CHRIST THE KING PRIMARY SCHOOL

ANTI-BULLYING POLICY

Approved by Governors: Jan 2022

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Article 19 : You have the right to be protected from being hurt and mistreated, in body or mind.

Christ the King Primary School Anti- Bullying Policy

Statement of Intent

At Christ the King Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Achieving Aims

All our actions are underpinned by our Mission Statement:-

Learning to love - Loving to learn

We are:

A worshipping community that holds and celebrates Christ as the centre of its faith and life.
A learning community that values and fosters learning for the whole community.
A respecting community that follows the teaching of Christ to love our neighbour as ourselves.
A welcoming community that recognises and welcomes the presence of Christ through our respect and love for one another.
A serving community that enables its pupils to serve each other, their families and wider world.

Our mission is to develop this vision by:

Worshipping:

- Celebrating through participation in prayer, reflection and worship so that our community feels inspired, rewarded and challenged in its faith journey.
- Giving our children hope for their future through an understanding that they are unique and that God loves them for who they are and who they will become.

Learning:

- Enabling our children to become confident, skilled, enthusiastic lifelong learners.
- Developing thoughtful, questioning, creative and collaborative attitudes to learning.

Respecting:

- Fostering respect for all people, celebrating the wonder of God's creation and understanding the need to share our planet with all in sustainable ways.
- Respecting the unique God-given gifts that each member of the school community has to offer and promoting fairness, care and courtesy.

Welcoming:

- Instilling a culture of inclusivity, encompassing our pupils, parents and the wider community.
- Nurturing a sense of honesty, openness and self-worth in ourselves and others.

Serving:

- Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
- Developing an awareness of the role of our school within our parishes and the wider community.

The importance of our shared values and school ethos.

For our policy to work we must ensure that we have in our school:

- a positive atmosphere based on a sense of community and shared values
- values represented in formal/informal curriculum which reinforce one another

We must be able to:

- Work as a team to develop whole school approaches to promote good behaviour
- Examine carefully content and delivery of curriculum and motivation of less able pupils in particular
- Provide mutual respect, self discipline and social responsibility
- View pastoral care as a vital ingredient of total educational experience of child and use support agencies effectively
- Take pride in school buildings and environment
- Have effective ways of communicating with parents

- Accept our shared responsibility to promote an atmosphere where children are listened and to respond promptly and effectively to issues of bullying

We must be a listening school where:

- We really listen to children

We must be a listening school where pupils:

- Know who they can turn to and ask for help
- Know when to ask for help.
- Know that the person will listen to them.
- Know that they will not be told to 'go and sort it out' by themselves when they have asked for help.
- Have a say in decisions made at school that affect them

Definition of Bullying

There is no legal definition of bullying. Within our school, bullying is defined as:

'Bullying is aggressive, hurtful or unkind behaviour by an individual or group, repeated over time, that intentionally hurts others either physically or emotionally, where the perpetrator/s hold more power than those being targeted.'

Underpinning this definition are behaviours, which result in individuals or groups feeling unsafe. Bullying behaviour usually includes the following four features:

1. It is deliberate or intentional
2. It is generally repeated over time
3. It involves an imbalance of power between perpetrator and target
4. It causes feelings of distress, fear, loneliness, humiliation and a lack of confidence in those who are being targeted.

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken e.g. bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the person experiencing the action or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content

Sexual orientation – This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

ALN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling, comments regarding perceived ability and achievement levels.

'Cyber Bullying' is defined as behaviour that meets the above definition of bullying and uses a form of technology.

Online spaces and social media continue to provide new tools and opportunities to bully others. Cyber Bullying can be through technological means such as, mobile phones, social networks, gaming, chat rooms, forums or apps. The bullying behaviour can take the form of text, messaging, images or video.

While technology facilitates traditional bullying behaviours such as insults or rumour-spreading it also provides additional ways to bully and humiliate others such as through the misuse of images or videos, live-streaming, using anonymous messaging apps or harassing someone online. Online bullying often occurs at the same time or follows on from traditional bullying but can occur in isolation.

