with preventative strategies.

2 Dealing with Children

2.1 The Bullied Child

Any work that follows the discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress.

When, as teachers, we follow up a complaint of bullying we must take particular care not to expose the bullied child to the risk of even more bullying. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to Educational Welfare Officer or Educational Psychologist should be considered.

Action/Procedures

- Provide an opportunity for discussions with the child who has been bullied

- Avoid embarrassing and shaming the bullied child by focusing on a particular incident when the perpetrator is present.
- Use 'supportive' children to ensure that the bullied child is befriended and protected, e.g. in going to and from school
- Consider the appropriateness of referring the bullied child for specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, Family Doctor, Child and Family Guidance, etc.

2.2 The Child with Low Self Esteem

Children who are bullied tend to have very low self-esteem. They feel guilty and worthless and because they sometimes lack self-assertion skills they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming 'weaker' peers.

The ways in which we deal with pupils, and the ways in which children interact with each other can enhance or diminish children's levels of self-esteem. We can best help enhance self-esteem by

- ensuring that all children are spoken to respectfully
- ensuring that all children are noticed and valued
- ensuring that all children have access to rewards and privileges
- acknowledging that efforts are more important than achievement.

2.3 The Child who has Difficulty Relating to Others

A minority of children find it difficult to relate to other children. Children experiencing these difficulties will require additional and more intensive help.

Children who have learning, sensory or physical or health difficulties appear to be particularly vulnerable to bullying.

Our response to these children must be consistent and always supportive.

- draw up PSP (Pastoral Support Plan) / BMP (Behaviour Management Plan / IEP for those children experiencing interpersonal and peer relationship difficulties.
- monitor closely those children with SEND

N.B. PSPs and BMPs may include action points to set up a Circle of Friends to help develop positive relationships with peers (SEND responsibility).

2.4 The child who bullies

If bullying is to be prevented all staff must respond to the child who bullies others ensuring that he/she is offered the appropriate help. Bullies themselves are frequently bullied and may need help to see that bullying is not acceptable behaviour. If they do not receive help, bullies often go on to become serious problems to society in other ways.

Some children become bullies because they have not learned appropriate ways of interacting with their peers. Modelling and role play are strategies that work well to change the behaviour of the bully.

Approaches which are solely punitive rarely prevent further bullying.

