

Cragside Church of England Primary School



Anti-Bullying Policy (version 4.8)

Revised: September 2019

Date of next Review: September 2021 (or sooner if required)

**“Treat others as you would want to be treated” (Matthew 7v
12)**

**(This document is available in an alternative format and in an
alternative language on request)**

Aims

At Cragside, the School Community (pupils, staff, parents, governors) work in co-operation to ensure an anti-bullying ethos.

Pupils and adults realise that bullying behaviour is not acceptable and will not be tolerated. As a Church school, our ethos is to encourage children to foster positive and caring relationships. We encourage all members of our school community to live out Christian values and to be kind, caring, forgiving, tolerant and respectful of one another.

Within the school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.

Pupils and adults feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

Objectives

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Ensure an anti-bullying culture and ethos is prevalent throughout the school

Definition of bullying

- It is premeditated and forms a pattern of behaviour repeated over time rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

The main types of bullying are:

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

Nationally, it is evident that bullying may occur for a variety of reasons. Specific types include:

- Bullying related to race, religion or culture
- Bullying through the misuse of technology e.g. Internet, email, chatrooms, mobile technology such as text messages and calls as well as misuse of associated technology such as camera and video facilities on mobile phones.

- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation-i.e. homophobic • Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

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.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Self harming
- Being easily distressed
- Damaged or incomplete work
- Changes in eating patterns

Procedure

When a disclosure is made, it will always be treated seriously, with appropriate discretion and carefully investigated.

Preventing Bullying

- Members of the school community are alert to signs of bullying and act promptly against it
- Regular monitoring of incidents recorded on CPOMS, by a member of the SLT, ensures that any behaviour which may constitute bullying is identified and dealt with appropriately.
- We promote anti-bullying strategies through Collective Worship, PSHE/RSE, Circle Time, Young Sports Leaders, Peer Mentors, E-Safety Week, Friendship (Anti Bullying) Week and other appropriate lessons such as drama
- Children are encouraged to tell someone if they are being bullied or observe bullying e.g. Teachers, Head Teacher, Deputy Head, Key Stage Leaders, LSAs, Office Staff, Midday Supervisors, etc. Parents should inform the school if they believe their child is being bullied.

- A safe environment is created in the playground by careful supervision, Playground Buddies, Young Sports Leaders and a staggered playtime for Key Stage One and Key Stage Two children.

Promoting an anti-bullying culture and ethos in the school

We work extremely hard to create a culture of care and kindness which are the opposites of the unkindness associated with bullying. Members of staff regularly use PSHE/RSE and Computing lessons, Collective Worship and Circle Time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils are given advice on what to do if they are being bullied or if they observe someone being bullied e.g. speaking to an adult.

We endeavour to create an environment in which bullying is not able to develop e.g. trained Young Sports Leaders, Peer Mentors, a range of playground equipment/apparatus and through the teaching and learning of playground games delivered by staff

As a Christian school we promote Christian values of kindness, care, gentleness, compassion and forgiveness. These values are the extreme opposite of bullying. All we are and do as a school has these Christian values as our strong foundation. This ethos is evident as pupils and visitors look around our school (e.g. on plasma screens, display boards, in interaction between children and adults and in our classroom prayer stations).

“Love your neighbour as you love yourself.”

Preventative Work

The list below is a summary of the preventative measures that are ongoing in school to stop bullying:

- Behaviour for Learning Policy
- Repetitive messages of kindness in our collective worship which are reinforced through display and on the LED screens around school
- Young Sports Leaders
- Behaviour Monitoring
- Peer Mentors
- Anti-Bullying Week Awareness-annual event (Friendship Week)
- Staff duty rotas provide good supervision throughout the school day and at the end of the day
- Contact with parents
- Collective Worship
- Year group meetings
- Discussions in class time
- PHSE/RSE lessons – explore and rejoice in differences and diversity; role play and assertiveness training
- ICT e-safety curriculum, Internet safety day, E-safety parent training and information sharing (Mr John Devlin-NCC lead on E-safety)
- Multi-agency working to support the implementation of the anti-bullying policy

Cyber Bullying

Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. School takes written comments on social networking sites seriously.

Guidance on e-safety is a prominent part of the PHSE/RSE curriculum and computing curriculum when the children are taught about areas such as Internet e- safety and the need to use technology in a positive manner.

The school monitors computers using NCC's PCE program to support the safe and appropriate use of ICT in our school.

Monitoring

The policy will be monitored by the Senior Leadership Team and, for the Governing Body, by the LAS Committee. School anti-bullying procedures will also be monitored through parental feedback throughout the year. Phase leaders and the assistant Headteacher monitor our anti-bullying work.

Roles and Responsibilities

All members of our school community (pupils, class teachers, midday supervisors, teaching assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. As a school community, we all have the responsibility of promoting and helping to create a culture and ethos of care and kindness to others which is the opposite of bullying.

Procedure for dealing with Bullying

1. If behaviour is identified as bullying the incident reported to a senior member of staff e.g. Key Stage Leader.
2. The children involved will be interviewed separately. All accounts will be listened to and the children reassured that they have done the right thing by reporting the situation.
3. When the situation is fully understood by school staff, the children will be given opportunities to talk about what has happened. This discussion will be restorative in tone.
4. Parents will be contacted to ensure they are clear about what has happened and how this was dealt with in school.
5. Serious or prolonged bullying may result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - lunchtime detention

- behaviour target card
- removal from a particular lesson or peer group
- temporary removal from the class
- discussion with the Headteacher/ Deputy Headteacher
- internal or fixed exclusion

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.
www.stonewall.org.uk.

National Society Document: Valuing All God's Children 2014

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement : www.childnet-int.org/kia/parents