Pupils and parents are encouraged to check information and resources available through the HWB which are designed to keep learner safe online. The Hwb provides information for all audiences and seeks to promote online safety and education into the area. There are even specific resources for parents to help them keep up to date with Social Media platforms. This can be found through the following link *www.hwb.gov.wales/zones/online-safety*

It is recognised that bystanders can easily become perpetrators - by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions, sharing images. Learners, parents and staff should also refer to the School's Online Safety policy for further information and details on how cyberbullying is discouraged.

We encourage parents to keep a log of any online bullying (this may include screen shots of full threads of conversations without any content edited or deleted).

What is not bullying

Some behaviour, though unacceptable, is not considered bullying. The Welsh Governments document "Rights, Respect, Equality: Statutory guidance for governing bodies of maintained schools" (2019) sets out such behaviours. In these instances the school's behaviour policy will be applied to prevent an incident potentially escalating to become bullying.

Bullying is not when two people have an occasional fight or disagreement.

Defining Bullying with Key Stage 1 Children	Defining Bullying with Key Stage 2 Children
It is bullying when people:- • Hurt others on purpose- especially hitting or kicking. • say they will hurt others • tease others unkindly • call others names. • take others things, spoil them or throw them away. • say unkind things about others whether true or not. • prevent others from joining in their work, play or group activities. **It is not bullying when people** • hurt others by accident. • don't know others want to join in. • won't let other people have their own way. • ask others to wait their turn. • want others to go by the rules. • borrow or use other people's things without asking if they do not realise the things are for general use.	**It is bullying when people:** • deliberately hurt others time after time when people are unable to defend themselves. • tease others especially when the person getting teased begins to feel unhappy about it. • call others names especially when the names are about how people look:- eg. race, colour appearance, culture, ethnic origin or any form of disability. • threaten that they will hurt others. • attempt to take the possessions of others by force. • demand that others give them money or possessions. • force others to do things that they know they should not do. • hurt others physically. • spoil, damage, take or throw away other people's belongings. • leave people out of play, groups or other social activities deliberately and frequently. • exaggerated tales or spread rumours particularly when meaning harm to the person. • act maliciously towards others openly or by stealth. • make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them. • **It is not bullying when people:** • borrow things and forget to return them. • ask if they can join in. • call people by a name they are happy with. • hurt others accidentally. • give good reasons why others cannot be included in a group activity.

Aims of this Policy

It is expected that all members of the Christ the King school community, recognising that bullying does take place, will be aware of the school policy on bullying and the way in which it relates to our **mission statement**.

We believe that our role as a school is to nurture and support learners to understand they are in the process of learning to be informed citizens of the future. We have a responsibility to educate and support all pupils whether they be a target, perpetrator or bystander.

School Statement of Intent

Christ the King Primary School believes that:

- Bullying is undesirable and 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
- 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 abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (e.g. midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/ form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information and where appropriate shared with relevant organisations.

Code of Conduct (regarding school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

EQUAL OPPORTUNITIES

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures.

SCHOOL PROCEDURES INCLUDING SANCTIONS

When an act of bullying is reported or suspected

- The matter will be fully investigated
- The pupils involved will be required to express their perception of the facts and their feelings regarding the incident/s and outcome
- Initially the person experiencing the action and the person/s performing the action will be interviewed separately.
- Any witnesses will also be interviewed
- Where appropriate parents will be invited to school
- A record will be kept of each incident
- Action will be taken which will support both the person who experienced the action and the persons/s who performed the action which reflects the nature of the incident/s.
- Physical violence perpetrated on any member of our school community will be treated very seriously and may result in several sanctions employed which may include more serious consequences such as Internal Exclusion or Fixed Term Exclusion
- Other sanctions which may be employed include:
  - a letter of apology
  - detention

financial compensation for property damaged or stolen
Police School Liaison Officer involvement

