

Anti-Bullying Policy





POLICY : TO BE RATIFIED BY GOVERNORS.

CRANMER PRIMARY SCHOOL ANTI-BULLYING POLICY

Cranmer's Vision Statement:

Cranmer: Creating a Community of Collaborative Caring, Creative and Critical thinkers.

At Cranmer we have our own Values that we instill in our community. Each term during our Monday assemblies and throughout the school day we will be building on our three Cranmer values; **Trust, Respect and Resilience.**

THE CRANMER GOLDEN RULE:

Alongside our Cranmer Values, we also follow our Golden Rule:

'To work hard and be respectful every day; to believe and achieve, that's the Cranmer way.'

This sets the tone and underpins all of our work and policies at Cranmer.

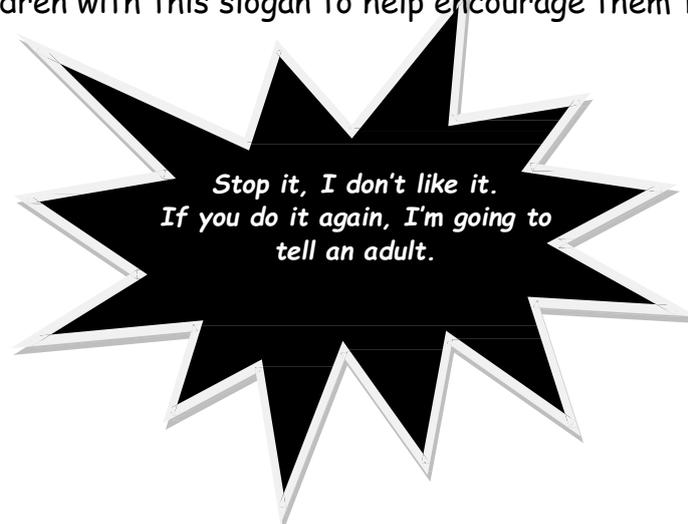
BULLYING

At Cranmer we are committed to providing a caring, friendly and safe environment for all pupils. We are committed to eliminating all forms of negative behavior in line with the equalities act of 2010 for all protected and vulnerable groups of children including disabled children / children with SEND, those perceived to be LGBT, race and religion targeted, sexist and sexual bullying. Bullying in any form is unacceptable and will not be tolerated. We concur with the Anti-Bullying Alliance definition of bullying which is.....

"The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical or psychological. It can happen face to face or through cyberspace." (Anti-bullying Alliance)

CRANMER'S ANTI-BULLYING SLOGAN:

During our annual Anti-Bullying week, class assemblies as well as in class, we empower our children with this slogan to help encourage them to use their voice:



AT CRANMER WE BELIEVE

It is vital to have effective anti-bullying strategies to help pupils to realise their potential both socially and academically; this will also contribute towards a healthy, happy and safe school. This policy aims to outline how all staff, parents and pupils will work to eliminate all forms of bullying at Cranmer.

Pupils will be involved to ensure all are aware of what bullying is and how we can all work together to strive to eradicate it. This is facilitated each year through anti-bullying week in particular, moreover, it is ongoing throughout the year. Bullying can be physical, verbal or non-verbal harassment of another pupil or pupils. Usually the perpetrator will perceive the victim as weak and not able to defend him/herself. A persistent and repeated act carried out over a period of time is particularly serious. All bullying is unacceptable and will be treated very seriously. The hurt as a result of bullying, can be either, or both, physical and emotional. It can lead to lack of confidence, low self-esteem, depression, anxiety to both the victim and their family, and may lead to self-harm. Bullying can be face to face, or through third parties and is damaging psychologically to the victim, their family and the perpetrator. We will do all we can to help all parties concerned.

TYPES OF BULLYING

- a) Verbal Harassment - teasing, name calling (including racist or homophobic name calling), taunting, making offensive comments, making threats, telling tales and ridiculing.
- b) Non-Verbal Harassment - purposefully ignoring or evading, gossiping and spreading rumours about someone, excluding someone from a group; unfavourable gestures or actions made to someone relating to his/her disability, difference or Special Educational Needs.
- c) Physical Harassment - the perpetrator physically attacks the victim, kicking, hitting, pushing, taking and damaging belongings.
- d) Harassment as a result of difference - eg physical or verbal harassment because of colour or culture, family make-up, looked after children, those who are disabled, those on free school meals, or coming from low socio-economic background, sexual orientation, those perceived to be LGB.
- e) To others that are perceived to be different because of size, shape. etc.
- f) Sexual: harassment, touching and verbal threats of a sexual nature .
- f) Online/cyber - sending offensive text messages, emails, setting up 'hate websites' or social media groups.

All forms of discriminatory language will not be tolerated and immediately challenged when heard.

CRANMER'S WHOLE SCHOOL APPROACH TO BULLYING

If bullying does occur all pupils should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively; they will know that bullying is too important not to report.

