



CRANFORD PARK CE PRIMARY SCHOOL ANTI-BULLYING POLICY

This policy should be read in conjunction with the following policies and documents:

- Behaviour Policy
- Safeguarding Policy
- Child Protection Policy
- PSHE and RSE Policy
- SEND Policy
- Online Safety Policy
- Acceptable Use Policies and Agreements
- Staff code of Conduct
- School Curriculum

The Anti-Bullying Co-ordinator in the school is Tina Nowell (Headteacher)

INTENT

At Cranford Park Primary School, we are all committed to providing a happy, caring and secure learning environment for all of our pupils. We recognise the fundamental right of every child to feel safe in all areas of the school and at all times during the school day. Our strategy for dealing with bullying sits within our Behaviour Management Policy, although there is a separate process for dealing with incidents of bullying.

Bullying of any kind is unacceptable at our school. It is everyone's responsibility to prevent bullying from occurring and to ensure that any incidents which do occur are dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to report it. Bullying is always taken seriously and staff are trained to deal with incidents effectively.

Aims

- To ensure that all governors, staff, pupils and parents have an understanding of what this school perceives to be bullying behaviour.
- To ensure that all governors, staff, pupils and parents are clear about the school's policy and approach to bullying.
- To ensure that all pupils and parents know what they should do if bullying arises.
- To ensure that all staff know what the school policy is on bullying and follow the agreed procedures when bullying is identified.
- To fulfil our responsibility to the pupils of this school to respond to bullying, racism or other forms of prejudice or discrimination effectively
- To eliminate bullying, prejudice and discrimination as far as possible from the life of the school.

Principles

- encouragement of empathy
- accepting responsibility
- problem-solving and restorative strategies

Developing Social Skills

We seek to create an ethos within the school, supported by our Christian vision and values, which encourages compassion and respect to others. We recognise that “one off” acts of unkindness or aggression may cause distress to a child and we will deal with these incidents in line with our behaviour management policy, restoring relationships between children.

We also recognise that ‘friendship issues’ are very common in primary aged children. Children often fall out with their peers and can be unkind to others with no ill intent, finding it difficult to see others’ perspectives. Thus, we seek to differentiate these first instances of unkind behaviour from ‘bullying’ and to help children to deal with them appropriately, by providing advice, support and appropriate social skills to enable them to restore their relationships. This might be done through work in class, friendship circles, playground activities, etc.

Definition of Bullying

Bullying is **repeated** deliberate, premeditated, hurtful behaviour (physical, verbal or mental) against another person or their property with the intention of making them unhappy. In order to be considered bullying, behaviour must be:

- **Deliberate:** Bullying involves ill intent on the part of the bully.
- **Unkind:** Bullying can involve sustained physical, verbal or cyber attacks, name calling, deliberately excluding someone from a group, malicious gossip, spreading rumours, making threats, taking property or coercing victims into acts they don’t want to participate in.
- **Repeated:** Bullying behaviours happen more than once or have the potential to happen more than once.
- **Having an impact on the ‘Victim’:** Bullying can result in pain, humiliation, degradation or distress to the victim.

We recognise that both children who are bullied and those who bully others are in need of support.

Specific types of bullying include

- bullying related to the protected characteristics, particularly special educational needs or disabilities, race, religion or belief or sex
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances , e.g. singling out for being different
- sexist or sexual bullying, e.g. unwanted physical contact or sexually abusive comments

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Bullying can take place between: children; children and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities, young carers, Looked After Children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media;
- name calling;
- taunting;
- mocking;
- making offensive comments;
- physical assault;
- taking or damaging belongings;
- producing offensive graffiti;
- gossiping and spreading hurtful and untruthful rumours;
- excluding people from groups;
- prejudice-related behaviour;
- controlling behaviour;
- Intimidation;

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

IMPLEMENTATION

Recognising Bullying

All staff are aware of their responsibility to take bullying incidents seriously and to follow the agreed procedures as outlined by this policy. Staff are aware that changes in behaviour may be a sign that a child is being bullied. These may include fear of participation, anxious or withdrawn behaviour, avoidance strategies, change in academic standards as well as physical signs.

Children are made aware that they have a responsibility to report any bullying, whether happening to themselves or others and that they can speak to any adult about this. In addition, worry boxes are available in each classroom and children have access to outside agencies, such as Childline, who can support them.

Parents are encouraged to speak to the class teacher in the first instance if they have *any* concerns about unkind behaviour. The SENCo, Deputy Headteacher and Headteacher are also available to meet with parents.

