

Catton Grove Primary School



Anti Bullying Policy

Approved by : Jamie Beck

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Introduction

At Catton Grove Primary School we believe that everyone has the right to feel safe, and secure. We believe they have the right to be able to learn in a supportive, caring environment, and to be treated with dignity and respect.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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.

Ethos

Staff, parents and children work together to create a positive, caring and mutually respectful environment.

"We are very inclusive and we actively promote respect for and cooperation with each other. We try hard to develop values of tolerance and understanding in order to equip pupils to live in an ever changing world".

We will try to ensure that everyone feels valued and safe in school. Bullying, either verbal, physical or indirect will not be tolerated. It is the responsibility of all to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively.

Definition

Bullying can be described as being 'a deliberate act done to cause distress in order to give a feeling of power, status or other gratification to the bully'.

- Bullying is usually physical hurting, threats, name calling, giving unkind looks, leaving people out of activities/games, assaults on their property.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually an on-going series of incidents but it can be an unresolved, single, frightening incident that casts a shadow over a child's life

Our view is that what makes the difference between bullying and normal friendship disputes and/or arguments is that it is very specific, targeted and is likely to happen over an extended period of time.

Types of Bullying

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further definitions:

Cyber-Bullying

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

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our anti-bullying policy.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who identify as gay, lesbian, bisexual or transgender

Bullying prevention

Bullying can cause shame, frustration, and loss of confidence, stress, anger, depression, anxiety, helplessness, and loss of motivation. These are all destructive feelings that undermine self esteem and have a negative impact on the individual's ability to learn.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Staff are made aware of strategies to deal with bullying (see Behaviour Management Policy) in order to promote consistency of approach.

Staff are also made aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims. The issue of bullying is addressed regularly as part of the school's PSHE programme which forms part of our Healthy Bodies/ Healthy Minds curriculum.

PSHE

The school approach is based on 4 principles:

1. Stop it before it starts

By addressing the root causes of bullying at source when children are young (age 1-7 years) we aim to 'immunise' them against becoming bullies or targets of bullying. Creating social change from the bottom up, via early intervention, represents a fundamental shift in how bullying is approached, moving from punishment and correction to reducing it as a possible social behaviour.

2. Self-esteem and self-worth is the best starting point for preventing bullying. If you feel good about yourself;

- you're less likely to bully others,
- you're less likely to be bullied yourself and
- you're more likely to find the courage to go and help others who are being bullied

3. Celebrate difference

Most bullying starts because someone is perceived to be different, so we teach children to celebrate difference, instead of bully because of it. We aim to prevent bullying by educating children, and those associated with them, in equality and diversity, so they learn to foster inclusion and celebrate rather than ridicule differences.

4. All-inclusive involvement:

Bullying is a universal problem, so our work is aimed at the whole school community, including children, parents and educators.

School Core Values

We have 11 Core Values - one core value is celebrated and focused on each month. There are as follows – Respect, Pride, Unity, Wisdom, Ambition, Adventure, Change, Creativity, Gratitude, Independence and Resilience. It is through these core values that we foster inclusion and celebrate difference, for example as a school we have celebrated Black History Month, Norfolk Schools Pride Week, Refugee Welcome Month and Gypsy Roma Traveller month.

Headteacher's Kindness Award

We promote kindness across the school throughout the whole year and acts of kindness are rewarded on a weekly basis with the Headteacher's Kindness Award. Selected children are invited to share a hot chocolate or ice lolly with the Headteacher at the end of the week to celebrate their acts of kindness.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: unusual reluctance coming to school, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, finding reasons to stay off school.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff via CPOMs.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

Sometimes the use of a 'tracker' (a monitoring system that gives the victim a 'voice' over a defined period of time) can be a useful tool to build an accurate picture. This does not replace conversations at all and consequences, if necessary.

If the allegation of bullying is upheld, the Headteacher / senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together – discussions and letting the perpetrator know how they made the victim feel can be very powerful.

The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise.

All bullying incidents must be recorded on CPOMs.

Parents of both parties should be informed.

If the situation does not improve, the Headteacher /senior leader should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

At Catton Grove Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Safeguarding Officer.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Values and Ethos.

This policy applies to all employees and representatives of Catton Grove Primary School. This policy statement will be reviewed regularly and revised as necessary, in the ongoing process of school development planning.