



## ANTI-BULLYING POLICY

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature ..... Date .....

Early Years Manager at Carmel Christian School

Signature ..... Date .....

Chairperson of the Governing Body

Signature ..... Date .....

Wayne Skinner, Chairperson, CMI Board of Trustees

Revision table	Date	Details
Review	19 January 2018	Major rebuild of several sections
Review	19 January 2019	Review of the policy by the Governors
Review	27 August 2019	Review
Review	27 August 2020	Review
Review	8 June 2021	Review due to CCS staff and setting changes
Review	8 February 2022	Added racism into the policy
Next Review Due	8 February 2023	

## **AIMS AND OBJECTIVES**

At Carmel Christian School (CCS) Early Years, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment, so that every one of our children can develop to his/her full potential. We expect our pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

CCS prides itself on its respect and mutual tolerance. Parents/carers have an important role in supporting CCS in maintaining high standards of behaviour. It is essential that the school and homes have consistent expectations of behaviour and that they co-operate closely together.

This policy is available to parents of pupils and prospective pupils on our website and also upon request. It is also communicated to all staff, and pupils are informed in an age-appropriate manner.

Bullying, harassment, victimisation, discrimination and racial abuse will not be tolerated. We treat all of our pupils and their families fairly and with consideration, and we expect them to respect the staff, the school and each other, in return. All forms of bullying are unacceptable at our Early Years setting and any instances will be recorded and, where appropriate, will result in disciplinary action. Depending on the seriousness/circumstances, the police may also be informed.

This policy should be read alongside the following policies:

- Safeguarding and Child Protection Policy
- E-Safety Policy
- Equality Policy
- Complaints Policy
- Behaviour Policy

## **DEFINITION OF BULLYING**

Bullying can be defined as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (Guidance on Preventing and Tackling Bullying, Department for Education).

Put another way, bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media, SMS or other instant messages) and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in

with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities, physical attributes (such as hair colour or body shape), sexual orientation or the colour of someone's skin. Bullying can happen anywhere and at any time and can involve anyone – pupils, other young people, staff and parents.

**Emotional bullying** is when a victim is taunted, mocked, excluded from groups or the subject of hurtful and untruthful gossip and rumours. Often, he/she who engages in this form of behaviour does not consider it to be bullying but considers it to be 'a joke'. If the victim does not find teasing or taunting funny, then it is not. Emotional bullying can be more damaging than physical.

**Physical bullying** should not be seen merely in terms of a pupil being physically assaulted. It can include damage done to the victim's property, clothing or school work.

**Verbal bullying** is name-calling or making insulting remarks which can be sexual/sexist, racial or homophobic in nature.

**Racism:** The word 'race' is used to describe people based on their physical appearance, often using the colour of their skin to identify them. Race is also the root word for racism, which is when a group of people are treated unfairly because of their race. Unfortunately, some groups of people are even treated violently because of the colour of their skin.

**Hate Incident and Hate Crime Definitions** – a hate incident is legally defined as: *"any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate."*

Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability/SEN, gender identity. Hate incidents can consist of: verbal abuse or insults, detrimental comments, abusive language and 'jokes' relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

A hate crime is legally defined as: *"any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."*

(ACPO 2005 definition).

## **DEFINITION OF CYBERBULLYING**

Cyberbullying can be defined as “the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others” (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/herself.

Cyberbullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites, such as Facebook, Instagram, Twitter or YouTube);
- Using email to message others in a threatening or abusive manner; or hijacking/ cloning email accounts.

## **THE CCS EARLY YEARS RESPONSE TO BULLYING**

At CCS, we always treat bullying very seriously. It conflicts sharply with the school’s social and moral principles and will not be tolerated.

Bullying can be so serious that it causes physical, emotional and psychological damage, eating disorders, self-harm and even suicide. Whilst bullying is not a specific criminal offence, there are criminal laws that apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanctions and will also, where possible, be supported in learning different ways of behaving. Bullying that occurs on school trips or outside of the school’s premises will not be tolerated any more than bullying on school premises. Staff will, where appropriate, speak to children and their parents about misbehaviour outside of the school premises and outside school hours.

## **SIGNS OF BULLYING**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet

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- Diminished levels of self confidence
- Frequent visits to the GP with symptoms that may relate to stress or anxiety, such as stomach pains or headaches
- Unexplained cuts and bruises
- Frequent absence or erratic attendance
- Choosing the company of adults rather than peers
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping or experiencing nightmares

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported/recorded as appropriate (see below).

### **BULLYING – PREVENTATIVE MEASURES**

We take the following preventative measures in order to ensure that bullying does not become a problem which is associated with CCS:

#### **Children**

- The setting uses age-appropriate lessons guided by the EYFS framework to teach about expected standards of behaviour. Children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to listen respectfully to others.
- By directly teaching children about feelings and emotions, we are able to equip them to deal with their own emotions when conflict occurs.
- Activities and circle times are used to address potential issues, as well as interactive conversations to develop an understanding of moral and spiritual values.
- All our children are encouraged to tell a member of staff at once if they know or suspect that bullying or racial discrimination is taking place.
- All pupils know how to report worries to their teachers.
- We provide leadership training to our staff that specifically covers the importance of offering support and assistance to younger and/or vulnerable pupils.

#### **Staff**

- Upon induction, all new members of staff are given guidance on this policy and on how to respond to and record allegations of bullying at CCS. All staff understand the principles of the Early Years Policy, their legal responsibilities, actions to be taken to resolve and prevent problems, and sources of further support.
- All reported incidents are recorded and investigated efficiently. We always monitor reported incidents. Records of any incidents are kept securely in the office of the

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Early Years Manager in order that patterns of behaviour can be identified and monitored.

