

Anti-Bullying Policy

Based on the Kidscape Guidelines



Cranbrook
Primary School

Equity for all

Review date Autumn 2023

Signed by Sonia Gable (Chair of Governors)

Our School Vision

Ensure equity for all to address social disadvantage



Cranbrook
Primary School

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

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Cranbrook
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It is compulsory for schools to enforce measures that will encourage good behaviour and prevent all forms of bullying.

1. STATEMENT OF INTENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'LISTENING' and 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell the staff.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

2. OBJECTIVES OF THIS POLICY

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

3. 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. It is deliberately hurtful and threatening behaviour that is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It involves dominance of one pupil by another or group of others (Child on Child).

Behaviour often associated with bullying.

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.



Banter The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- **Bullying** (including cyberbullying);
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **Sexual violence**, such as rape, assault by penetration and sexual assault; **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- **Sexting** (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above. Sexist and sexual bullying Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.
- Bullying can be:
- Emotional- being unfriendly, excluding, and 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
- Homophobic- because of, or focussing on the issue of sexuality
- Verbal- name calling, sarcasm, spreading rumours, teasing
- Cyber- all areas of internet, such as email and internet chat room misuse, mobile threats by text message and call, misuse of associated technology, i.e. camera and video facilities.
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual (LGBT+)

Behaviour Policy:

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

4. WHY IT IS IMPORTANT TO RESPOND TO BULLYING

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

5. SIGNS AND SYMPTOMS

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

- Is frightened of walking to or from school
- Doesn't want to go on the school/ public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school-phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the mornings
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'gone missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/ lunch has been stolen)
- 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 and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. PROCEDURES

Report bullying incidents to staff. Class Teachers, Phase Leaders or SLT will investigate the allegation by taking reports from all children involved. All verified incidents MUST be logged on the Behaviour Management System on CPOMS. The bullying behaviour or threats of bullying must be investigated and followed-up to assess the progress in stopping the bullying. Bullying MUST be stopped immediately.

7. BULLYING CATEGORIES:

Physical Emotional
Sexual Cyber (Online)
Racial Religious
Homophobia Disability
Verbal Sexting
Gender Related

Bullying vs Incident: 'Bullying' is logged once this is confirmed after an investigation.

'Incident' is logged when an incident has occurred but the behaviour has not been confirmed as bullying.

Half termly reports are analysed by SLT and any next step points actioned. Parents should be informed and will be asked to come in to a meeting to discuss the problem.

If necessary and appropriate, police will be consulted. Attempts will be made to help and support the bully (bullies) change their behaviour

8. OUTCOMES

The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. In serious cases, exclusion will be considered. If possible, pupils will be reconciled. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The Olive Room: Support is offered to victims and perpetrators. We consider our role to be critical in supporting all our children, whether they be victim or perpetrator. We would work with both towards conflict resolution and ensure that by using a range of strategies and activities, we develop resilience in the victim, to help them heal from their experience and be better equipped for the future. We have set up the Olive Room to facilitate the mediation and reflection. A member of the Well-being Team will be in attendance to support the children through guided conversations, strategies (including well-being strategies) and how to implement them and self-reflection.



9. PREVENTION

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- Raising awareness of what bullying IS and IS NOT through various avenues
- Use the sentence: 'Bullying and racism have no place in our school'
- Safety Week Activities (Termly) – The weeks are based around safety aspects in school and cover themes such as Bullying (e.g. Odd Socks Day), Online Safety and Cyberbullying, Strategies for stopping incidents of bullying (Focus on the bystanders).
- Other outside agencies running workshops – e.g. BRAVE
- Introduction to the Safety Team – Members of staff that children can talk to besides the adults that work with them on a daily basis.
- Writing a set of class rules
- Classroom behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays (or using KIDSCAPE role plays)
- Having discussions about bullying and why it matters.
- Creating awareness posters
- Producing video clips
- Peer support
- Raise awareness at
- Anti-Bullying Ambassadors

Anti-Bullying Ambassadors

At Cranbrook we have Anti-Bullying Ambassadors who are working with the school to raise the profile of Cranbrook's stance on bullying. We intend to use the power of pupil voice and pupil support to further assist our children.

An Anti-Bullying Ambassador is someone who has been trained by The Diana Award Anti-Bullying Campaign. Their role is to help educate their peers on bullying behaviour, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline.

Half-Termly Quick survey

Class teacher will conduct short activities (during PSHE lesson or morning task) covering the definition of bullying and an aspect of bullying. Then a short survey conducted (differentiated for younger children). Each class teacher will ask the following questions:

1. Have you ever been bullied?
2. Are you being bullied?
3. Do you know anyone in this school who is being bullied?

CT record responses and follow-up any of the 'yes' questions.

In doing these regular lessons and surveys, we:



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1. Reduce the likelihood of any child becoming a victim of bullying
2. Increase the awareness of looking after each other (We are a 'listening school' and a 'telling school')
3. Support the victim and 'perpetrator' (who we also view as a victim)
4. Further build confidence and trust within our school community in preventing bullying and reacting appropriately and quickly

Children may be excluded from school for persistent bullying of others- see 'Behaviour and Discipline Policy.'

10. HELP ORGANISATIONS

ADVISORY CENTRE FOR EDUCATION (ACE) 0808 800 5793

CHILDREN'S LEAGL CENTRE 0845 345 4345

KIDSCAPE PARENTS HELPLINE (Mon-Fri, 10 0845 1205 2044)

PARENTLINE PLUS 0808 800 2222

YOUTH ACCESS 020 8772 9900

BULLYING ONLINE <https://www.familylives.org.uk/>

Visit the KIDSCAPE website at <https://www.kidscape.org.uk/> for further support, links and advice.