

Anti-bullying Policy

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Committee Responsible:	Learning & Achievement
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Designated Governor for Safeguarding:	Mrs Linda Burkitt

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.' [*Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017*]

At Cranmere Primary School, we believe that our school is a community. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, ethnicity, social, cultural or religious background. It is a primary aim of our school that every person is treated fairly and well. In view of this, we are committed to taking bullying seriously and will not tolerate it in any instance. Pupils and parents should be assured that they will be supported when bullying is reported. We have high expectations of good behaviour and we will challenge anything that falls below this.

This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the school, and incidents that occur to and from school, of which we have been made aware of. It has been written using guidance from the Department for Education and takes into account the Education Act (2011); the Equality Act (2010); the Education and Inspections Act (2006) and Part 3 of the Children and Families Act (2014), Keeping Children Safe in Education September (2018).

Policy Aims

The purpose of this policy is to:

- define bullying and what does, and does not, constitute bullying behaviour
- identify the names of the responsible persons in the school and explain the purpose of their role
- describe what should be done if any member of the school community, or a parent/carer has a concern regarding suspected or actual bullying

What is Bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' (DfE, 2017)

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Where bullying may happen

Bullying may happen anywhere. School staff have the power to discipline pupils for misbehaving outside the school premises if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Where bullying

occurs outside school, we may impose disciplinary sanction and implement this sanction on school premises while the pupil is under lawful control of school staff e.g. on a school trip.

What Bullying is NOT

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- rough play
- falling out with friends (often they make-up)
- accidental injury
- loss of temper during playtime games
- one-off arguments (or even fights)
- teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children's development to develop the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to our Behaviour and Discipline Policy.

Intervention

All staff in Cranmere Primary School take all forms of bullying seriously and seek to prevent it from taking place. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all. This teaching is integrated into our PSHCE curriculum and is founded on our 6R Values of: Respect, Responsibility, Resilience, Reflectiveness, Resourcefulness, Reasoning. Our children learn to understand the feelings of bullied children, and how to avoid lapsing into bullying behaviour. Weekly assemblies are held reinforcing our 6Rs and we take part in the annual Anti-bullying week. Our school reward system is founded on our 6Rs and encourages a high level of praise and rewards to celebrate best choices in learning and play.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education 2018.'

The Role of Staff

When an incidence of suspected bullying is brought to the attention of the class teacher the following actions will be taken:

1. Teacher investigates whether bullying has occurred [as defined in this policy]. This will involve talking to the pupils concerned and maybe others.
2. If bullying is confirmed, this will be referred to a member of SLT and the Designated Safeguarding Lead and teacher will continue to monitor situation.
3. If it is not bullying, the teacher will use their knowledge of the children to decide what appropriate action is required, adhering to our Behaviour and Discipline Policy.

The Role of the Headteacher

1. to implement the school's anti-bullying strategies and monitor these regularly
2. ensure that all staff receive appropriate training and are aware of the school policy and know how to deal with incidents of bullying.
3. monitor reports of bullying via CPOMS and ensure all actions/outcomes are recorded accurately and follow-up actions completed
4. meet with the Named Governor for Safeguarding at least twice a year
5. report to the governing body about the effectiveness of the anti-bullying policy
6. liaise with outside agencies, as appropriate

Role of the Pupils

Pupils are encouraged to tell an adult if they are being bullied, or if they witness someone else being bullied, and if the bullying continues they must keep on letting people know.

Pupils are also encouraged to tell us their views about a range of school issues, including bullying, during circle time, Personal Social and Health Education (PSHE) lessons and pupil surveys.

Role of Parents/Carers

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. If they suspect that their child is being bullied, or suspect that their child may be the

perpetrator of bullying they 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.

Parents/Carers should also make sure they are aware of, and monitor their child's use of technology, such as mobile phones and social networking /communication websites. If they suspect any incidents of cyber bullying involving their child, or another pupil from the school, they should contact the school immediately.

The Role of the Governing Body

The Governing Body has adopted this policy and supports the Headteacher in not tolerating bullying in our school. The policy will be reviewed every 3 years or sooner to accommodate any legislative or regulatory changes.

Discipline and Tackling Underlying Issues of Bullying

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

We will make use of a range of practical resources taken from DfE guidance to develop our own approaches to different issues which might motivate bullying and conflict.

This policy will be made available to Parents/Carers on the school website. A paper copy is available for reading in our school office foyer. Additionally, a paper copy can be obtained from the school office on request.