



## Bullying Prevention Policy and Procedures

*I have come that they may have life and have it to the full  
(John 10:10)*

<b>Policy Overview Info</b>	
Policy	Bullying Prevention Policy and Procedures
Author	School Leadership
Approval at	Safeguarding Group
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## INTRODUCTION

Our school mission statement is 'life to the full'. This mission is woven into all that we do, including the way in which we approach the prevention of bullying and the way in which we respond to bullying when it does occur.

In order for all our community to have 'life to the full', we aim to offer a creative and inclusive learning environment in which our pupils can flourish spiritually, emotionally, academically and socially and where diversity is celebrated. In order for our pupils to flourish in this way, we have drawn up a **Bullying Prevention Policy** as a proactive approach to preventing and addressing bullying. This makes addressing bullying an important aspect of all provision in school through our whole school ethos, curriculum and safeguarding work.

At our school we welcome families from a wide range of social, cultural and racial backgrounds. We welcome those who follow the Catholic faith, Anglican faith, other Christians and followers of other religions, and those with no faith. We value each individual in our community as a person, created and loved by God regardless of race, colour, sexual orientation or ability. We are all called by Him to love others as we love ourselves. We believe that our Bullying Prevention Policy is one of the ways we show that love to others. Therefore, everyone has a role to play in preventing and ending bullying.

This policy sets out the way that Christ the King fulfils its Christian and statutory responsibility to create a harmonious environment in which all feel loved, cared for, happy and safe.

It applies to anyone in our school community - all pupils, staff, governors and anyone else working voluntarily or in a paid capacity on the schools' behalf.

Oversight of this policy and all safeguarding matters is the responsibility of school leadership including our Headteacher, Assistant Headteacher, PSHE lead, Inclusion lead and our safeguarding committee which is accountable to our Full Governing Body (Interim Executive Board).

We are proud of the work we do to ensure all children are safe from bullying. Our most recent inspections reflect this...

### **OFSTED INSPECTION MAY 2018**

*At Christ the King, our provision for all children was recognised during our OFSTED inspection as an area of Strength - Pupils' spiritual, moral, social and cultural development is strongly developed... Leaders maintain appropriate policies, which protect pupils and are closely followed. Governors and staff receive training to ensure that they are fully aware of how to raise concerns and how to ensure that pupils are safe in the school. Staff are trained regularly in the most up-to-date guidance, including the 'Prevent' duty. Staff are confident in making referrals where they have concerns about pupils. Referrals are dealt with in a timely and appropriate manner...The pupils' safeguarding group*

*is a real asset to the school. They make a positive contribution to safeguarding processes by speaking in school assemblies or presenting at local authority safeguarding events...The school's positive and caring ethos is tangible. Pupils and staff feel that their social and emotional well-being is of paramount importance to the leaders of the school. Leaders establish good links with parents and provide extra help and advice for those who need it. Leaders maintain ongoing effective communication with families. This means that staff are well placed to deal with any concerns and issues about pupils that may arise. Typically, parents say that 'Christ the King gives pupils a sense of belonging' and that the teachers are extremely supportive.*

**HMI MONITORING VISIT MAY 2019**

*Behaviour has improved significantly. There is now a consistent approach to behaviour management. Touring the school, I observed pupils who were, overall, well behaved and actively involved in their learning. Teachers now provide pupils with activities which are engaging and stimulate their enthusiasm for learning. Pupils that I spoke to confirmed that behaviour has improved and that learning is more exciting and fun. They talked about the good levels of support they receive from teaching assistants.*

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## a) STATUTORY RESPONSIBILITIES

The law says that:

'Every school must have measures in place to prevent all forms of bullying.'

*Prevention and Tackling Bullying, Advice for Headteachers, staff and governing bodies, July 2017*

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

*Education and Inspections Act 2006*

Further statutory information can be found in Appendix 1 of this policy.