- We have a strong and experienced team of teaching staff supported by the pastoral team and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held regularly.
- Staff are trained to be alert to inappropriate language or behaviour.
- Staff help children to celebrate differences and diversity by exploring festivals and cultures. We also acknowledge and embrace the differences of the children within the setting.
- The school has the right and duty to investigate incidents of bullying or racism involving our children that take place outside the setting's hours, on outdoor visits and trips or that otherwise occur outside of the setting. We also have the right to take formal measures in respect of such acts.

### **Parents**

- We encourage close contact between the staff and parents/carers, and will always make contact if we are worried about a child's wellbeing.
- Parents are always informed about an incident involving behaviour on collection and, if appropriate, are asked to sign an incident form. In cases of repeated instances of hurtful or inappropriate behaviour from their child, parents will be invited into the setting to discuss the situation with the Early Years Manager, to agree a joint way of handling the difficulty.
- We welcome feedback from parents and carers on the effectiveness of our preventative measures and all other aspects and results of this anti-bullying policy.

### **CYBERBULLYING – PREVENTATIVE MEASURES**

For the prevention of cyberbullying, in addition to the measures described above, CCS Early Years take part in Safer Internet Day.

The children are introduced to Smartie the penguin:

- They watch a story of Smartie learning to be safe on an electronic device.
- The children are asked questions to ensure their understanding.
- All children will watch the recording. If a child is absent, a suitable time on their return will be put aside for them to watch it.
- Parents are sent the link so that they can revisit the video with their child at home.

## **PROCEDURES FOR DEALING WITH REPORTED BULLYING**

CCS ensures that all instances of, or concerns about bullying and cyberbullying, on and away from school premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept by the Early Years Manager, and will also be recorded on pupil files and files relating to safeguarding, where appropriate, in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.

If an incident of bullying is reported, the following procedures will be adopted:

1. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
2. He/she will inform the Early Years Manager as soon as possible.
3. The Early Years Manager will convene a strategy meeting as soon as possible with the staff to determine who will take responsibility for which elements of the investigation.
4. The victim will be asked to tell an appropriate adult what has happened.
5. The bully/bullies, and all others who were involved, will be spoken to as soon as possible.
6. The incident should be recorded by completing a signed and dated 'Bullying Reporting Form' which is then given to the Early Years Manager, who is responsible for keeping all records of bullying and other serious disciplinary offences securely.
7. Once the basic facts have been established and the Early Years Manager is confident that they have sound knowledge of the issue, parents of both the alleged victim and alleged bully should be informed without delay, ideally by telephone. It is good practice to inform parents of the next steps in concluding the investigation and the possible outcomes for the alleged bully. The Early Years Manager/Designated Safeguarding Lead will also ensure communication with all relevant staff of both victim(s) and bully/bullies.
8. In deciding what action to take towards the bully, the Early Years Manager will listen carefully to the child. The manager will endeavour to gain the support of the parents in:
  - a) Restorative justice, where reconciliation is sought, education for the bully is instigated and disciplinary sanctions are not required. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened to help develop a strategy which enables all concerned to close the episode;
  - b) Disciplinary sanctions are sought, for example, reflection time, behaviour chart or, in extreme cases, exclusion from school. The school may exclude a pupil, either temporarily or permanently, in cases of severe or persistent bullying or in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

9. When the course of action towards the bully is decided upon, the Early Years Manager will write to the parents of the bully providing an overview of the issue, what action has been taken and the likely disciplinary consequences of a repeat offence. The letter should also indicate the support, education and guidance the perpetrator will receive in helping direct their behaviour in the future.
10. The parents/carers of the victim will be informed in writing that action has been taken to stop any further bullying.
11. As part of the process, a meeting involving all parties, with close staff supervision, may be convened to help develop a strategy which enables all concerned to close the issue and move forward.
12. A monitoring and review strategy will be put in place and put on record.
13. In very serious cases, it may be necessary to make a report to the police or to social services and guidance set out in our Safeguarding and Child Protection Policy may need to be followed. However, in many cases, it will be possible to resolve such issues internally under this policy.

### **COMPLAINTS PROCEDURE**

Parents are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly.

### **REPORTING BULLYING AND HATE CRIME**

Hate crime will be reported directly to the police. The underpinning rationale behind any hate incident is perception. It is the perception of the victim or any other person (e.g., a witness) that is the determining factor.

**You will need to have the following information:**

<b>Date reported:</b>	
<b>Incident reported by:</b>	
<b>Incident date:</b>	

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<b>Where:</b> in school, out of school?	
<b>Name of victim:</b>	
<b>Name of perpetrator(s)</b>	
<b>Incident type:</b> ethnicity/race, sexual identity, religious/belief, gender/identity, disability/SEN, racial discrimination, other?	
<b>Incident category:</b> cyberbullying, physical assault, damage, behaviour designed to exclude, verbal abuse?	
<b>What happened:</b> A brief description is fine; try to keep within one paragraph.	
<b>Is this a persistent incident:</b> yes or no?	
<b>Action taken in support of victim(s):</b> DSL, involve parent, restorative conversation, involve police, targeted behaviour support	

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worker, targeted provision, involve cluster targeted services, other?	
<b>Parents informed:</b>	
<b>Action taken in support of perpetrator(s):</b> DSL, involve parent, restorative conversation, involve police, targeted behaviour support worker, targeted provision, involve cluster targeted services, other?	
<b>Reported by:</b> staff member, member of the public, police, peer, parent/carer or other?	
<b>Staff member responsible:</b> who is the member of staff responsible for resolving this incident?	