



Carleton House

Preparatory School

ANTI BULLYING POLICY

DATE OF POLICY:

Written by

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To be reviewed

January 2024



ANTI BULLYING POLICY

MISSION STATEMENT

“We live, love and learn with Jesus.”

This policy is written with regard to the DfE Guidance ‘Preventing and tackling bullying (2017) – advice for head teachers, staff and governing bodies’ and ‘Cyberbullying: Advice for headteachers and school staff (2014).

These documents can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyber_bullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Our Anti-Bullying Policy and Procedures form part of a suite of documents and policies which relate to the welfare, health and safety of pupils in school. In particular, there are links with the Behaviour policy, Safeguarding: Safeguarding policy, RSE Policy, Equal Opportunities, Mental Health and Wellbeing Policy, SEND and E-safety Policies. The anti-bullying policy can be accessed by parents on the school web-site. A hard copy is available upon request. The importance of the anti-bullying policy can be seen in the ‘Safe to Learn: Embedding anti-bullying work in schools.’

This policy covers the need to protect children from prejudice based bullying because of a protected characteristic. Section 4 of the Equality Act 2010 lists the protected characteristics as:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

Under this act Carleton House has due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

DfE guidance:

“Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem, and destroys their sense of security. Bullying has an impact on its victims' attendance and attainment at school, marginalises those groups that may be particular targets for bullies, and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.”

As a Catholic school we aim to work with parents to teach the moral values of the gospels. We strive to develop a respect for each other growing from honesty, truth and Christian love - 'We live, love and learn with Jesus'. The children will be made aware through our Catholic teachings in school, that bullying is an unacceptable form of behaviour. It is totally against our Christian ethos and must not and will not be tolerated in our school. If a complaint involving bullying does arise then it will be taken seriously by all members of staff and investigated swiftly and fairly with the emphasis on reconciliation. Everyone has a responsibility to stop instances of bullying

Staff, pupils and parents should be aware that bullying can take place in many forms. Bullying can be racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (social websites, mobile phones, text messages, photograph and email). Everyone should be aware that any form of bullying is extremely distressing for the victim and cannot be tolerated. All staff and children should be vigilant in ensuring that all instances of bullying are reported and dealt with as soon as they are witnessed. A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. (See safeguarding policy)

This policy should be considered in conjunction with the school's behaviour and safeguarding policy and applies equally to the EYFS and after school provision.

AIMS

At Carleton House, we aim to

- ensure that staff, children and parents work together to create a happy, caring learning environment
- make the school one in which bullying has no place
- have a whole school approach to ensuring safety, security, openness and confidence.
- create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities.
- produce a consistent school response to any bullying incidents that may occur

Bullying is wrong and can cause physical, emotional and psychological damage in children. We therefore do all we can to prevent it, by developing a whole school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities.

OBJECTIVES

- To raise awareness of the school's expectations in terms of behaviour and to adhere to our school rules and codes of conduct
- To engage members of the school community in reaching a shared understanding of what constitutes bullying
- To communicate effectively to all members of the school community the school's policy and procedures
- To promote an open atmosphere in which victims and witnesses know that it is right and safe "to tell"
- To ensure staff can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively
- To work with children in a range of ways to equip them with social and emotional skills to reduce bullying and to be able to counter and deal with bullying.
- to work with parents and assist them to understand what constitutes bullying, especially cyber bullying

WHAT IS BULLYING?

Bullying is the deliberate action that, that may be an isolated incident or repeated over time which intentionally hurts another pupil or group physically or emotionally. It can often be motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social media, mobile phones, photographs or email.

Examples are given below of bullying. This is not an exhaustive list but is to be used to support a shared understanding of what constitutes bullying:

- **Physical**
e.g. kicking, hitting, pushing, punching, intimidating behaviour or interference with personal property or any use of violence
- **Verbal/Psychological**
e.g. threats, taunts, sarcasm, shunning/ostracism, name-calling/verbal abuse or spreading of rumours, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Racist/Racial Bullying**
e.g. physical, verbal, racial taunts, gestures, written, graffiti, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- **Religious & Cultural Bullying**
e.g. negative stereotyping, name-calling or ridiculing based on religion, belief or culture
- **Sexist Bullying**
e.g. use of sexist language or negative stereotyping based on gender
- **Sexual Bullying**
e.g. unwanted/inappropriate physical contact or sexual innuendo
- **Homophobic Bullying –**
e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- **SEN / Disability Bullying**
e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- **Gifted/Talented Bullying**
e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- **CyberBullying**
e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones, email & internet chat room misuse, mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & facilities.

Bullying may occur in any situation and we are not complacent about it. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities.

Bullying usually has several things in common:

- It is deliberate hurtful behaviour
- It may be repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It is often motivated by prejudice against particular groups.

SIGNS OR BEHAVIOUR THAT MAY BE INDICATIVE OF BULLYING:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus

- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- starts bed wetting/soiling themselves
- feels ill in the morning
- begins fall behind with school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- refuses to say what is wrong
- provides improbable excuses to explain any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

CELEBRATING DIFFERENCE THROUGH A BROAD AND BALANCED CURRICULUM

The pupils value themselves and others while appreciating that we are all different but special. The school utilises every opportunity throughout the curriculum to educate pupils on respect and tolerance of others using assemblies, projects, drama, stories, literature and through our RE, RSE and PSHCE curriculum. In friendship week PSHE lessons are focused on anti-bullying.

Pupils are taught to respect others, to appreciate their feelings and to avoid behaving in such a way that will cause offence or hurt to others.

Pupils are taught to speak out and inform staff, parents or even another pupil or a member of school council if anyone makes them feel unhappy, frightened or uncomfortable. They must be made aware that this is not 'tale-telling' but is being a responsible member of our school community. Pupils should also let staff or parents know if they witness any bullying incidents. It is important that children feel able to speak out to an adult whom they trust and that they know they will be listened to.

CYBERBULLYING: PREVENTATIVE MEASURES

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The school:

- Expects all pupils to adhere to its policy for the safe use of the internet. Certain sites are blocked by school firewalls which is reported daily to the Head Teacher
- May impose sanctions for the misuse, or attempted misuse of the internet

- Ensures pupils understand that access to social networking sites is not permitted on school premises
- Offers guidance to pupils on the safe use of social networking sites and cyberbullying
- Offers guidance to pupils on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- Offers guidance to pupils, at age appropriate levels, on grooming, inappropriate internet sites and the sharing of personal information/photographs
- Offers guidance to parents to support them in monitoring their child's online activity
- Does not permit pupils' mobile phones in school
- Implements a clear policy for the use of mobile phones and cameras by staff, in the Early Years [EYFS] and the rest of the school, and the taking and storing of photographs of pupils in school (Use of Mobile Phones and Cameras Policy)
- Has clear information on cyber contact between parents and staff (See staff code of conduct – Appendix 2 Safeguarding Policy)

PREVENTION

Our response to bullying does not start at the point at which a child has been bullied. Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Carleton House has an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our staff will:

- Discuss, monitor and review our anti-bullying policy on a regular basis to ensure the school has a clear picture on bullying. The anti-bullying policy is discussed with pupils at the beginning of each academic year. A combination of direct discussion about bullying and indirect strategies many areas of the curriculum such as assemblies, projects, drama and literature an anti-bullying develops pupils' self-esteem.
- Ensure there is a common understanding of the definition of bullying, how to identify bullying and how to react to bullying issues. Staff ensure pupils are clear about the part they can play in preventing bullying from taking place
- All staff, including non-teaching staff, recognise types of bullying and signs of possible victim
- Staff record full details of any situation reported to them with information from all involved on CPOMS

STAFF UNDERTAKE TO:

- Follow school policy and procedures
- Never ignore suspected bullying
- Not make premature assumptions
- Listen carefully to all accounts
- Protect and support a child who has been bullied
- Help the child who has bullied to recognise the effect of their behaviour and to take responsibility for it
- Apply appropriate sanctions and support the child in changing their behaviour
- Inform and involve parents
- Follow up repeatedly, checking that bullying has not resumed.

ROLE OF PARENTS

We believe that parents have an important part to play in our anti-bullying policy. It is important to involve parents and make sure they are clear about the part they can play to help prevent bullying and ways in which they can support the school. The school policy is available for parents to access via the website and office. We keep parents informed about events e.g. Anti Bullying Week, through our weekly newsletter.

We ask parents to:

- Look for unusual behaviours in children e.g. they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent time with.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child, or their parents, on the playground, or involve an older child to deal with the bully. Please inform school immediately.
- It is important that you advise your child not to fight back. It can only make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce that it is our policy concerning bullying and make sure your child is not afraid to ask for help.

PROCEDURES

Bullying should always be referred to the class teacher, who will in turn inform the Deputy Head or Head. The bullying offence will be recorded on our CPOMs system, with the date and type of incident, information on what action the school took and the impact this had on the bullying. Any linked children will be tagged. This enables any patterns to be monitored and trends identified by the Head teacher. In any case of extreme or persistent bullying the head may, if necessary and following discussion with the Chair of governors, suspend or even exclude the offender.

It is school policy to aim to resolve all issues internally under the school's own procedures, unless the matter is of such gravity that police or social services must be informed.

- After a suggestion of bullying, those involved will be spoken to sensitively.
- The person doing the bullying will be spoken to in private with a view to making him/her realise how his/her behaviour has made another very upset and unhappy. The aim of the talk will always be to try to prevent a similar incident from occurring in the future and to help the bully change his behaviour. The bullying behaviour and threats of bullying must stop immediately.
- The incident will also be discussed separately with the victim, in private, and if appropriate, the bully and the victim will be brought together with a view to reconciliation.
- If necessary, the victim, the bully and any witness may be asked to write a report on the incident. This too will be saved on the CPOMs system.
- Parents of all pupils should be involved, made aware of the incident and the proposals for improving the situation and be made clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Parents may be asked to come to a meeting to discuss the problem.
- All staff, including lunchtime assistants, should be aware of bullying incidents and of the children involved in order that they can be observed on the playground. Any further causes for concern should be reported to the Head
- Parents will be updated on any relevant future developments.
- Both the bully and the victim will be told that the member of staff will meet with them again in a set number of days to check that there have been no recurrences of the behaviour.
- Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Carline - Liverpool Children's Services Department.
- Extreme or persistent bullying will be referred to the headteacher who, if necessary and after the discussion

with the chair of governors, suspend or even exclude the pupil.

We are a “Telling Community”. Anyone who knows that bullying is happening is expected to tell the school staff. Our Carleton charter states that children should, “Take time to listen and tell”.

SANCTIONS

Any sanctions imposed for bullying will be decided upon by the headteacher and parents will be informed. Pupils will understand that such behaviour is unacceptable and will not be tolerated. Support will also be given to both the victim and the bully in order to prevent further bullying. Victims will be monitored to ensure there are no adverse effects of the bullying and that the bullying has stopped.

If the bullying behaviour continues the identified and proven aggressor will be excluded from play/social activities for an appropriate period of time as decided by the Headteacher. Where no improvement in the bullying behaviour takes place the school reserves the right to request that the pupils be withdrawn from the school, effective immediately. If this is refused the Head teacher will follow steps to permanently exclude the pupil.

SUPPORT FOR PUPILS

Pupils who are the victims of bullying will be given support and assistance to develop positive strategies and self-assertion; pupils found guilty of bullying will also be given support and assistance to change their behaviour.

STAFF TRAINING

Staff training ensures that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of available support are understood.

We will:

- Discuss, monitor and review our Anti-Bullying Policy on a regular basis
- Discuss the school’s definition of bullying at least annually to ensure common understanding
- Ensure all staff understand their legal responsibilities
- Induct all staff, including non-teaching staff, to recognise types and signs of bullying
- Respond appropriately and to report suspected cases
- Record details of the any bullying situation with information from all involved

MONITORING

The Head Teacher is automatically alerted to all entries made on CPOMs. The system allows for analysis of numbers and trends across year groups and the wider school. The Head Teacher monitors this information to look for patterns of behaviour, location, repeated incidents. This information is logged on a spreadsheet which is shared and discussed with the senior leadership team. This process is to help identify patterns or behaviours which may be indicative of bullying to ensure positive action can be taken. All incidents of bullying are recorded in a formal log which is kept by the Head Teacher.

REVIEW OF THIS POLICY

This policy will be reviewed bi-annually by the whole staff and/or in the light of any incident that may occur related to bullying. Part of the review will involve consideration of instances of bullying during the year, any trends and action that the school can take to prevent bullying in the future.