## b) AIMS AND DEFINITION

The **aim of our Bullying Prevention Policy** is to ensure that all adults and children in our school community

- learn in a supportive, caring and safe environment without fear of being bullied
- Understand what bullying is
- know and implement ways in which we can prevent it and
- Know the procedures to follow if bullying is reported

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

### **What is bullying?**

There is no legal definition of bullying. At Christ the King, we have taken our definition from guidance for schools on gov.uk.

It is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is intentional behaviour and involves an imbalance of power between the bully and the person being bullied with an intention to gain power over another person. Bullying is not a one off incident, however unpleasant. Bullying happens persistently. Bullying is never a normal part of

growing up, character building or something that only happens to children. Whatever form it takes, and wherever it occurs, bullying is always wrong. It can happen to anyone and at any time.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/or focussing on the issue of sexuality
- **Online/cyber:** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Bullying is not:

One off or even repeated 'falling out' between children who are otherwise usually friendly and where there is no power imbalance.

At Christ the King we recognise that it is important to understand the dynamic of relationships between children and to help everyone be clear about what is a falling out between children and what meets the definition of bullying above.

However in both circumstances we will always focus on children's safety and wellbeing, aiming to ensure that the whole school environment is a place in which children's relationships can flourish.

At Christ the King, the chart in **APPENDIX 2 – WHAT BULLYING IS AND WHAT BULLYING IS NOT** is displayed in all classrooms (and where and when appropriate, around school) so that our whole community can refer to it.

### **c) BULLYING PREVENTION AND PROCEDURES**

#### **Ci) Data Collection**

At Christ the King, we use a range of strategies to ensure that our practice and provision is monitored. Our aim is to have a clear understanding of any incidents within our school (*see p.10 Preventing and Tackling Bullying 2017*).

We do this in the following ways:

#### **STATUTORY SECTION 175 AUDIT**

Our safeguarding committee complete this audit on an annual basis. The outcomes of the report are incorporated into the Safeguarding Action Plan and shared as part of the overall School Improvement Planning Process. Reviewing the Safeguarding Action Plan is a key function of the

Safeguarding Committee. A specific aspect of the plan is the Voice of the Child, ensuring that there are strategies in place to regularly gather information from children about their lived experience in school. This links directly to the work of the School Council and the subject leader for Personal, Social and Health Education (PSHE). Outcomes from pupil voice feed back directly into the school curriculum and where appropriate, the safeguarding committee.

### **SAFEGUARDING COMMITTEE AND ACTION PLAN (incorporating outcomes of the Section 175 Audit)**

See above

### **REPORTING PROCEDURES**

#### *To staff*

Staff receive an anonymised half-termly summary of safeguarding cases and bullying incidents. This feeds into the ½ termly HT report to governors.

#### *To governors*

Each ½ term, the Full Governing Body (currently IEB) receive a summary in the Headteacher's Report of any safeguarding incidents (including bullying/ racial incidents).

#### *To our wider School Community*

As a school, we are committed to working closely with our whole school community and are currently reviewing ways to share this information appropriately with children, parents and carers. Currently, children are involved through the work of the school council.

### **INCIDENT LOGS**

Incident logs are regularly reviewed by the Headteacher and Assistant Headteacher to ensure they are accurately kept and that any actions are followed through. A table is kept and reported to staff regularly so that any actions can be implemented through circle times/ PSHE sessions and/or nurture provision.

The Assistant Headteacher monitors incident logs to identify any issues that may recur between children and ensures any necessary action is taken.

### **PUPIL VOICE**

As part of the safeguarding action plan, ALL pupils complete a questionnaire each term in order to ensure that any areas to celebrate/ address are identified and necessary actions implemented. This is collated and analysed by the PSHE subject lead and shared with staff. Outcomes are shared with children in an age appropriate way and any necessary adaptations to practice implemented e.g. celebrations, circle time, bespoke curriculum to cohort.

