Anti-bullying Policy

Title:	Anti-bullying Policy
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Responsible Staff Member:	Mrs Sarah Scott
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SOWING THE SEEDS OF LEARNING, THROUGH COURAGE, COMPASSION AND COMMUNITY.

CONTEXT

Cranham C of E Primary school prides itself on being a safe and happy place for children to learn. We work hard to promote the highest quality relationships between everyone in our community and incidents of bullying are rare. However, we must recognise that it can happen in any school and be vigilant and tenacious in our approach to it. Our vision has three central aspects – courage, compassion and community. We see these three values as being central in tackling bullying should it occur.

Courage
Staff need to be courageous in tackling bullying and children need to show courage to speak out if they are concerned for themselves or others.
Compassion
Our anti-bullying approach needs to have compassion at its heart, both in dealing with victims and perpetrators, but also in creating compassionate children as a strategy for prevention.
Community
If bullying occurs, it undermines the foundations of our Christian Community.

Aims

The aims of this policy are:

- To maintain a high profile for our anti-bullying work
- To lay out our approaches to the issue in a clear way to ensure consistency
- To ensure all stakeholders, especially the children, understand the school's approach to preventing and tackling bullying

Policy development

The policy was initially developed alongside the pupils in Upper Key Stage Two, through a question-based structure. It is reviewed every two years, by the same age range of pupils to ensure it continues to meet the needs of the pupils. Where the governors and staff felt that the children had covered all the important parts of a question, they have added no further comments. There are some occasions where governors and staff wanted to add a comment for clarity or to ensure the policy was comprehensive. The school has also taken particular regard to: Gloucestershire Youth Parliament's Anti-Bullying Charter; the DfE document 'Preventing and Tackling Bullying' 2017 and the Equalities Act 2010 and to Keeping Children Safe in Education 2019.

Our Anti–Bulling policy runs alongside our Behaviour policy which is based on four simple steps: Ask, Tell, Send, Mend.

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. We help our children identify bullying, as opposed to one-off unkind behaviour, by using the 'STOP' acronym – Several Times On Purpose. Bullying can take many forms (for instance, cyber-bullying via text messages, sexting or the internet), and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be even more damaging than physical; teachers and schools have to make their own judgements about each specific case." (DfE)

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying results in pain and distress to the victim. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or sexually abusive comments, including online contact and sexting or encouraging a sexting response.
- Homophobic: lesbian, gay, bisexual or gender fluid pupils may be at risk of bullying because of, or focussing on, the issue of sexual orientation. Anti-gay or anti-lesbian language is unacceptable and any gay, lesbian bi-sexual or gender fluid pupils will feel safe in Cranham School. Any anti-gay or anti-lesbian language will be challenged even if not directed at an individual.

- Gender identity: is a contested belief. It is a sense a person may have of their own gender, whether male, female or another category such as non-binary. This may or may not be the same as their biological sex. Many people do not consider that they or others have a gender identity at all. The pupils of Cranham Primary should be respectful of all beliefs. While no one should be expected to use preferred pronouns and should not be sanctioned for making honest mistakes, in all cases, bullying must not be tolerated. (see DfE Guidance for Gender Questioning Children)
- Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Religious: bullying related to religious beliefs (or lack of religious beliefs) and practices.
- Cultural: bullying related to cultural beliefs and practices.
- Cyberbullying: all areas of internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera &video facilities, including sexting and encouraging a sexting response **(see appendix 1 for more information on cyber-bullying).**
- Bullying due to special educational needs and/or disabilities (SEND).
- Bullying related to appearance of health conditions.
- Bullying related to home circumstances e.g. children in care, children from same-sex families.

Within Cranham Primary School, we do not tolerate bullying in any form and will respond in accordance with this policy.

