



Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Anti-Bullying Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	R. Fender	Full Governing Body	January 2020	January 2021	Updated with new KCSiE 2021
V2	R. Fender	Full Governing Body	Feb 2021	January 2022	KCSiE & LA updates
V3	R. Fender	Full Governing Body	March 2022	January 2022	KCSiE & LA updates
V4	R. Fender	Full Governing Body	March 2024	January 2027	KCSiE & LA updates

Aim:

At Cheadle Catholic Junior School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

STOP

(Acronym can be applied to define bullying – Several Times On Purpose)

Developing a whole school approach

At Cheadle Catholic Junior Schools we work closely with members of the schools' community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

We believe that:

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- All bullying is unacceptable, irrespective of how it happens and/or what justification is given
- We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- We must take incidents of bullying seriously and consider the needs of those affected.
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour.
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and supporting repairing of harm done through a solution based approach.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in school.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Factors that may increase vulnerability:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Some groups of children and young people are understood to be more susceptible to incidents of bullying (children who display bullying behaviours or children who are targeted), including those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs/a disability
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid-term
- are from the LGBTQ+ community or those who may be exploring their gender identity
- have English as a second language
- are young carers
- have suffered physical or emotional trauma including domestic abuse, acrimonious separation, or bereavement
- have a parent that was a victim of bullying
- have experienced poverty or deprivation

Types of Bullying

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber Bullying using technology such as mobile phones, email and social media sites to harass, threaten, embarrass and intimidate, or target another person.
- The misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages. Shaming people online, encouraging people to self-harm, creating fake accounts
- Emotional – intentional exclusion, ostracising, tormenting, threatening gestures, ridicule, and humiliation.
- Exclusion – isolating individuals and controlling behaviour
- Sexual – unwanted physical contact, abusive comments, homophobic, biphobic, transphobic abuse and inappropriate use of language.
- Racist – racial taunts including the use of all inappropriate language, graffiti and gestures
- Religious – offensive comments, references to religious belief, lifestyle, or background.
- Some behaviours may be deemed to be abusive and may fall under the categorisation of peer/peer & child on child abuse please cross reference with your safeguarding policy.
- Parental incitement

Hate Crimes

Some bullying behaviours may also be considered as hate crime, this would include, for example targeting a child or young person on grounds of race, sexual identity/orientation, race or disability.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on [SIMS or other school database or central recording system] and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Children and young people who harm others (also referred to as child-on child abuse):

Child-on-child abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case-by-case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

Prejudice based incidents

Unkind or hurtful behaviour that is motivated by prejudice, negative attitude, beliefs or views towards a protected characteristic or those from minority groups will be classed as a prejudice-based incident.

All prejudice-based incidents are taken seriously, recorded, and monitored in school. The head teacher will report all incidents to the governing body to ensure appropriate measures are taken and change is implemented where needed.

This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted intervention/s.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

To prevent bullying in our school we will:

Develop our wider curriculum:

- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity and inclusivity are continually celebrated across the school through all our work including our curriculum, displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month, Safer Internet Day, Mental Health Week.
- The use of stereotypes and derogatory language are consistently challenged by staff and pupils across the school
 - A climate exists where bullying and violence are not tolerated
 - Develop peer support systems to prevent and respond to bullying

- Promote safe play/ social areas
- Audit our site regularly to establish that children feel safe, especially known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on an incident reporting form and also record the incident centrally on [SIMS or other school database, or central paper recording system]
- Designated school staff will monitor incident reporting forms and information recorded on [SIMS or other school database, or central paper recording system] analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the victim with the pupil's class teacher/ form tutor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting. Action plans will make use of [school initiatives such as mentors, buddy systems and lunchtime monitoring]
- Staff will pro-actively respond to the perpetrator bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Reporting – Roles and responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is understood and followed by all members of the school community and ensures the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Rachel Fender (HT) and John Sheehan (DHT), Helen Bird (Mental Health Lead Teacher) is the Senior Leader responsible for anti-bullying.

STAFF:

All school staff, visiting professionals and volunteers have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff become aware of bullying, they must reassure the pupils involved and inform relevant staff in line with school guidance.