#### **Cii) Consultation and Involvement (pupils, staff, parents)**

At Christ the King, we are committed to ensuring that all members of our community have a voice. Wherever possible, we aim to ensure that this voice informs the development of our policy and procedures and in particular, bullying prevention work.

At Christ the King, we value the contribution of our children and aim to ensure their voice is heard through

- Termly pupil voice questionnaires
- The completion of an annual survey on bullying
- Discussion at our school council meetings
- Specific consultation events

Our behaviour policy promotes Christian, respectful relationships and behaviour between all members of our community and makes reference to this policy as our strategy for having measures in place to prevent all forms of bullying amongst pupils.

In addition to the data collection methods in Ci), all classes have a class Worry Box to raise awareness and enable class teachers and support staff to monitor worries and concerns. At Christ the King we have a dedicated Nurture Provision and space which provides support and therapeutic interventions for those children with identified needs.

### Ciii) Prevention (ethos, curriculum, environment/climate, raising awareness)

#### **Ethos**

At Christ the King, we have a team of staff dedicated to leading on the prevention of bullying. This comprises our Designated Safeguarding Lead (Headteacher), Assistant Headteacher, Learning Mentor, PSHE lead and Inclusion lead. These leaders work closely together to ensure that where possible, bullying is prevented and if necessary interventions are in place to address any incidents. Our PSHE lead ensures that **our PSHE curriculum is responsive to the needs and contexts** of our children. At Christ the King, we recognise that these needs may be as a result of childhood experiences (past and present) or current issues (local and national).

Our Assistant Headteacher and Inclusion lead ensure that **everyone in school contributes to creating an ethos of good behaviour where people treat each other with respect** because they know that this is the right way to behave; this includes staff, children, parents and practitioners. We have a Whole School Charter which is in our Behaviour Policy and each class uses this as the basis for their own Class Charter linked to class names.

See **APPENDIX 3 – RAISING AWARENESS AND PREVENTION** for further information about how our school ensures that tackling bullying is intrinsic to everything we do.

#### **Curriculum**

As a joint church school, our primary approach is one of inclusivity where everyone is welcomed and created in the image of God.

We aim to

- maintain an approach that reinforces the message that using any prejudice based language is unacceptable;
- challenge ‘banter’ and interactions that can threaten or hurt
- maintain a high profile around what bullying is and how we deal with it

Our curriculum is carefully planned to ensure there is systematic teaching about all aspects of individual difference and diversity including those aspects related to appearance, religion, race, gender, sexual orientation, disability, gender identity and ability. Specifically, this is through the RE and PSHE curriculum and from September 2020 will be through the statutory RSE curriculum.

Our core curriculum is the ‘Heartsmart’ programme. This has been mapped out and supplemented with other resources to ensure it meets the needs of the children in our school. It is reviewed by

the PSHE subject lead on a half-termly basis so that it is responsive to cohort needs. It is adapted, as necessary, to address particular issues related to diversity or to bullying in the school and the wider community.

### **Environment/ Climate**

We are pleased to be able to provide a dedicated Nurture Provision which supports all children in our school to develop their social, emotional and mental health wellbeing. Children who may have specific, identified needs participate in dedicated interventions.

We aim to foster and promote an inclusive and safe environment where bullying can be openly discussed without judgement or fear of further bullying or discrimination. At Christ the King, our Christian ethos is at the heart of fostering this environment and is always our primary approach to developing good social and emotional behaviours and strategies. As a joint church school, one of our primary aims is to celebrate diversity and share differences in a positive and harmonious way. In addition to related curriculum policies (e.g. RE), our Behaviour and Engagement Policy is one of the key documents which provides information on the ways in which we promote positive relationships and create a nurturing environment with clear expectations of standards of behaviour.

We have a Whole School Charter which is shared and discussed with our children at the start of each school year and throughout the year as and when necessary in an age appropriate way. Our classes have team names which the children have decided with their class teacher. A Class Charter has been created in each class, in consultation with the children, which sets out how the Whole School Charter is drafted so it is bespoke to each cohort. It makes explicit the children's expectations for how they should treat each other, how others should treat them and how any problems should be resolved.