Cranmer aims to:-

1. Ensure that we do everything we can to prevent it.
2. Create a culture and systems that enables pupils to report bullying incidents without feeling they are telling tales (P4C, Listening Boxes, Anti-Bullying Week).

3. Ensure that all incidents and allegations are taken seriously, investigated and acted upon immediately.
4. Ensure pupils feel able to deal with a situation themselves before, or as well as, going to an adult. This will enable them to be viewed by the perpetrator as assertive and not weak, and will lessen the likelihood of a repeated act of bullying. This gives the victim some power in the situation. Whether a child is able to do so will depend on the nature of the incident and the individuals concerned.
5. Offer pupils strategies to deal with incidents:-
 - Encourage pupils to say 'Stop it, I don't like it, if you do it again I will tell an adult.
 - If a child feels unable to do so, he/she should go to a member of staff, or to a peer mediator for help.
 - If the perpetrator carries on, the child should speak to an adult about it.
 - Pupils will be taught that certain (very serious) incidents must be reported and that it is right to do so.
 - Ensure all serious incidents are reported and reviewed - this will aid the evaluation and reviewing processes for this policy.

Bullying outside of school

The DfE's [Preventing and Tackling Bullying guidance](#) (2017) offers guidance to schools about their duty to tackle bullying outside of school:

- Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools - advice for headteachers and school staff'."

CURRICULAR APPROACHES

There is no one-size fits all approach to preventing and responding to bullying. So one response appropriate for one person/group won't be the same for the next, which is why it's important to have a range of responses and prevention strategies available.

Class rules and class charters, are agreed at the start of each academic year in consultation with the pupils in the class. Staff will support pupils through discussion,

teaching, role play and circle time to help them to be assertive. The PSHCE programme will support teachers to work with pupils so that they can address issues associated with bullying. Social skill development is a key feature of the PSHCE programme, assemblies and daily interaction to enable pupils to be assertive and to develop constructive relationships with others. Cranmer's values reinforce the importance of showing respect and care for one another. The values are present in classes and used to reinforce appropriate behavior as are class rules. All adults within the school are role models for the pupils and ensure that they model constructive and productive relationships with one another. Staff to be fully briefed on the Anti-bullying policy during Staff inset sessions as well as inductions. Lateral entrants are expected to be inducted and briefed about Cranmer's Anti-bullying Policy

PEER MEDIATORS

As part of Cranmer's approach to supporting pupils and keeping them safe at playtimes, children who apply to do so, in Year 6 undergo training to become peer mediators. They then take a turn every week on peer mediator duty to care for younger pupils at playtimes.

PLAYTIME PALS

In Key stage 1 pupils participate in training to become playtime pals- this is a role carried out at playtimes in which children are trained to 'be a good friend' to others. Playtime Pals carry out their role endeavouring to ensure that all KS1 pupils are happy at playtimes and have friends to play with.

PUPIL LEADERSHIP TEAM

The pupil leadership team is involved in discussing and contributing to this policy and reviewing the use of peer support and strategies to combat bullying.

LEAD LEARNERS

When our children reach Year 6, they can be selected to take part in the Lead Learner Programme. This involves children undergoing specific training to identify 'Good Learning Behaviour' in classrooms. They observe classes across the school and feedback to the children on the positive attributes they notice within their class and also provide them with a 'Next Step' to help them improve the Behaviour for Learning even further. This is a beneficial system as the children are receiving targets from their peers.

RESPONDING TO A CHILD WHO COMES FOR HELP:-

In each class the teacher will ensure that all children know how to signal to adults that they need to talk or have some concerns. By having a 'listening / worry box' in the classroom, pupils can write down their concerns about bullying and know that the teacher will speak with them and support them

Staff will always respond when a child approaches them. The following guidelines will ensure that pupils are treated in a consistent way by all adults:- See flow chart.

The child should:-

1. If necessary, be comforted, reassured and helped to calm down
2. Be taken seriously
3. Be listened to in a quiet and calm manner
4. Be given time to tell
5. Be asked to consider whether he/she was assertive and asked the other child to stop it.
6. Child to be reassured that the matter will be followed up.
7. Be thanked for telling

The response will depend on the adult's assessment of the situation, but will always be dealt with in a very supportive and calm manner. Possible responses:-

- The child could be asked to go to speak to the perpetrator (as suggested above) offering the child the opportunity to be assertive and to speak to the perpetrator should he/she has been upset or hurt by the incident; this is only to be conducted in a safe controlled environment.
- Adults to offer appropriate support as agreed upon by the victim e.g. staying within the proximity of the conversation.
- If the child feels unable to do this the adult should take action.
- If the incident is a serious one then the adult should take appropriate action
- If the victim has not asked the other child to stop, the adult should remind them to try to do it next time, perhaps getting him/her to practise saying it.

ESTABLISHING THE FACTS:- The adult should try to establish the facts and talk to other pupils involved, or any that may have witnessed the situation, in a calm manner. In all cases it is vital to find out whether the negative behaviour was deliberate, premeditated, provoked or accidental, endeavouring to identify if the incident was a bullying incident, as defined in this policy. It is important to the child that the adult is seen to respond and to act appropriately and fairly. Sanctions applied will depend on the incident and will follow guidelines set out in the behaviour policy.

RESPONDING TO A BULLYING INCIDENT

1. Assess whether perpetrator/s understand fully the implications of his/her action.
2. If perpetrator is not fully aware of the seriousness of the incident talk to him/her to ensure that this becomes clear.
3. Ensure that the serious nature of the incident is fully understood by the perpetrator.
4. Involve the perpetrator in a discussion with the victim. The perpetrator and the victim need to understand each other's feelings with regard to the alleged bully's actions.
5. Ensure there is a genuine apology to the victim. Enforced apologies are rarely beneficial.
6. If appropriate, ensure children involved record what happened on our proformas.
7. Refer the incident to a senior member of staff and ensure the incident is recorded on a peach form, or a red form if it is a racist or homophobic incident.
8. Record the incident including date, time, those involved, action taken, and pass a copy of this to the Headteacher.
9. Inform the Headteacher, Deputy Headteacher or relevant Assistant Headteacher in their absence, who will review action.

10. Parents of both the perpetrator and the victim will be informed. The Headteacher, or relevant Assistant Headteacher in their absence, will make this decision.
11. All accounts from the victim, perpetrator and witnesses to be logged in the Anti-bullying folders (Assistant Headteachers). Termly logs are analysed and reported to governors via the headteacher's report.
12. Monitoring of future behaviour by the bully to the victim (s) and others is a crucial feature of the process and the method of doing so must be made clear to all involved.
13. Serious incidents of bullying, including racist name calling, are very likely to result in an exclusion depending on the seriousness of the incident (linked to our Behaviour Policy).
14. All incidents of bullying to be recorded via the CPOMS system so that all stakeholders are aware of the situation with action taken and led by; this is followed by:
15. What does the target want to happen?
How effective action taken has been
Who knows? Have parents been informed?

SUPPORTING THE VICTIM

1. Have regular update meetings.
2. Offer mentoring to the victim and their families (PSA manager).
3. Involve parents if necessary.
4. Offer alternative break and lunchtimes if the victim so chooses.
5. Refer victim to a member of staff who will support him/her in the future.
6. The school to seek support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services)
7. In addition to this, refer to the childline website for support- www.childline.org.uk

SUPPORTING THE BULLY OR PERPETRATOR

A bullying incident must include support for the perpetrator.

When speaking to the perpetrator/s make every effort to:-

1. Ask him/her to imagine how he/she has made the victim and their family feel.
2. State how the behaviour has made the adult feel.
3. Try to find out what led to the incident.
4. Remind the perpetrator about the Golden Rule, our Core Values and endeavour to ensure that a genuine apology is offered to the victim/s. Enforced apologies are of little benefit.
5. Take action as deemed appropriate depending on the severity of the incident.
6. Ensure that the perpetrator has a number of strategies in monitoring their own behaviour, eg walking away, ignoring, counting to ten etc. to use in the future to reduce the chance of a repeat incident.
7. Refer perpetrator to a member of staff who will support him/her in the future who will reinforce acceptable behaviour.

8. School should work with the family in order to educate them about the effect bullying can have on the victim and their family.

An incident that warrants exclusion will result in the monitoring of and support for the perpetrator in that he/she will be helped to make sense of what has happened, how he/she and the victim felt, and what strategies he/she can employ to ensure it does not happen again.

OTHER PUPILS INVOLVED

Any child, other than the victim/s, involved in a bullying incident will be spoken to. There may be other pupils present, but not directly carrying out the 'bullying' action. They have to understand that they are also involved and should have made it clear to the perpetrators that they should stop and then report the incident to a member of staff. Their passivity is condoning the action of the bully. They will be reminded of the school strategies to stop bullying -i.e. saying 'stop it, or I will tell someone' and what action they should have taken, and should take if it ever happens again.

ADVICE FOR PUPILS WHO OBSERVE BULLYING

- Don't let someone be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the victim to join in or play with you and your friends
- Tell the bully to stop what he/she is doing
- Show the bully that you disapprove of her/his actions
- Never support a bully or be tempted by a bully to do what he/she is doing

ADVICE FOR PUPILS WHO ARE BEING BULLIED

- Be firm and clear - look them in the eye and tell them to 'stop' then inform a member of staff immediately
- Get away from the situation as quickly as possible.
- Don't blame yourself for what has happened.
- The bully's behavior is wrong, and it is not your fault

CURRICULUM - ideas to explore in class

- What is bullying?
- What causes people to bully?
- How does it feel to be bullied?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?
- Why can we do to stop bullying?
- What are bullies like?
- What can we do about it?
- Message to the bullies.....
- Posters to display our anti-bullying policy
- P4C discussions