PARENTS AND CARERS:

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Recording and reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Training and awareness

The head teacher is responsible for ensuring that all school staff and volunteers receive regular training on all aspects of the anti-bullying policy and how this will be delivered and monitored.

- School retains a record of all staff training as part of its approach to safeguarding children.

Monitoring and evaluation:

We will check through a range of pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report.

Ratification

The governing body ratified this policy at their meeting on – 20th March 2024
This policy will be reviewed at least every two years

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Keeping children safe in education
Equalities and Diversity policy
Equality Act 2010
Behaviour policy
Care and control policy
Relationships and Sex Education policy
Positive Behaviour Policy
Respect Policy and Charter
Safeguarding policy
Responsible Use policy
School Development plan

Appendices

1. Harmful Sexual behaviours
2. Child-on-child abuse
3. Cheadle Catholic Juniors Anti-bullying Charter
4. Organisations that can offer support

Appendix 1

Harmful Sexual Behaviours

"Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards" (NSPCC)

This may include:

- Sexual Harassment – creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or 'sexting'
- Sexual Abuse – "forcing or enticing a child or young person to take part in sexual activities" this includes touching someone's bottom/breasts/genitalia without consent
- Sexual Violence – rape/ assault

Harmful Sexual Behaviour includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

As a school we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This may include:

- Sanctions within school
- Discussions with parents/carers
- Discussions with the pupils involved
- Restorative approaches
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour feature within this. We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship

- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation/Sexuality
- Relationships
- Bullying
- Abuse
- Consent
- Positive relationships

Staff responsibility:

- All staff recognise that any potentially HSBs are not acceptable and must be challenged
- This includes behaviour we see in school or is reported to us
- If we hear of these behaviours we will challenge and report
- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil
- We will be role models for the pupils by demonstrating respectful behaviour and use of language

Appendix 2

Child on Child Abuse

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting', which is where someone takes a picture under a person's clothing (not necessarily askirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to Peer on Peer / Child on Child Abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "probably didn't mean anything by it", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils' understanding of acceptable behaviour and keeping themselves safe online
- Having robust monitoring and filtering systems in place as outlined in our e-safety policy
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work to those pupils identified as being at risk.
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in KCSIE 2022

Stockport Schools Anti-Bullying Charter

This charter is awarded to



'Bullying is behaviour by an individual or a group which is repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

Our school community promises to:

- **Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated.**
- **Discuss, monitor and review our anti-bullying policy every two years.**
- **Keep a high profile in and around school to prevent bullying behaviours developing.**
- **Support staff to promote positive relationships and identify and tackle bullying appropriately using Restorative Approaches where appropriate.**
- **Investigate incidents of bullying and take action where necessary, supporting individuals at all times.**
- **Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy.**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy.**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Appendix 4

Organisations that can offer Support

NAME	DETAILS	CONTACT
BM Schools Out / LGBT History Month	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. “Polices” the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK’s free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk Helpline 0800 1111
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
The Proud Trust	The Proud Trust is a live saving and life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, managing the LGBT centre for Manchester	www.theproudtrust.org/about-us/
Stonewall	Support schools prevent and tackle homophobic bullying and celebrate difference.	
NSPCC	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk Helpline 0808 800 5000
MENCAP	UK’s leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk

NAME	DETAILS	CONTACT
Terence Higgins Trust	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very wide range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk Helpline 0845 1221 200
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH Helpline 08451 205 204
Think U Know	This is a site from CEOP for children and young people and practitioners to focus on how to stay safe on line	www.thinkuknow.co.uk
SWGFL	A range of support including policies and resources to support internet safety	enquiries@swgfl.org.uk
Parentline Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – 0800 783 6783	0207 824 5549 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL_ www.parentlineplus.org.uk Helpline 0808 800 2222
UK Safer Internet Centre	Works across the UK to provide support for children and staff. They have a professionals helpline and useful resources to support safe and responsible use of the internet	www.saferinternet.org.uk professional's online safety helpline 0844 381 4772 helpline@saferinternet.org.uk