All staff know and understand their duties under 'Keeping Children Safe In Education' and the Prevent Strategy.

There is specific guidance regarding the guidance in relation to how parents can tackle cyber bullying in **APPENDIX 4 - TACKLING CYBER BULLYING** of this document.

We believe our physical environment is an important resource through which we can promote positive relationships and share information about what to do if any child has concerns or is worried about bullying.

Current information for children is displayed on the noticeboard outside the Learning Mentor's Room and in classrooms.

Through the work of our school and class councils, charters, circle time, worry boxes and restorative approaches, we endeavour to ensure that children are fully engaged and empowered as part of our whole school collaborative approach.

### **Civ) Intervention**

At Christ the King, we recognise that incidents of bullying may occur. The primary approach is education and prevention as described previously. However, if a potential incident/ actual incident occurs, adults should be aware of these possible signs and investigate further. We have a systematic and clear approach to dealing with this.

The following appendix provides some useful guidance on identifying a potential incident of bullying: **APPENDIX 5 – IDENTIFYING IF A CHILD IS BEING BULLIED, GUIDANCE FOR FAMILIES AND SCHOOL STAFF**

The overriding objective in dealing with incidents of bullying is to stop the bullying. Evidence from research shows that a restorative approach has more effect in stopping bullying and preventing reoccurrence than a punitive, punishment led approach.

At Christ the King, there is a whole school commitment to an anti-bullying ethos, involvement of parents and modelling and building of assertive behaviour.

See **APPENDIX 6 for 'RESPONDING TO BULLYING INCIDENT TEMPLATES'**

This appendix provides a flowchart which shows how incidents will be dealt with and the relevant paperwork used.

Throughout the handling of the incident, there are a number of responses and approaches used by the school which can be found in **the School Bullying Prevention Pack**

In all cases, intervention should be rapid to avoid further escalation and to show that any forms of bullying will not be tolerated.

Investigating and responding to incidents of bullying can bring light to additional issues for those involved as a target, wrongdoer or bystander that need further support to be resolved. Helping children resolve these issues through practical and/or emotional support can be important for them to change behaviour in the future and avoid further bullying incidents. This may require referral to external organisations and helplines for some individuals or groups.

Cv) **Review (of policy and practice)**

Christ the King are committed to ensuring the best and most current practice.

After any bullying incident, the effectiveness of actions is evaluated and if needed, changes made to practice.

The policy is reviewed in the light of guidance received from the DfE and other appropriate bodies e.g. The Anti-Bullying Alliance.

The policy is formally reviewed annually and in light of the Behaviour and Engagement Policy.

Cvi) **Support for our community (parents and carers)**

At Christ the King, we recognise that families are key partners in encouraging and supporting positive relationships. We aim to ensure that key messages given at home and in the education setting are aligned.

***Please Note: In reviewing this policy we have identified that further work is required to support and engage parents to ensure we are aligned in our approach.***

***We plan to work with our School Council to produce a child friendly version and work with our parents to produce a parent friendly version. This work will take place during the Summer Term.***

Cvii) **Support for staff (their role and practice in preventing and responding to bullying)**

In order to correctly identify incidents of bullying and take appropriate action, staff have a copy of the flowchart in APPENDIX 6.

A Bullying Prevention Pack is available in all classrooms to support all staff. This provides more information regarding the identification of bullying, support for staff and pupils and further resources.

## **APPENDIX 1 – STATUTORY GUIDELINES AND INFORMATION FOR SCHOOLS**

### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have 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
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

### **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the action could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## APPENDIX 2 – CLASSROOM CHARTER: WHAT IS AND WHAT IS NOT BULLYING?

(created as part of ongoing work by our school  
'Stay Safe, Stay Together and Never Be Alone' group – SSN)

*Please Note: A child/parent friendly version will be inserted on return of our Learning Mentor*

<b>What is bullying? The incidents below would be dealt with following these guidelines (these are an examples, not an exhaustive list)</b>	<b>What is not bullying? These incidents would be dealt with following our Behaviour Policy</b>
Any of the following behaviours are bullying if the actions are repeated and done with the intention of gaining power	Any of the following aggressive behaviours are not bullying if the action occurs once (i.e. no pattern) or is done with no intention of gaining power; however acts of aggression are never acceptable and this would be dealt with by following our Behaviour and Engagement Policy
<b>Physical actions, such as:</b> Bumping into someone Fighting Hitting, pushing, shoving, tripping Gestures\taking belongings Unwanted physical contact (including that of a sexual nature)	<b>Physical actions, such as:</b> Accidentally bumping into someone Making others play a certain way Any of the actions listed to the left if they only occur once
<b>Verbal behaviours, such as:</b> Name calling Sarcasm Humiliation Threats Sexual, homophobic or racist remarks	<b>Verbal behaviours, such as:</b> A statement of dislike towards something that someone else likes Single act of telling a joke about someone Arguments or disagreements between two people or groups (the pattern is not to gain power) Single expression of unpleasant thoughts or feelings towards others
<b>Indirect (non verbal), such as</b> Being deliberately excluded or ignored Starting or spreading rumours Staring or glaring at someone 'pretending to whisper' while looking at someone	<b>Indirect (non verbal), such as</b> Choosing not to play with someone Choosing to play with different friends from time to time Changing friendship groups
<b>Cyberbullying:</b> This is bullying using any form of technology. This can include sending unwanted abusing, incessant or threatening text messages, phone calls, emails and video clips or use of the internet to degrade or humiliate	<b>Cyberbullying:</b> Removing someone from a friends list (de-friending someone) or not responding to calls or texts is not bullying behaviour

### APPENDIX 3 – RAISING AWARENESS AND PREVENTION

At Christ the King, Bullying Prevention is intrinsic in everything we do. It is embedded into our ethos, culture and curriculum. Below is a table of activities which take place throughout the academic year to raise awareness and prevent bullying.

Dedicated <b>Nurture Provision</b> to support pupils to develop positive social, emotional and mental health.	<b>Playtime and lunchtime ratios</b> – to ensure that playtime games can be modelled and supervised, restorative approaches and conversations can be implemented.
Employment of a <b>Learning Mentor</b> (Mrs Wheelton) who works with individuals and small groups on a variety of therapeutic interventions.	<b>Personnel</b> – senior leaders and support assistants are on the rota for duties so that staff who work with the children throughout the day are available to support consistent approach, especially for children on individual plans.
<b>School Buddies</b> – classes in Key Stage 2 are each buddied with younger classes to promote good relationships across school and celebrate positive role models.	<b>Class worship and circle times</b> – to share worries, concerns and pray for one another.
<b>Adult modelling</b> of assertiveness rather than aggression to deal with conflicts and use of positive language.	<b>Restorative Approaches</b> such as Comic Strip Stories, ABCs, dojos and SUMO strategies to identify solution based approaches to dealing with issues and to support children to self-regulate and take ownership of their actions and solutions.
<b>Bullying Prevention Policy and Procedures is on the school website</b> and available as a hard copy in school to keep parents informed.	This is a <b>key function of the school council</b> who review specifically any arising concerns regarding pupil safety each term.
<b>Cyber bullying</b> is covered in the PSHE curriculum in relevant year groups.	<b>Annual participation in an Anti-bullying Week.</b> This usually coincides with the national one in November but not always.
<b>Identified booklist</b> of books held in school which deal with bullying, including books for parents.	<b>Repeated messages to children through assemblies and collective worship themes</b> that class teachers have a ‘open door policy’ for any child to talk about any concerns they have, inside or out of school.
<b>Worry Boxes</b> in every classroom so that children can write down their concerns and share them with their teacher. A specific therapeutic intervention in <b>Nurture Provision of The Worry</b>	<b>Bullying Prevention Strategy is led by an experienced leader</b> in school (PSHE lead). This is the named contact for all staff so any celebrations/ queries/ questions/ concerns can be raised and addressed.

<p><b>Monster</b> for those children with identified needs.</p>	
<p>The <b>Bullying Prevention Strategy is identified on the school Policy Review Schedule</b>. The <b>Headteacher report</b> to governors includes 16 anonymized reports of bullying, racist bullying and exclusions. This is shared with staff. Actions to address these are monitored through the work of the Safeguarding Committee.</p>	<p><b>Circle times are used to proactively and responsively</b> to enable children to find shared solutions to problems.</p>
<p><b>Anti-bullying, friendship promotion and Childline posters</b> are displayed around school.</p>	<p>Different types of prejudice that may lead to bullying are <b>covered in the curriculum over the course of time</b> in school.</p>
<p>Using <b>drama activities and role-plays</b> to help children be more assertive and teach them strategies to help them deal with bullying situations. This might be through the PSHE curriculum or other curriculum areas such as Literacy.</p>	<p><b>Employment of Sports Coaches</b> during some lunchtimes to promote teamwork and positive peer activity during traditionally less structured times.</p>

## **APPENDIX 4 – TACKLING CYBER BULLYING**

### **SUPPORT FOR PARENTS AND CHILDREN**

#### **Advice for parents and carers on cyberbullying**

##### **Who is this advice for?**

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

##### **Overview**

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of “friends” on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

##### **Social networking**

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so

they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC - bullying and cyberbullying prevention

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

### **Set boundaries**

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls For parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - [help@theparentzone.co.uk](mailto:help@theparentzone.co.uk) and The Parent Zone - help

### **Being involved and talking to children**

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and antibullyingpro provides practical advice for parents

### **Advice for children**

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.

- While you are on your mobile phone make sure you also pay attention to your surroundings.

### **Possible signs of cyberbullying**

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

### **What to do if you suspect a child is being cyberbullied**

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved. The Parent Zone-Top tips if your child is being bullied

### **Support for children who are bullied**

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in

need of support to return to school. To help schools support pupils who are severely affected by bullying the Department has produced advice for schools, available at: [supporting bullied children](#)

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: [Childline-Building confidence after online bullying](#)

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector [advice and support from the anti-bullying sector](#)

Facebook has produced a support sheet [Empowering Parents and Families](#) which gives guidance on what to do if your child is being bullied.

## **Useful Resources**

### **Getting offensive content taken down**

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

NSPCC Network: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world [\*\*Please Note: Work with a Parent Group to make this more accessible\*\*](#)

**APPENDIX 5 – IDENTIFYING AND RESPONDING TO A CHILD WHO IS POTENTIALLY BEING BULLIED**  
**GUIDANCE FOR FAMILIES AND SCHOOL STAFF**

**How would I know if my child is being bullied?**

Sometimes a child will talk to you directly, or tell a friend or sibling about bullying; quite often children are frightened and keep bullying to themselves. The following signs may give an indication that a child is being bullied:

Poor school attendance	Lateness	Refusal to walk to school
Feeling ill in the mornings	Deterioration in concentration	Deterioration in school work
Withdrawal from socialising	Refusing to socialise	Anxious
Loss of confidence	Afraid to use internet or mobile	Jumpy when get text message
Avoidance of certain activity	Change of routine	Moodiness
Harsh self-criticism	Personality change	Depression
Suicidal thoughts	Running away	Sleeping difficulties
Bedwetting	Head or stomach aches	Hungry or lack of appetite
Aggressive behaviour or language	Angry	Not wearing glasses or certain clothing
Lost possessions or money	Torn clothes	Disruptive behaviour

These signs may indicated bullying, but there may be other reasons for changes in behaviours e.g.

- Could there be other issues bothering your child?
- Have there been changes to their family or other upsetting incidents?
- Are they nearing a transition point such as changing school in Year 6 or a family change?

Opening up communication in a non-judgemental way is important, whatever the reason

Sometimes the first you would hear of your child reporting bullying is when someone from school contacts you. Children can often want to protect their parents from worry and avoid telling you what is going on. This is quite normal behaviour and the important thing is to listen and be supportive in stopping the bullying, rather than berating yourself for not noticing a problem

**GUIDANCE FOR SUPPORT STAFF in responding to bullying**

If a child reports bullying to you, either of themselves or others, report it to the class teacher as soon as you can. If you witness behaviour which you think might be bullying, report it to your line manager and the bullied child's class teacher. Give names and details of what you saw/heard and when it took place. The class teacher should fill in a **Bullying Incident Report Form** with you. If you have made any notes, pass them to the class teacher too. DO NOT Talk to the class teacher in front of the class, but ask if you can speak to them quietly outside the classroom.

## GUIDANCE FOR CLASS TEACHERS in responding to bullying

**As soon as possible and no later than two working days of the bullying being reported to you:**

Class teacher, or if absent, other teacher in year group, or if both absent, Assistant Headteacher or Inclusion, or Headteacher

What do I do?	Who do I report it to?
<p>Interview the child who has reported they are being bullied, or the person reporting it happening, at a quiet time and place (arrange for your class to be covered if necessary, or take the child out of class/assembly etc)</p> <p>Ask questions to let them talk about what has been going on e.g.</p> <ul style="list-style-type: none"> <li>- Can you tell me about what has been going on lately with x?</li> <li>- How long has this been going on for?</li> <li>- Has it happened before?</li> <li>- Is anyone else involved?</li> <li>- Is there anyone who knows about it but hasn't told</li> <li>- Are they treating anyone else in this way?</li> <li>- How do you feel about this right now?</li> <li>- What would you like to happen now?</li> </ul>	<p>Assistant Headteacher or Headteacher IF:</p> <ul style="list-style-type: none"> <li>- There is any suggestion that the bullying may be racist</li> <li>- If it might also include a child protection issue (e.g. if child reports bullying by a family member)</li> <li>- If there is a report of physical violence</li> <li>- If it is cyberbullying</li> <li>- If it occurred off school premises</li> <li>- If there is a possibility of it being an issue of staff conduct or a whistleblowing allegation</li> </ul>
<p>Open a <b>Bullying Incident Report Form</b> for that child and add notes as necessary, <b>so that the record is complete enough for another member of staff to deal with it if you are absent</b>, and for a subsequent teacher to be able to follow what occurred. This is a document which should be copied to the Headteacher for the central bullying concern logbook and kept in your class handover file after the incident has been dealt with.</p> <p>Ext make a decision as to which approach/es to use:</p> <ul style="list-style-type: none"> <li>- If it is the first instance of bullying being reported by/against this person, or you suspect it is not persistent enough to be defined as bullying (see what is/isn't bullying section) then using <b>'I feel, I want'</b> statements on a 1 to 1 basis with the person being bullied and the person bullying may be sufficient. This may need to be repeated to be effective.</li> </ul>	<p>Speak to a more senior colleague. E.g. lead teacher, Inclusion, Assistant Head if you have any concerns at any time about how to proceed or if you want support</p>