Prevention as the main defence

The DfE state that, "a school's response to bullying should not start at the point at which a child has been bullied". At Cranham Primary School we aim to tackle bullying through prevention. We aim to create an environment of tolerance, kindness, safety and respect in accordance with our school values. We provided a confidential 'Ask it 'box where children can ask to speak to an adult at any time. Through our PSHE curriculum, we teach about difference and tolerance. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole community and are reinforced by staff. In our weekly Celebration Worship, we celebrate children who have positively demonstrated the school's values and children have the opportunity to take home our values certificates and owl pebbles. Our values winners are shared in our weekly newsletters. This enables us to share our message about values with parents. In addition, Cranham Primary School teaches traditional British values through the curriculum: democracy, rule of law, mutual respect, individual liberty, and tolerance of those with different faiths and

beliefs. Through collective worship and our wellbeing curriculum, as well as incidentally through all learning and class discussion, we reinforce the message of the Equality Act 2010: "It is against the law to discriminate against someone because of a protected characteristic." We show respect and tolerance for all and we celebrate diversity. (see Appendix 2)

SIGNS AND SYMPTOMS OF BULLYING

Children and young people who are bullied often struggle with low self-esteem and sometimes think it is their fault or that they deserve to be bullied. Alternatively, they can feel angry. Children and adults can feel helpless, frightened, and desperate.

A child or young person may indicate by signs or behaviour that he or she is being bullied. **Adults should be aware of these possible signs and that they should investigate if a child/young person:**

- changes his/her usual routine
- has changes in moods
- is unwilling to go to out of the home
- begins to be reluctant to attend school
- runs away
- says he/she is feeling unwell e.g. stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- begins to do poorly in academic work
- has possessions which are damaged or " go missing"
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a phone message or email is received

Persistent Bullying can result in:

- Depression
- Low Self-Esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide
- Self-Harm

Anyone and everyone who is subjected to, involved in or who witnesses bullying is affected by it. Parents, carers, siblings and friends are affected when a member of their family is being bullied.

There are different roles within a bullying situation:

- Victim
- Perpetrator
- Observer

If someone is a bystander or observer it could be argued that they are condoning what is happening if they do not highlight the situation. Many bullies will not persist unless they have an audience to play to. Bullying has a "ripple effect" and whilst the victim might be at the centre of it, the impact upon others is sometimes devastating. Cranham Primary School promotes the use of fully trained Peer Mediators at playtimes, encouraging children to take an active interest in playtime behaviour and to support the school's values and behaviour policy. Peer Mediators review behaviour with the Headteacher termly, and bullying is an agenda item.

WHAT SHOULD CHILDREN WHO FEEL THEY ARE BEING BULLIED DO?

The children say:

- Try to ignore it and walk away.
- Use the Ask, Tell, Send and Mend model to make it clear that you do not like the behaviour.
- Tell a friend.
- Tell an adult at school and rely on that adult to support you.
- Do not blame yourself and do not take it out on others.
- Do not retaliate.

- Don't pretend it hasn't happened or hide it.

The governors and staff say:

- Children who are experiencing Cyberbullying should keep any messages and take screenshots to ensure the issue can be dealt with quickly.
- They should also take a break from the internet and choose a different activity to reduce the impact on themselves.

WHAT SHOULD CHILDREN WHO SEE SOMEONE ELSE BEING BULLIED DO?

The children say:

- Never watch and be a bystander.
- Say stop and stand up for the victim.
- Help the victim to feel better and be compassionate.
- Try to resolve it and if this doesn't work, take them away from the situation.
- Comfort both sides.

The governors and staff say:

- We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

WHAT IS THE ROLE OF ADULTS AROUND THE SCHOOL IN REGARD TO BULLYING?

The children say:

- Take it seriously and comfort the victim.
- Work hard to make it stop.
- Speak to the perpetrator to find out why – there will be a reason why they are doing it.
- Make sure they know it is wrong.
- Use Ask, Tell, Send, Mend.
- Separate the children.
- Treat all people involved fairly.

