Catshill Federation Anti Bullying Policy

This policy is reviewed and updated by Clair Yarranton and is approved annually by the Local Governing Body.

This policy has been written with reference to information from anti-bullyingalliance.org.uk

Reviewed: November 2024

Ratified: December 2024

Next Review: November 2025

In collaboration with

Contents

Catshill Federation's anti-bullying policy aims to:

• Promote respect and tolerance for all.
• Provide a secure, stimulating, positive and inclusive environment for learning.
• Make clear to all governors, teaching staff and non teaching staff, pupils and parents/carers what bullying is and that it is always unacceptable.
• Ensure clear guidelines on procedures to follow in the event of bullying.

What is bullying?

As defined by the Anti-Bullying Alliance, bullying is *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'*

At Catshill First School and Nursery and Catshill Middle School, we are a nurturing community and are committed to creating a calm and supportive environment where relationships are at the heart of everything we do. We understand that bullying can have a significant impact on a pupil's life and will always respond promptly and effectively to any cases of bullying. We believe that every pupil has the right to be treated with respect and to learn to treat others with respect.

On-going patterns of making and breaking of friendships, where both parties are equally responsible, does not constitute bullying. Nevertheless, such behaviour can have a negative effect on pupils' ability to focus on learning and will be addressed where identified or reported.

Bullying behaviours can include but are not limited to:

• <u>An imbalance of power:</u> young people who bully use their power-such as physical strength, access to embarrassing information, or popularity- to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

• <u>Repetition:</u> bullying behaviours happen more than once or have the potential to happen more than once.

• <u>Physical aggression:</u> such as pushing, poking, hitting, kicking, biting, taking or damaging possessions.

• <u>Verbal aggression:</u> such as name calling (e.g. about size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose) threatening comments, insults, remarks, teasing, spreading rumours, sending nasty notes or making nuisance calls.

• <u>Emotional:</u> such as isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

• <u>Electronic or cyber bullying</u>: such as the sending of inappropriate text messages and electronic messaging through websites or social media.

• <u>Indirect social exclusion:</u> such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or their family.

• <u>Prejudice-related:</u> derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

Within the Catshill Federation we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

Within the Catshill Federation we want pupils, parents/carers, staff, and visitors to report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be <u>any</u> member of teaching or non-teaching staff, including the school's named anti-bullying lead, a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/SLT if the report is deemed urgent or if a pupil is considered at risk.

If someone is doing something to a pupil that they do not like, we encourage use of the word "**STOP.**" It makes it clear that the person does not want it to continue in an assertive manner.

Aggression and retaliation should never be encouraged and may result in consequences for all involved.

Bullying is something that happens **S**everal **T**imes **O**n **P**urpose and the person involved should **S**peak-out **T**ell **O**ne **P**erson.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/via Epraise) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/SLT if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead, the named anti-bullying lead or directly to a member of SLT. The member of staff receiving the report will

take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/a member of the Senior Leadership Team if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's named anti-bullying lead, the Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's Safeguard recording system and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/a member of the Senior Leadership Team if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

Within the Catshill Federation all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's Safeguard recording system. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:
- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)

- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation. This may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.
- Monitor the effectiveness of actions taken and reassess/take further action if appropriate
- Liaise with a Designated Safeguarding Lead if there are safeguarding issues or concerns

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Reporting and recording procedures:

Step 1: Allegation of Bullying form (see appendix 1)

Pupils and/or witnesses report bullying, possible/perceived bullying incidents to any member of staff, who in turn report the incident to the school's named anti-bullying lead, Designated Safeguarding Lead/Deputy Designated Safeguarding Lead/a member of the Senior Leadership Team. Allegation of bullying form is completed along with a witness statement form (see appendix 2).
If it is decided that the incident does not constitute bullying on this occasion the form is filed under both pupils' names in the behaviour log. If bullying is possible proceed to Step 2.

Step 2: Bullying Analysis and Action form (see appendix 3)

The bullying behaviour or threats of bullying must be investigated by staff or named persons using the Bullying Analysis and Action form, and the bullying stopped quickly. This includes action to be taken by both the pupil experiencing bullying behaviour and the pupil exhibiting bullying behaviours.

Step 3: Pupil Voice (see appendix 4)

When appropriate, a Pupil Voice form is to be completed by the pupil experiencing the bullying behaviour.