Prevention

Our Christian ethos and values relay an expectation that all members of the school community are kind and respectful to one another. Incidents of unkindness are managed appropriately so that they do not escalate. Children are expected to demonstrate the Christian values of compassion, forgiveness, responsibility, honesty and respect. We use a variety of methods to promote this ethos in our school, encouraging children to behave in a respectful, caring way towards others and to 'let their light shine'. These may include:

- EYFS ELGs on PSD to enable the development of understanding of self and others;
- PSHE teaching and circle time;
- Pupil Voice councils and pupil surveys to enable children to articulate ideas on significant issues;
- Peer mentoring and play leaders;
- Collective Worship, which consistently teaches children to follow the example that Jesus set to 'love thy neighbour as thyself' and to show compassion and courageous advocacy throughout their lives.

- Writing stories or poems or drawing pictures about bullying;
- reading stories involving bullying to a class and exploring the issues through discussion;
- Using role-play, dance or music to explore the issues;
- Discussions about bullying and why it is important to report it, clarifying the difference between ‘telling tales’ and ‘reporting’;
- Class discussion and circle time around any issues arising;
- Provision of written information readily accessible to pupils and parents;
- Restorative approaches;
- Celebration on National Anti-Bullying week annually (usually in November);
- Specific curriculum input on areas of concern such as Cyberbullying and online safety;
- ELSA/SENCo support.
- Risk assessment of identified times, places or children and action taken to pre-empt problems

These are designed to ensure that all pupils:

- understand the impact of bullying on a victim;
- know who to talk to if they are being bullied;
- are confident to report bullying and to show courageous advocacy;
- have the opportunity to suggest ways of supporting bullies to make things right.

We recognise that pupils who are exhibiting bullying behaviours need help to learn different ways of behaving. We are committed to providing relevant educational experiences to help them to do this.

Using a Restorative Approach to Conflict

Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm. They ensure that both parties are listened to so that a degree of mutual understanding is reached before deciding on the most appropriate course of action. They focus on making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

The approach involves including the wrongdoer in finding a solution to the problem and recognises that all sides need:

- a chance to tell their side of the story - their experience;
- an opportunity to express their thoughts and feelings;
- a better understanding of how the situation happened;
- an understanding of how it can be avoided another time;
- a feeling that they are understood by the others involved;
- an acknowledgement of the harm caused;
- a way to move on and restore relationships.

Further details about the process can be found in Appendix One.

Procedures and Outcomes

What should a pupil do if they think they are being bullied, or someone else is being bullied?

- ✓ Tell your class teacher.
- ✓ Write a note for the class communication box.
- ✓ Tell Mrs Nowell who is our headteacher and anti-bullying co-ordinator.
- ✓ Tell any other adult in the school.

What should a parent do if worried that their child could be being bullied?

- ✓ Speak discretely to the class teacher in the first instance if you have **any** concerns about unkind behaviour. We will then work with the children and their parents to mend the relationships, building resilience, self-esteem and social skills in the process. Remember that children will only give you their perspective and there will be two sides to the story!
- ✓ Do not judge or say things about the other child in front of your child. Remember our aim is to **mend** the relationship.
- ✓ Do not worry your child by telling them they are being 'bullied'. This can damage their relationships with their peers, or even frighten them, making them feel unsafe in school. Help them to understand how the other child may be seeing things and how they might mend the relationship.
- ✓ Work in partnership with the school to restore the relationship for your child.
- ✓ If bullying is taking place outside school, parents can ask the school for support, but should contact police for further advice if they are concerned.

For further information and guidance, see our leaflets for parents and children, which are available in school.

The procedures for following up incidents of bullying have been laid out clearly within this policy (see Appendix 1 and 2). These refer to the procedures followed where one child is displaying bullying behaviour **repeatedly**, even where the complaints are from different children. It is important that these are read in conjunction with the general guidance below.

In any case where bullying is reported:

- The reported bullying behaviour will be investigated as soon as possible in the first instance by the class teacher to establish whether bullying behaviour *has* taken place.
- If possible, the pupils will be reconciled to give confidence to the victim and responsibility to the child displaying the bullying behaviour and support will be given to help change unacceptable behaviour.
- If incidents are severe, it may be necessary and appropriate for other agencies, such as the police to be consulted.
- Further support will always be offered to the victim. This may include PSE, provision of strategies, ELSA (Emotional Literacy) support, peer support and an opportunity to speak privately to a member of staff of their choosing.

IMPACT

Monitoring and Record Keeping

Records are kept of any identified bullying behaviours on the school CPOMS system and these are stored and monitored by the Headteacher, who reports to governors termly. Behaviour records are analysed by the Senior Leadership team each term to inform school improvement.

Complaints

If incidents have not been dealt with to the satisfaction of the victim or their parents, our Complaints/Responding to Parental Concerns Policy should be followed. This addresses concerns in the first instance to the Headteacher and then to the Governing Body.

Additional Support

Bullying Online www.bullying.co.uk

The Anti Bullying Alliance produces guidance and materials for pupils and parents, which can be accessed via www.anti-bullyingalliance.org . Additionally:

Organisation	Phone	Times	Website address
Advisory Centre for Education Independent advice for parents on all issues relating to state education in England and Wales.	0808 800 5793 exclusion line: 020 7704 9822	2pm-5pm Monday to Friday	Advisory Centre for Education homepage
Children's Legal Centre (National Education Law Advice Line) Offers information & advice to parents & carers in conflict with schools & LEAs.	0845 456 6811	9.30am-5pm Monday to Friday	clc homepage
Kidscape Helpline for parents, guardians or concerned relatives and friends of bullied children. Kidscape suggest that children experiencing bullying problems should ring Childline.	08451 205 204	10.00am-4pm Monday-Friday	kidscape contacts kidscape homepage
ParentlinePlus Offers a free confidential helpline to parents & carers on all aspects of parenting. Also provides secure email helpline via the website.	0808 800 2222 Textphone: 0800783 6783	24/7	parentlineplus homepage
YoungMinds Parents Information Service. A free, confidential telephone service providing information and advice for any adult with concerns about the mental health of a child or young person.	0800 018 2138	Mondays 10am-1pm Tuesdays 1pm-4pm Wednesdays 1pm-4pm & 6pm-8pm Thursdays 1pm-4pm Fridays 10am-1pm	youngminds homepage

Policy Created: February 2024

Approved by the Local Committee at its meeting on 21st May 2019

Reviewed annually

Appendix 1

If, despite all the above, there is a report of bullying, racism or other prejudice from a child or adult, then the following steps will be followed unless it is agreed that this approach is unlikely to be effective in any specific case.

Step one – Talk with the alleged victim

When the facilitator finds out that an incident of bullying has been reported, they start by talking to the victim, encouraging them to explain how they feel. The facilitator must aim to establish the cause of the resulting distress and whether it relates to one or several incidents. The victim will be reassured that action is being taken and that they can talk to someone about their concerns at any point in the process. Parents may be informed at this stage if they are not already aware of the situation.

Step two – Meet with those involved in alleged bullying

The facilitator arranges to speak with the pupil or group of pupils who have been involved and suggested by the victim. This may include some bystanders or colluders who joined in or observed but did not initiate the bullying. The victim is not invited to join this initial discussion as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach. The aim is to use the strengths of the group members to bring about the best outcome and any factual information is recorded.

1) Explain the problem

The facilitator explains to the group that there is a problem where someone has been deeply upset and asks for their help. Children are encouraged to be honest and explain their perception of what went wrong.

2) Share responsibility

The facilitator needs to state clearly that there is a joint responsibility to help make the victim feel safe and happy again. The facilitator states that he/she knows the group are responsible and that they can do something about it.

3) Ask the group for their ideas

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier eg "I will sit with him at lunchtime" etc...

Step three – Restore the relationship

The facilitator mediates a conversation between the victim and the alleged bully/bullies. Ground rules are needed. No-one must interrupt another speaker, everyone must have the chance to speak. The aim is to reach mutual understanding on both sides. The alleged victim is invited to bring at least one buddy if they wish to, so that they feel supported. The restorative meeting approximately follows the format below:

1. What happened?
2. What was going through your mind and how were you feeling at the time?
3. What have your thoughts been since?
4. How has this affected you and others?
5. What do you think needs to happen to make things right?

Each person is invited to suggest how they can put right any hurt they feel they have caused and to take responsibility for their actions.

Step seven – monitor improvements

A date may be set, (normally a week later) to discuss how things have changed/improved. The facilitator discusses with each pupil (one at a time), including the victim, how things have been going. This allows the adult to monitor the situation and keeps the children involved in the process.

Partnership with parents

Parents are consulted and informed at the conclusion of the process. Normally, amicable relationships are restored through this process, but if a child becomes a victim again, additional actions may be required.

Appendix 2

Procedure for dealing with reported incidents of bullying

