



Anti-Bullying Policy

February 2019

Reviewed May 2021

Updated with Children's Charter after Anti-bullying week each year

Policy to be Reviewed - April 2022

Together we challenge, care and create

1. Introductory statement

Cronk y Berry School is committed to ensuring high standards of teaching and learning within a safe and secure environment where all children will develop confidence, responsibility and respect. Through the application of this policy, we hope to provide all children, parents and staff with clear guidance on our approach to tackling bullying.

What is bullying?

Bullying is a range of unacceptable behaviours that hurt, intimidate, frighten, harm, humiliate, undermine or exclude an individual or group. Bullying is deliberate and repeated over time, and is difficult for the sufferer to defend themselves against. Anybody can be bullied – bullied because of how they look or where they are from, what they believe, what they have or don't have, what they can or can't do – picking on their vulnerability. It is always about someone more powerful acting against someone else who is less powerful and less able to resist. Bullying is different from an argument or a fight. It is regular, systematic and deliberate, and an abuse of power. It can impact on learning and attendance and most importantly on children's self-esteem and confidence. It can give the message that force and intimidation are the way to get what you want and become a pattern for future behaviour and relationships.

It can take a range of forms:

- Physical
- Verbal
- Emotional - being excluded from games with friends etc
- Damage to property or theft
- Intimidation through gesture and threat, both verbal and non-verbal
- Cyber –through a range of technologies – mobile phones, email and social networks
- Exclusion or non-communication

Bullying concerns all of us, not just those who are bullying and those being bullied: it also affects less assertive children who may be drawn in, and those who witness bullying and feel unable to do anything. Bullying can happen in secret and a child being bullied can feel unable to tell.

We take bullying very seriously as a school, across the whole community, and will not tolerate bullying in any form.

We follow up all concerns expressed by children, staff or parents and make sure that we feed back the results of any investigation. Sometimes what is seen as bullying is simply unacceptable behaviour and we address this differently.

We always encourage children to tell, making it clear that we take action when we know. We do not assume that patterns of bullying behaviour are fixed, and try to avoid language like bully or victim that label children rather than behaviour.

1. Reference to other policies

- Safeguarding policy
- Behaviour policy
- Inclusion policy
- Health and safety policy
- Learning and Teaching
- eSafety
- Equality and Diversity

2. To whom the policy applies

This policy applies to all of the children, all members of staff, visitors, governors and parents at Cronk y Berry school.

3. Anti-bullying code:

“Treat everyone with respect”

Bullying breaks this rule, because if you hurt, threaten or frighten someone you are not treating them with respect.

Bullying is not acceptable and will not be tolerated.

You should treat others, as you would like to be treated.

4. Definition

What is Bullying?

Bullying is action taken by one or more children with the deliberate intention of hurting another child either physically or emotionally. The behaviour is repeated, or has the potential to be repeated, over time.

Bullying can also be racist, sexual, homophobic and verbal in nature. Due to emerging and new technologies, bullying can also take place online.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance.

Bullying can take many forms but the 5 main types are:

- Physical (hitting, kicking, pushing, taking belongings)
- Verbal (name calling, insults (including those of a racist, sexual or homophobic nature) taunting, mocking, making offensive personal comments; threatening, intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble;
- 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.
- Indirect (emotional, spreading nasty stories about someone, excluding someone from a social group, playing tricks and pranks)
- Cyberbullying (when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies)
- We expect all children to report bullying behaviour and not take on the role of a follower and / or bystander to this behaviour. If school does become aware of bullying that is taking place outside of school hours, it will inform parents so that they can take measures to ensure it stops.

Bullying includes:

name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- bullying: emotional, physical, racist, sexual, homophobic, verbal and cyber bullying.
- bullying related to SEN or disabilities
- bullying related to appearance or health conditions

- bullying of young carers, looked-after children or otherwise related to home circumstances

There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods (including DS wifi chatrooms, text message, email and social networking sites such as Facebook).

- Provide a statement of the behaviour the school considers as bullying
- It is not sufficient to simply lift definition it must be appropriate to the specific needs of your school
- It is important that the definition includes reference to emotional, physical, racist, sexual, homophobic, verbal and cyber bullying.
- Explain how the definition is produced through consultation with the whole school community
- The nature of bullying including physical, verbal, indirect and cyber bullying should be included

Procedures:

1. If and when teachers and members of staff become aware of any bullying taking place between members of our school community, it must be dealt with immediately. This will involve support for the child who has been bullied and punishment for the child who has bullied. The teacher must complete the Bullying Incident Report Form. (See appendix 1)
2. Teachers/members of staff responding will spend time talking to the child who bullied and explain why the action of the child was wrong and how we will work together to try to help the child change their behaviour in the future. Pupils will be reassured that such incidents are being dealt with seriously and that they are being listened to.
3. Teachers / Headteacher will meet with all the children involved-either separately or together-to get them to reflect on their behaviour and identify how they can resolve the current difficulties and avoid the problems reoccurring.

4. After the meeting, the teachers / Headteacher will consider what support can be made available for the victim and what sanctions could be imposed on the perpetrators. (Examples could include: removal of privileges, letter of apology, sent home for dinner, behaviour monitoring record.)
5. Parents will be informed and the incident logged on the child's chronology involved from the beginning to work in partnership with the school. Any other notes from an incident will be kept in the child's personal file.
6. The children will be monitored to make sure that the situation has been resolved. If this has not happened, then a further meeting will be held with parents to resolve the problems successfully. Outside agencies may be called for support and advice.
7. The Department of Education and Children will be informed of any incidents of bullying.
8. Incidents of bullying will be reported to the next school if a pupil transfers.
9. School staff (teachers, support staff, lunchtime staff) will be informed so that playtimes/lunchtimes/PPA cover will be able to observe, support and report.

The Role of the Headteacher

1. It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
2. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
3. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, in assemblies, during Anti Bullying events etc.
4. The Headteacher will endeavour to ensure that all staff receive sufficient "in house" support and development to be equipped to deal with all incidents of bullying.
5. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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The Role of Staff

1. Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
2. Teachers use the Bullying Incident Report Form (see Appendix 1) to record all incidents that happen in their class and that they are aware of in the school. These records are then kept in the Bullying Log in the Headteacher's office.
3. If teachers witness an act of bullying, they do all they can to support the child who is being bullied.
4. After consultation with the Headteacher, the teacher / Headteacher informs the child's parents.
5. Teachers will inform the Deputy Headteacher and Headteacher of any incidents of bullying.
6. After consultation, the Deputy Headteacher / Headteacher will invite the parents of the children involved into school to discuss the situation separately. In more extreme cases when initial discussions have proved ineffective for example, the Deputy Headteacher / Headteacher may contact external support agencies such as Social Care, Behaviour Support Team.
7. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all.

The Role of Governors

1. The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
2. The Governing Body monitors incidents of bullying reported to them and reviews the effectiveness of this policy every 2 years. The Governors require the staff and Headteacher to keep accurate records of all incidents of formal and recognised bullying.
3. There is a standing agenda item at every Governors Meeting to discuss any incidents of bullying.
4. The Headteacher will report the effectiveness of school anti-bullying strategies to Governors.

5. The Governing Body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him / her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of Parents

1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
2. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

5. Inclusion in the curriculum

Cronk y Berry strives to raise awareness of bullying, and how to 'See it, Get Help and Stop it' by promoting it through the curriculum in the following ways:

- a) The School PSHCE curriculum uses the SEALs materials to support the teaching of bullying, and the long term plan identifies Autumn B term for teaching the 'Say No to Bullying' unit annually.
- b) Every year, the school holds an Anti-bullying week, with assemblies, PSHE lessons and school displays focusing on the theme for the week.
- c) other areas could include: eSafety lessons, p4c

6. Prevention

The following initiatives have been put in place to prevent cases of bullying

- a) Key Stage 1 play leaders - children from Years 5 and 6 are timetabled for each playtime and lunchtime to play with the younger children and promote positive play.
- b) Anti-bullying week activities - this acts as a reminder of how to stop bullying and get help
- c) Positive play to provide children with a variety of activities at playtime
- d) Prefects - Year 6 children in roles to provide support for children and staff during playtimes and lunchtimes around school
- e) SEALs materials - used in assemblies, circle times and PSHE lessons to raise awareness of the issues with bullying



Name of Pupil		Year	
Date of Incident		Time of Incident	
Location			
Who was			
What happened? (give details of incident, use additional pages if necessary)			
What was the cause or the events leading up to this incident?			
Has an incident happened before involving this / these pupils? YES / NO If yes, give details			
Next Steps (including pupil support / sanctions)			
Parents informed			
Signed			
Headteacher			
Date			