Strategies to Reduce Bullying

The school has a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support both parties involved. Including:

- Rights Respecting Senedd group to devise guidance on what pupils should do if they are being bullied
- Information on bullying available in the school library.
- A 'Concern Box' called a 'Suggestion Box' is accessible in the library
- Childline numbers are accessible for pupils
- Guest speakers and theatre groups will be used whenever possible to reinforce Christ the King staff input on bullying in Assemblies.
- Parents will be informed of anti-bullying procedures, asked to keep records of any alleged bullying and encouraged to contact the school
- Staff will periodically receive professional development and up to date training on bullying
- Staff and our school buddy system will be deployed in both playgrounds to support learners
- Pupils will be made aware of the issue of cyber-bullying
- The school will deal with the issue of bullying in PSE lessons, Rights Respecting school initiative, RE and collective worship, P4C and attention drawn to particular issues through awareness days / weeks.
- Every class from nursery to year 6 develop their own class charter which are based upon UNRC.
- All Senedd groups facilitate pupil voice.

Monitoring Arrangements

The views of all stake holders (e.g. parents, pupils, staff, governors etc) will be used to make changes and improvements to the policy on an ongoing basis.

Support for Pupils who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you?
- How often it has happened?
- Who was involved?
- Who saw what was happening?
- Where has it happened?
- What you have done about it already?

If you experience bullying by mobile phone, text messages, e-mail or any online platform.

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

GUIDANCE FOR PARENTS

If you believe your child has been the target of bullying behaviour:

- 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 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 a teacher immediately.
- Contact your child's class teacher in the first instance.
- Explain to the class teacher the problems your child is experiencing.

When talking with teachers about the incidents:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve, as well as if problems continue.

If your child is the perpetrator of bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Block users who have made malicious communications.
- Check exactly when a threatening message was sent.
- Take screen shots of whole conversation threads.
- Keep video files from social media posts.
- Where necessary report incidents to the police.

Please consult the schools e-Safety policy for a more in-depth approach to issues of bullying and staying safe online.

In the first instance parents/carers should contact their class teacher and allow them time to investigate and time to implement strategies if the incident is deemed as bullying. If you feel that the matter is not being resolved, you should then speak to your child's Phase Leader. Again, allow enough time for the matter to be investigated and strategies to be implemented. If you feel that the issue remains unresolved then please contact the ALNCo responsible for Pastoral Care and Wellbeing. If after going through this process you feel the matter remains unresolved then contact the Headteacher.

Contact Telephone Numbers

Childline

Telephone number 0800 1111
(Open 24 hours a day)

For children who are deaf or hard of hearing, contact Childline with SignVideo. You can also contact a counsellor through a qualified BSL interpreter anytime from Monday – Friday, 8am-8pm. Saturdays, 8am-1pm

NSPCC
Telephone number 0808 800 5000 (to report a concern) OR 0800 1111 if 18 or under
A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

Parent Advice Line call 020 7823 5430 (Mon-Tues, 10am-5pm)

Bullying UK – Family Lives

Family Lives offers a confidential and free* helpline service for families in England and Wales (previously known as Parentline). Please call us on 0808 800 2222 for emotional support, information, advice and guidance on any aspect of parenting and family life. Our helpline service is open 9am – 9pm, Monday to Friday and 10am – 3pm Saturday and Sunday.

Advisory Centre for Education

Telephone Adviceline:
For parents and carers of a child at school, you can call our free confidential telephone adviceline on 0300 0115 142.
Normal opening hours: Monday to Wednesday from 10am to 1pm. Term time only.

