**Anti Bullying Policy**

**CATTON GROVE PRIMARY SCHOOL**

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**Striving for Excellence**

**Approved by : Darren Woodward Date: 01.09.21**

**Reviewed : September 2021**

**Next review: September 2022**

**Introduction**

At Catton Grove Primary School we believe that everyone has the right to feel safe, secure, 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**

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.

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 are perceived to be gay, lesbian or bisexual

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 As Gr8 As U R .

As Gr8 As U R

As Gr8 As U R adopts the tag line **‘ Stop it before it starts’**

This 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.

1. GR8 AS U R

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

1. 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 are the only organization focusing on preventing 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.

1. All-inclusive involvement:

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

**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 with 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.

**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.

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.