The governors and staff say:

- Ask, Tell, Send and Mend may not always be appropriate for incidents of bullying – the adult may feel that they need to move straight to Send to ensure children are safe and happy.

WHAT IS THE ROLE OF THE HEAD TEACHER AND THE GOVERNORS WHEN BULLYING HAPPENS?

The children say:

- Make sure everyone knows so that they can keep an eye on things.
- The perpetrator should be sent to the head teacher, who should be calm but firm with them.
- Alert the parents.
- Decide on the sanction.
- The Head teacher should do a collective worship on bullying, including examples from children who have been bullied if they feel up to sharing it.

WHAT SHOULD THE CONSEQUENCES OF BULLYING BE?

The children say:

1. The victim should tell the perpetrator how they feel (see Restorative Justice below)
2. Time out, for example, missing some of their break or lunch.
3. Eat alone or with staff or do chores during break.
4. A written apology that includes their own feelings.
5. A chart to record behaviour with targets.
6. Time away from their class (internal exclusion).
7. Exclusion from school.
8. Try to make the perpetrator happy again, give them an opportunity to talk to someone about their own problems.

Staff and governors say:

- In all cases of bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It may be necessary to explain to a particular student that his/her behaviour is causing concern. Suggestions on how it could be modified would be made.
- Restorative Justice can be an effective tool in reducing bullying in the longer term. This is when victim and perpetrator meet to discuss the incident and the harm that has been done with adult support. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.
- Steps 1-7 can be applied with a certain level of discretion by the head teacher, although steps 1 and 3 will be applied in most cases.

- Exclusion from school would be applied when a child continues to bully, in spite of significant support from adults to improve their behaviour. The behaviour policy gives further details of the school's exclusion criteria.

WHAT HELP DOES THE PERSON WHO HAS BEEN BULLIED NEED?

The children say:

- Extra support from their teachers or the Pastoral Lead.
- Time out.
- Staff to watch 'bullies' at break and lunch.
- A chill-out area for them to spend time with a trusted friend.
- For the adults not to talk about it unless they need to.
- Have some choices to make them feel more in control (e.g. choose their seat in a class for a week)

HOW CAN PARENTS HELP?

The children say:

- Parents should talk to their own children who have been accused of bullying to repeat the message that it is wrong.
- Comfort children who have been bullied – tell them it is not their fault.
- Tell the teachers what is happening.
- Give lots of advice – things for the child to try.
- Parents of the victim to talk with the parents of the perpetrator in school.
- Don't be too harsh on the bully – try to understand their reasons.

Staff and governors say:

- Children often report issues with friendships and/ or bullying to parents at home. Discuss the 'STOP' acronym (Several Times on Purpose) to ensure the incident is bullying, rather than a one-off (which still may still need to be dealt with by school)
- Try to stay calm and listen without getting angry or upset. Ask your child: "How do you want me to take this forward?" so they don't feel excluded from deciding what to do or end up even more worried than they were already. In most cases, you will need to report the issue to school as soon as possible.
- A conversation between parents with the headteacher present can sometimes be helpful, but on occasions can increase tensions. Separate meetings with agreed actions shared at each meeting are often better.
- There is some excellent advice for parents regarding bullying at: https://www.nationalbullyinghelpline.co.uk/kids.html https://www.antibullyingpro.com/ https://anti-bullyingalliance.org.uk/

POLICY REVIEW AND LINKED POLICIES

This policy is linked to:

- The Safeguarding Policy
- The Behaviour Policy
- The Acceptable Use Policy
- The Guide to Safe Working Practice
- The Equality Policy

APPENDIX 1

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying includes sexting and encouraging a sexting response from others.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International: http://www.childnet.com/

APPENDIX 2

Equalities Act 2010

The Equalities Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. Simplifying legislation and harmonising protection for all of the characteristics will help Britain become a fairer society. Everyone in Britain is protected by the Act.

The "protected characteristics" under the Act are (in alphabetical order): Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual Orientation.

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics.