

# Anti-Bullying Policy

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We are committed to safeguarding and promoting the welfare of children and young people and all staff share this commitment. If you have a concern about the welfare or safety of child please speak directly to Mrs Constanza (DSL) or Miss Lintern (DDSL).

[www.catcottprimary.co.uk](http://www.catcottprimary.co.uk)

## **INTRODUCTION**

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

### **Principles and Values**

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be recorded and responded to. Bullying will not be tolerated. Catcott Primary School will seek ways to counter the effects of bullying that may occur within the school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

### **What is bullying?**

There is no legal definition of bullying.

However, it's 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)

## **Signs and Symptoms**

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they are scared the bullying will get worse. They might think that they deserve to be bullied, or that it is their fault. You cannot always see the signs of bullying, and no one sign indicates for certain that a child is being bullied.

### **You should look out for:**

- belongings or clothing getting "lost" or damaged.
- being frightened to walk to school and wants to be driven or escorted.
- physical injuries such as unexplained bruises.
- being afraid to go to school, being mysteriously 'ill' each morning.
- not doing as well at school.
- asking for, or stealing, money (to give to a bully).
- being nervous, losing confidence, or becoming distressed and withdrawn.
- problems with eating or sleeping.
- starts stammering or shows signs of nervous tick or repetitive movements.
- becomes aggressive, disruptive or unreasonable.
- bullying others in the home or extended family, friends.
- changing their usual routines or attitude to people at home.
- is frightened to say what's wrong. • is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber-message is received.
- lack of eye contact.
- becoming short tempered.
- gives improbable excuses for any of the above. These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

## **The role of governors**

The governing board supports the headteacher in all attempts to eliminate bullying from our school.

- The governing board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. In all cases, the governing board notifies the headteacher, and asks him/her to investigate the case, and to report back to a representative of the governing board. See Complaints Policy.

## **The role of the headteacher**

- It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing board about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of the teacher and support staff**

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve discussion and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. Possible underlying reasons for bullying will also be investigated as this can reflect difficulties that the child may have regarding their well-being out of school. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time, PSHE sessions, visitors from minority groups and specialised companies, Value days and weekly Celebration Assembly are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **The role of parents**

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **The role of pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires and interviews

## **Racism**

"A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence enquiry report)

At Catcott Primary School, any form of racism will not be tolerated.

Examples of racism that we need to be alert to include:

1. Physical assault
2. Derogatory name-calling, verbal abuse, insults, innuendo (including name-calling that may not use overtly racist language but which derives some of its force from pupils' perceived 'race')
3. Verbal threats
4. Ridiculing people because of cultural or religious differences
5. Written derogatory remarks
6. Refusal to co-operate with other people because of their religion, ethnicity or language
7. Racist graffiti
8. Incitement of others to behave in a racist manner

9. Using the school's computer systems to access or distribute racist material
10. Abuse of personal property
11. Malicious telephone calls, text messages or e-mails
12. Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)
13. Expression of racist views during the course of a staff led discussion or in informal contexts (this might include use of racist language, negative stereotypical generalisations or holocaust denial)
14. Telling racist jokes

On being informed of a racist incident the headteacher will ensure that:

- The victim is fully supported at the time of the incident and supported following incident, e.g. discussion, counselling
- There is clear challenge and/or reprimand / sanction for offender at the time of the incident and that the offender is followed up through discussion, counselling to reduce the likelihood of a repeat
- All staff who work with victim or offender informed
- Parents of both the victim and offender are informed of the incident and the follow up actions
- A whole class / group follow-up may be needed to ensure that their repetition of racism is reduced
- When appropriate a referral to other agencies and or the police may be deemed appropriate
- A racist incident online form is completed and submitted to Somerset County Council. When working with offenders' restorative approaches will be used which includes: attending to the needs of those on the receiving end of racism; preventing re-offending by enabling offenders to assume active responsibility for their actions and reintegrating them into the school community; avoiding escalation; and, repairing and recreating the community damaged by the bullying.

## **CHILD ON CHILD ABUSE**

Child-on-child abuse is abuse by one or more children against another child. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, sexting, sexual assault, gender-based issues and harmful sexual behaviours.

At Catcott Primary School, all bullying and child-on-child abuse is unacceptable and must be dealt with in this context. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”.

Please refer to the Safeguarding Policy for further details on child-on-child abuse and the management of allegations.

### **Homophobia and gender-based discrimination**

We should be alert to sexual bullying based around sexual orientation. Generally Homophobic and gender-based bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse - including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are ‘gay’- e.g. ‘those trainers are so gay!’
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying– using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

### **Special educational needs and disability**

We are alert to the fact that pupils with special educational needs or disabilities are often at greater risk of being bullied than other pupils on the basis of their educational difficulties or disability.

### **Cyberbullying**

With constantly advancing technology we are alert to this unpleasant and particularly intrusive form of bullying.

Cyberbullying can involve Social Networking Sites, like Snap chat,



Instagram, Facebook and Twitter, emails and mobile phones, used for SMS messages and as cameras.

## **Banter**

It should be noted that abusive comments and interactions may not be passed off as mere 'banter'. Such comments referring to a person's race, religion, ethnicity, sexuality, culture, special educational needs or because a child is a carer are not acceptable and will be treated in-line with this policy.