Monitoring and Review
This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Appendix 1

Step 1 Allegation of Bullying

Date: Completed by: Position within Catshill Federation:	Name and relationship to pupil of the person raising the concern: Pupil: Class:

Concern/s:

	Does apply	May apply
Age/ Maturity		
Appearance		
Hygiene		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEND		
Perceived attainment		
Other		

Agreed next steps:

Discussion with pupil (accuser)	
Discussion with pupil (accused)	
Discussion with other pupils/peers	
Discussion with class teacher/s	
Discussion with other staff member	
Discussion with parent(s)/carer(s) of accused	
Discussion with Year Group Leader	
Discussion with SLT	
Increased classroom monitoring	
Increased playground monitoring	
Other	
Agreed feedback:	

Any instant action/s required:

Factors to help determine if incident constitutes bullying:

□   Possible bullying - all 3 warnings confirmed (*STEP 2 FORM MUST BE COMPLETED*)

- □   Deliberate cause of harm/knowingly caused harm (physically or emotionally)
- □   It is a repeated incident or experience
- □   Involves an imbalance of power:
    - ▪   target feels s/he cannot defend her/himself, or
    - ▪   perpetrator/s exploiting their power (size, age, popularity, status)
    - ▪

□   Not bullying on this occasion because it was: *(MONITOR)*

- □   the first reported hurtful incident between these children
- □   teasing/silliness between friends without intention to cause hurt
- □   falling out between friends after a quarrel, disagreement or misunderstanding
- □   conflict that got out of hand (should not happen again)
- □   activities that all parties have consented to went too far
- □   Other (detail below)

Date:	Pupil:
Completed by:	Class:
Position within Catshill Federation:	□ Possible bullying (*STEP 2 FORM MUST BE COMPLETED*) □ Not bullying

Appendix 2

Witness Statement

Date:	Name:
Statement:	

Appendix 3

Bullying Analysis and Action

Date:	Pupil experiencing bullying behaviour/s:
Completed by:	Class:
Position within Catshill Federation :	Pupil/s exhibiting bullying behaviour/s:
	Class:

Focus of bullying: tick all elements which apply in your understanding of the incident(s):	Does apply	May apply
Age/ Maturity		
Appearance		
Hygiene		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEND		
Perceived attainment		
Other		

Manifestations of bullying: tick all elements which apply in your understanding of the incident(s)	
Perception: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Verbal abuse or name calling	

Threats/ultimatums	
Rumours	
Written word	12
Physical intimidation	
Actual physical assault	
Stealing/damaging property/possessions	
Cyber bullying	
Other	

Information and detailed evidence: Who? When? Where? When? How? Why? How? (N.B attach all evidence including witness statements).

Action/s for pupil experiencing bullying behaviour/s:	Timescale	Review date:

Action/s for pupil/s exhibiting bullying behaviour/s:	Timescale	Review date:

STEP 3 PUPIL VOICE FORMS MUST BE COMPLETED AT AN AGREED FINAL REVIEW DATE

Appendix 4

Pupil Voice

1	How safe did you feel before you reported the bullying behaviour?				
	😃 Very safe	🙂 Safe	😐 Mixture	😕 Unsafe	🙁 Very unsafe
	☐	☐	☐	☐	☐

2	How safe do you feel now?				
	😃 Very safe	🙂 Safe	😐 Mixture	😕 Unsafe	🙁 Very unsafe
	☐	☐	☐	☐	☐

3	Has Catshill Federation taught you what to do and who to speak to about bullying behaviour?			
		🙂 Yes	😐 Unsure	🙁 No	
		☐	☐	☐	

4	How happy were you with the way that the bullying behaviour was dealt with?				
	😃 Very happy	🙂 Happy	😐 Mixture	😕 Unhappy	🙁 Very unhappy
	☐	☐	☐	☐	☐

5	Do you feel worried when you see the person who was involved in the bullying behaviour now?			
		🙂 No	😐 Sometimes	🙁 Yes	
		☐	☐	☐	

6	Is the bullying behaviour happening to somebody else?			
	🙂 No	😐 Unsure	🙁 Yes	
	☐	☐	☐	

7	Are you glad that you spoke out against bullying behaviour?			
	🙂 Yes	😐 Unsure	🙁 No	
	☐	☐	☐	

Comments:

Date:	Class:	Name (if happy to give):