



Cumnor C of E Primary School

Anti-Bullying Policy

Agreed by Governors:
December 2020

.....Chair of Gobs)

..... (Headteacher)

To be reviewed Autumn 2023

Purpose/Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops

All bullying usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying (see appendix 4)
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all those who are responsible
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

The following points are also relevant:

- A large part of the motivation is to demonstrate power by creating fear and to gain a sense of being 'respected' by peers
- It often happens that young people who engage in bullying have themselves been bullied in the past. Further, they may feel powerless in their current circumstances and are compensating for this by intimidating, or trying to intimidate others.
- Bullying can be painfully obvious, but also can be surreptitious and subtle, and difficult to prove
- Direct physical bullying and threats of physical bullying are more often used by boys, whereas exclusion from friendship groups is more common among girls. In recent years, however, there has been an increase in violence amongst girls
- Bullying can be perpetrated by an individual, one-on-one, or by a group on one individual or by a group on another group

- Bystanders often show tacit acceptance or approval, and in consequence they are seen by people at the receiving end as part of what they are up against
- Bullying within a school is sometimes directly related to, and a consequence of, tensions and feuds within and between groups, families and communities in the local neighbourhood

Introduction

Bullying is harmful to all involved, not just the bullied, and can lead to self doubt, lack of confidence, low self esteem, depression, anxiety, self harm and sometimes even suicide. The emotional distress caused by bullying in any form can prejudice school achievement, lead to lateness or unauthorised absence and, in extreme cases, end with attempted suicide.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber bullying

Methods of bullying can include the following:

Name calling; taunting; mocking; making offensive personal comments; threatening; intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble; playing tricks and pranks; spitting; kicking; hitting; pushing and jostling; hiding, damaging or taking belongings; send malicious text messages, emails or photographs; gossiping; excluding people from groups, games or social occasions; and spreading hurtful and untruthful rumours.

Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

We are alert to the possibility that bullying, whether by violence, intimidation, racial harassment or verbal abuse, may occur. There is no doubt that such behaviour causes great unhappiness to the child who is the victim.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is detected it will be dealt with immediately. The child/children involved will be made aware that bullying is an unacceptable, uncaring and anti-social way of treating other people. Agreed procedures for managing pupil behaviour will then be followed.

Anti-bullying Strategies

It is this school's policy to use the following checklist in dealing with bullying, remembering that it will be necessary to involve the parents

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists all other teachers will be informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned. This could include:
 - official warnings to cease offending
 - missing break or lunchtime play
 - exclusion from certain areas of school premises
 - minor fixed-term exclusion
 - major fixed-term exclusion
 - permanent exclusion

Pupils

Pupils will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- providing a quiet area where the child feels able to talk
- recording what happened
- giving clear advice on how to react/report incidents
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- keeping parents informed
- following up the child's and /or parents' concerns
- handling any confidential information with sensitivity

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- gathering evidence, ensuring that all sides are listened to carefully
- establishing the wrong doing and need to change
- reporting the incident to the Head teacher/SMT
- informing parents to help change the attitude of the pupil

The Headteacher may:

- Discuss with parents
- Discuss the incident with the Chair of Governors
- Use exclusion procedures
- Involve outside agencies

Bullying outside the school's premises

The school is not directly responsible for bullying off the premises. A great proportion of bullying takes place outside the school gates, or on journeys to and from school. The bullying may be by pupils of the school or pupils of other school or people not at school at all.

However, it is this school's policy to encourage the pupils not to suffer in silence. Where a pupil tells of bullying off the school's premises, a range of steps could be taken:

- Talk to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- Talk to the Head of another school whose pupils are bullying off the premises
- Talk to pupils about how to avoid or handle bullying outside the school premises

Monitoring and Review

Records of bullying will be monitored three times a year and will inform an annual review

The implementation of this policy will be monitored by the Headteacher

This policy will be updated in line with new initiatives together with any streamlining of school processes

The policy will be promoted and implemented throughout the school.

Preventative Measures

The Curriculum:

The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others

Through the PSHCE curriculum and use of SEAL material we explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies, and on bystanders?
- What can we do to stop bullying?
- We will use videos, interactive CD-ROMs and visiting theatre-in-education groups to support our curriculum work.
- Our anti – bullying scheme of work is available to view on the school website.
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Staff Training

Staff training, including Teaching Assistants and Midday Supervisors, is planned to take place periodically, as a means of keeping the policy active, and updating it where deemed necessary. Children and safeguarding is a standing item on all agendas ensuring that all staff are aware of children who are at risk of bullying and incidents that may have occurred in order to help prevent them from escalating.

Anti-Bullying Ambassadors

Six Key Stage 2 children are trained as anti-bullying ambassadors. They can provide mediation and support for younger children during playtimes and lunch times. They meet with a member of staff regularly and promote the school's anti-bullying agenda, through assemblies, competitions, posters and leading discussions at class circle times. They assist the Midday Supervisors in their role of keeping everybody happy and safe.

Appendix 1

Bullying

Don't suffer in silence – information for pupils

Bullying is when over a period of time a person or group of people makes you feel:

- 'badly different', alone, unimportant and/or undervalued
- physically and /or mentally hurt or distressed
- unsafe and/or frightened
- unable to do well and achieve
- unable to see a positive future for yourself

If you are being bullied;

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied;

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Talk to your Buddy
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about;

What has happened to you

How often it has happened

Who was involved

Who saw what was happening

Where it happened

What you have done about it already

If you find it difficult to talk to anyone at school or at home, ring Childline, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR

The phone call or letter is free. It is a confidential helpline.

Appendix 2

Bullying

Don't suffer in Silence – Information for parents and Families

Every school is likely to have some problem with bullying at one time or another. Every school must by law have an anti-bullying policy, and use it to reduce and prevent bullying as many schools have already successfully done.

Parents and families have an important part to play in helping schools deal with bullying

Bullying behaviour includes:

Name calling and nasty teasing

Threats and extortion

Physical violence

Damage to belongings

Leaving pupils out of social activities deliberately and frequently

Spreading malicious rumours

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. We have an anti-bullying policy which sets out how we deal with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how breaktimes and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- Made a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing

Talking to teachers about bullying

- Try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Be as specific as possible about what your child says has happened – give dates, places and names of children involved
- Make a note of what action you and the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school – let them know if things improve as well as if things continue

If you think your concerns are not being addressed;

- Check the school anti bullying policy to see if agreed procedures are being followed
- Make an appointment to meet the Headteacher, keeping a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen
- Contact the Parentline Plus helpline for support and information

How parents can deal with a child who is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family that they admire
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly discuss with your child how things are going at school
- Give your child lots of praise and encouragement when they are cooperative or kind to other people

Appendix 4

Bullying around Racism, Religion and Culture

Five Key Principles

1. Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools

- Take the results of research and what pupils are telling you very seriously
- Make sure that the school records, reports and takes action on racist incidents. Include bullying in school self-evaluation, audits, monitoring and pupil and parent surveys. Analyse trends and use the information to inform planning.
- Bear in mind that some pupils have the constant experience of racism and bullying outside school, and that they may be affected daily by racist graffiti, name calling or intimidation on their journeys to and from school.

2. Let the pupils know where you stand

- Make sure that pupils know you will not tolerate racism or bullying and that you will always deal with it
- Be approachable, available and askable
- Reinforce this principle through displays, newsletters, noticeboards and published information to parents and pupils

3. Listen to children and young people

- Never dismiss their experiences of bullying and racism, or put them down as unimportant. Acknowledge their feelings
- Give them enough time to tell you everything they need to. It is often difficult for a hurt person to talk about what has happened to them. If a witness or a participant in the bullying is willing to talk to you, that child will also need enough time to explain and to be heard.
- Cultivate the environment of the 'listening school'
- Ensure the school community – staff, students, parents, governors – have a shared clarity of understanding about the nature of racist bullying and where the school stands on the issue
- Provide training and professional development through courses, meetings policies and classroom activities
- Establish shared responsibilities and strong leadership. Countering racist bullying is the responsibility of the whole school community and everybody must know what their role is
- Involve and empower parents

4. Involve children and young people in situations

- Children and young people have substantial insight into their experiences and ethos of their peers. They also have a sense of what works. Profit from and use their expertise.
- Involve and empower children and young people, through individual and group activities and through structures such as school councils.

5. Implement strategies for both prevention and intervention

- Ensure that the school ethos is inclusive, and that the school community feels safe, valued and respected.
- Ensure that the school community is inclusive, and that the PSHCE curriculum addresses issues of racism and bullying

- Ensure that the school's policies for bullying and discipline cover the procedures for addressing racism and bullying
- Never turn a blind eye to an incident, or consider it too insignificant to follow up. Always take action when an incident occurs, using the most appropriate of a range of strategies.

Support for those at the receiving end of racist bullying

In the short term

- Accept the pupil's account of the incident and provide solidarity and support. Racist bullying can be devastating and traumatic and the pupil may need a space to think aloud and to express their feelings
- Do not make light of the incident with remarks like 'the people who did this didn't mean to give offence', and do not minimise its importance by suggesting that there may have been a misunderstanding. The fact is that offence was caused and the pupil who has been hurt or wronged needs support and understanding.
- Confirm that it was right for the pupil to approach you and inform you
- Ask what action the pupil would like to take place. For example, if they would like the matter to be taken up with the Headteacher and senior management team, and /or whether they would like a personal meeting with the pupil responsible for the bullying, with a teacher present, to explain the hurt they have experienced.
- Inform and involve parents
- Stress that they are not themselves the cause of the bullying. This is very important, for otherwise there is a danger that they will internalise the insults they have received.
- Seek to instil pride in their heritage, colour and background.
- If there were witnesses to the incident, as is likely, ensure they know that your sympathies are with the pupil at the receiving end of racist bullying, and in no way with those who are responsible for it.

In the longer term

The school should make it clear, through the curriculum and ethos, that it values and has high expectations of all pupils. It is essential that pupils who engage in racist bullying do not imagine for one moment that the school supports them.

Supporting Parents

Pupils rightly and understandably look to their parents for support. Parents, for their part, may request advice from their child's school.

Appendix 5

Flow chart to show how an incident of bullying is reported and dealt with