Useful websites regarding bullying in schools

Childline www.childline.org.uk Gives details on the CHIPS initiative and other information regarding bullying

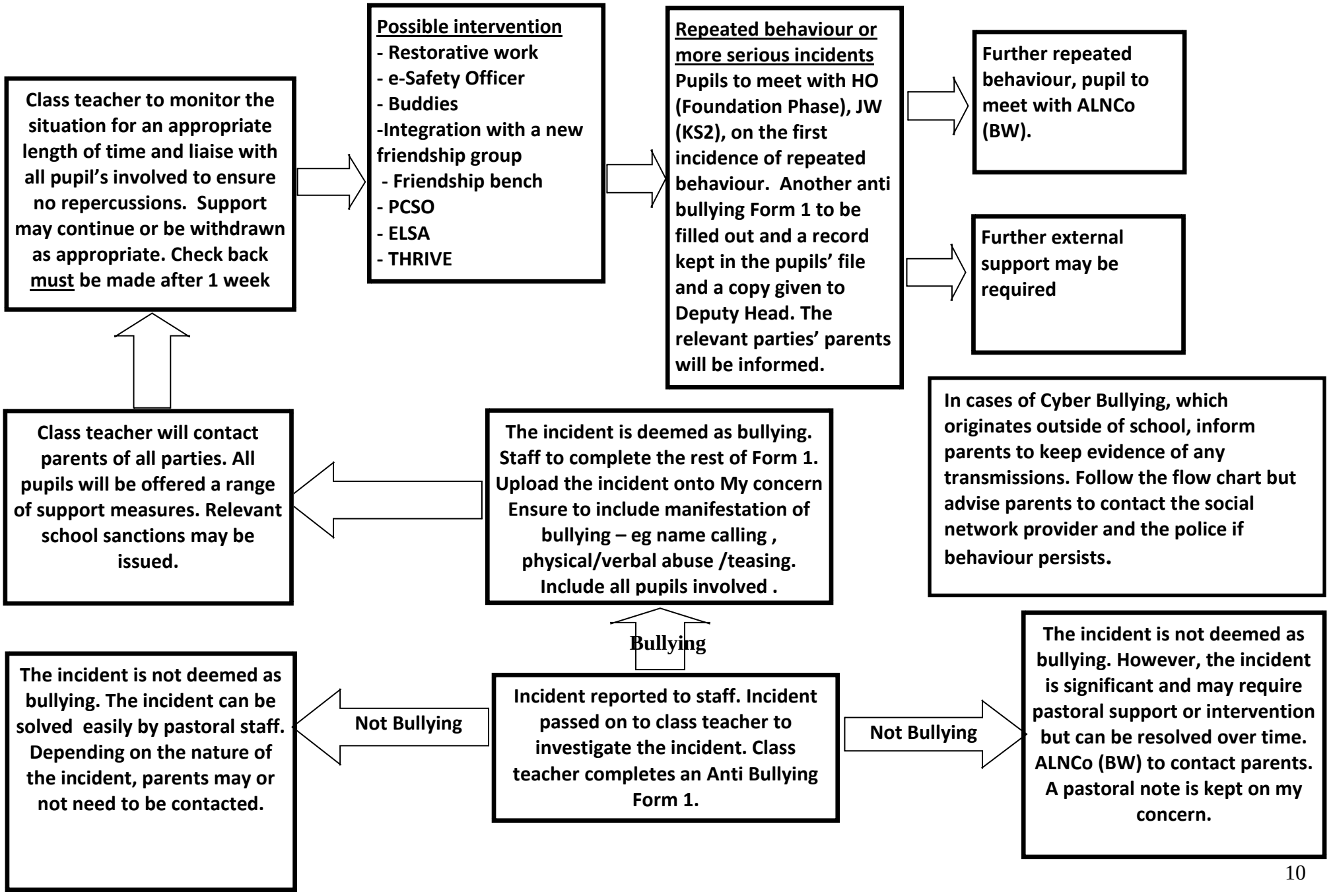
Kidscape www.kidscape.org.uk Gives advice and support for those who have experienced bullying, schools and parents

Bullying Online www.bullying.co.uk A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk A registered charity dedicated to stopping cruelty to children

Stand Up to Bullying http://standuptobullying.co.uk/advice/

Gives advice and support for organisations, young persons and parents


Class teacher to monitor the situation for an appropriate length of time and liaise with all pupil's involved to ensure no repercussions. Support may continue or be withdrawn as appropriate. Check back must be made after 1 week
Possible intervention
- Restorative work
- e-Safety Officer
- Buddies
-Integration with a new friendship group
- Friendship bench
- PCSO
- ELSA
- THRIVE
Repeated behaviour or more serious incidents
Pupils to meet with HO (Foundation Phase), JW (KS2), on the first incidence of repeated behaviour. Another anti bullying Form 1 to be filled out and a record kept in the pupils' file and a copy given to Deputy Head. The relevant parties' parents will be informed.
Further repeated behaviour, pupil to meet with ALNCo (BW).
Further external support may be required
Class teacher will contact parents of all parties. All pupils will be offered a range of support measures. Relevant school sanctions may be issued.
The incident is deemed as bullying. Staff to complete the rest of Form 1. Upload the incident onto My concern Ensure to include manifestation of bullying – eg name calling , physical/verbal abuse /teasing. Include all pupils involved .
In cases of Cyber Bullying, which originates outside of school, inform parents to keep evidence of any transmissions. Follow the flow chart but advise parents to contact the social network provider and the police if behaviour persists.
Bullying
The incident is not deemed as bullying. The incident can be solved easily by pastoral staff. Depending on the nature of the incident, parents may or not need to be contacted.
Not Bullying
Incident reported to staff. Incident passed on to class teacher to investigate the incident. Class teacher completes an Anti Bullying Form 1.
Not Bullying
The incident is not deemed as bullying. However, the incident is significant and may require pastoral support or intervention but can be resolved over time. ALNCo (BW) to contact parents. A pastoral note is kept on my concern.

Form 1: Investigation into an Allegation of Bullying

Initial Investigation into an Allegation of Bullying		
Child(s) name(s) alleged to be the **target** of bullying behaviour:		
Child(s) name(s) alleged to be the **perpetrator** of bullying behaviour:		
Year group:		
Form of referral:	Phone	Letter
	Verbal	Email
Details of incident: (Target(s) account) (Copy/Paste info from email) Date:		
Details of incident: (Perpetrator(s) account) Date:		

Witness/ Bystanders statements: (Please list names and dates of statements taken and attach statements on incident forms)
Determine if the incident constitutes bullying: (Please highlight any features that this incident meets)
Incident was bullying if all 4 features below are confirmed: ● Hurt has been deliberately/knowingly caused (physically or emotionally) ● It is a repeated incident or experience over time ● It has caused feelings of distress, fear, loneliness, humiliation and a lack of confidence in those who are being targeted. ● Involves an imbalance of power ○ target feels he/she cannot defend her/him self ○ perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.) (Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site and meet the above 4 features.)
Incident was not bullying on this occasion because it was: (Please highlight)
● The first hurtful incident between these children ● Literal comment or a comment without intention to cause hurt ● Falling out between friends after a quarrel, disagreement or misunderstanding ● Conflict that got out of hand ● Activities that all parties have consented to and enjoyed (check for coercion) (Incidents that do not meet the features of bullying will be dealt with in line with the school behaviour policy and recorded following school procedures)
Details of support offered to **Target**: (Please highlight and give details/date)
Parents informed ELSA Thrive Restorative Conversation Assembly Group Conversation

Form 1: Investigation into an Allegation of Bullying	
Parents informed ELSA Thrive Restorative Conversation Assembly Group Conversation	
Completed by:	
Date:	
Check back after 1 week: (Any further occurrences, anything needs to be adapted)	
Completed by:	
Date:	
Checklist of those notified: (*indicates those who must be informed of incidents)	
Head Teacher	
Deputy Headteacher	
Chair of Governors	
DHA *	
Relevant Phase Leader *	
'Target' parents/carers notified *	
'Target' parents/carers invited to school	
'Offender' parents/carers notified *	

'Offender' parents/carers invited to school	
Local Authority informed *	
ETH * (Bullying form)	
Other (Specify)	