<p>- If the child is anxious about a 1:1 conversation, use the support group method with positive role models</p> <p>These two methods are the most common methods to be used by class teachers in responding to bullying allegations</p> <p>If the bullying is historical and has stopped, then a conversation to remind child of what is and isn't bullying is necessary and to reiterate the importance of telling an adult promptly</p>	
<p><b>Speak to the parent</b> of the child reported as being bullied to tell them of what you know and the approach you intend to take.</p> <p><b>Emphasise</b> that the aim of you being involved is for the bullying to stop and that the approach you have chosen has a good evidence base of rapidly diminishing and stopping bullying.</p> <p><b>Ask them</b> what they know about their child and what they have noticed.</p> <p><b>Invite them</b> to meet with you if they would like.</p> <p><b>Tell them</b> you or the 'support worker' will report back in a week and then weekly for a month</p> <p>A senior leader will make the decision as to whether the parent of the child who has been alleged to have bullied would be contacted at this point.</p>	<p>Alert the senior leader of the steps you have taken to resolve the bullying so far.</p> <p>Append any notes or letters to the <b>Bullying Incident Report Form</b>.</p>
<p>Consider whether other interventions to build resilience might also be appropriate for the child.</p> <p>Speak to the <b>Inclusion Lead</b> if you feel that this work will take a more individual and long term approach than that which you can offer in the day to day classroom environment.</p> <p>Consider immediate changes to your curriculum offering to support the whole class in raising their awareness of bullying (e.g. reactive circle time).</p>	

**Guideline for class teachers for one week and one month review:**

<b>what do I do?</b>	<b>Who do I report to?</b>
Interview the child who has been reported as being bullied again and ask them if there is an improvement	Update the <b>Bullying Incident Report Form</b>

in the situation. Record their opinions on the <b>Bullying Incident Report Form</b> .	
review the actions taken so far with a colleague and consider the next step to take: If the bullying has stopped – no further action if bullying is reducing – meeting the child again in one week and then consider a further strategy	Inform the senior leader who will telephone the parents of the child to update them
If bullying persists, use the Group support method again, if already used, and consider further interventions in meeting with Assismand Head or Head Teacher	Inform the Assistant Head that the bullying is persisting and draw up an action plan together

**Guidance for senior leaders in investigating and reporting bullying incidences which are beyond the expectation of the class teacher’s role**

<b>Type of reported bullying</b>	<b>Actions</b>	<b>Report to</b>	<b>Records kept</b>
If there is nay suggestion that the bullying may be racist	Carry out interviews with children and parents as per usually bullying, open <b>Bullying Incident Report Form</b> Ascertain the severity and duration	Head Teacher via racist bullying report file (data requested annually) Other staff who work with the children every day	Bullying Incident Report Form Racist bullying incident form Add these records/all personal confidential files and ensure log is copied to class teacher
If it might involved a child protection issue e.g. if home related too	Seek advice from Designated Safeguarding Lead (Head) and refer to Cheshire East Consultation Service	Designated Safeguarding Lead Cheshire East Consultation Service	Record in child protection file as well as opening a Bullying Incident Report Form Follow procedure for dealing with child protection issues raised
If there is a report of physical violence	Ascertain where the violence occurred, if on school premises carry out investigation, consider fixed term exclusion		Incident Report Log may be necessary if violence was directed at a member of staff
If it is cyber bullying	Advise parents to keep evidence, consider severity and duration and whether it fits other	Parents, police, adults who work with the child/ren every day,	Open a Bullying Incident Report Form

	types of bullying too to be investigated under those guidelines, seek advice from police	parents of the child bullying online	
If it occurred off school premises	Carry out investigation as for bullying in school	Parents, police	Open a Bullying Incident Report Form
If there is the possibility of it being a staff misconduct or whistleblowing allegation	Seek advice from Head teacher who will contact the LADO (or Chair of Governors and LADO if the Head teacher is the subject of the allegation). Seek LADO advice before taking any further action, and if advised by LADO carry out an investigation. This investigation needs to be as prompt as possible after the report is received		Written records, signed and dated/timed should be kept of all aspects of investigation

**APPENDIX 6 - RESPONDING TO BULLYING INCIDENTS**

**BULLYING INCIDENT PROCESS**

**CRITERIA TO INDICATE A BULLYING INCIDENT HAS TAKEN PLACE**

- The victim is targeted by an individual or group on a regular basis
- There is intention to harm or humiliate (harm can be physical and/or emotional)
- There is a power imbalance, the victim is fearful of those targeting him or her