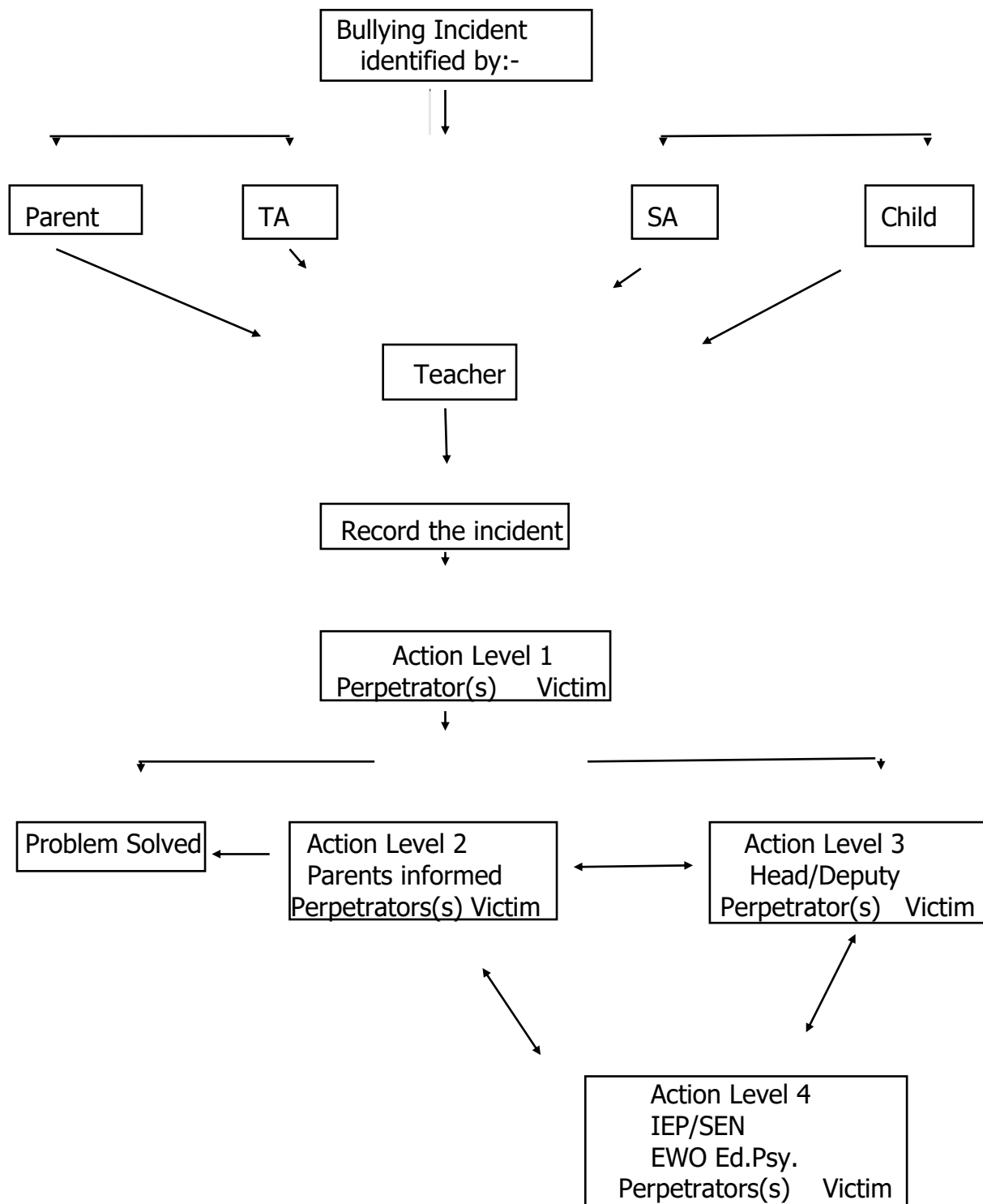
Action/Procedures

- specifically teach interpersonal and social skills to children who have not acquired them. Modelling and role play will often be required.
- ensure that there are serious talks with any child found bullying
- use non-punitive approaches which involve all participants, including bystanders
- explain the problem and help everyone to understand how the bullied child feels
- share the responsibility for the problem
- involve the group in sharing ideas and improving the situation
- include a later review of progress

Further Action

Persistent bullying may be an indication that a pupil has Special Educational Needs (behavioural), and an IEP should be prepared. The Headteacher will support in the monitoring of the IEP and in the involvement of parents and/or outside agencies. If bullying persists then the pupil may be excluded for a fixed period. On his/her return he/she will be 'on report' for a period during which time the class teacher will be expected to complete a daily record of the pupil's behaviour. The report may be shown to parents or Educational Psychologist if necessary.

Action Flow Chart



No Blame Approach

When bullying has been observed or reported then the following steps can be taken;

Step-one - interview with the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about his feelings. He/She does not question him about the incident but he/she does need to know who was involved.

Step two - convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. (A group of four to six young people works well.)

Step three - explain the problem

He/She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does she discuss the details of the incidents or allocate blame to the group.

Step four - share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does NOT go on to extract a promise of improved behaviour.

Step six - leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/She arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Technique

Teacher discussing bullying incident with victim and bully/ies.

When to use

For one-off incidents, or minor incidents

Method

Research shows that this works best in the following way:-

- 1 The adult adopts a problem-solving approach.

- 2 Adult makes sure each pupil has a chance to talk and keeps the discussion focused on trying to find a solution to stop the bullying recurring.
- 3 Adult tries to remain neutral and non-judgmental and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style.
- 4 It is more helpful to begin by acknowledging there is a problem than to try to find out the details of what happened.
- 5 The adult can aim to help pupils find their own solution and discuss with them how they will carry out their solution.
- 6 A follow-up meeting is essential to find out whether the solution has proved successful or not.