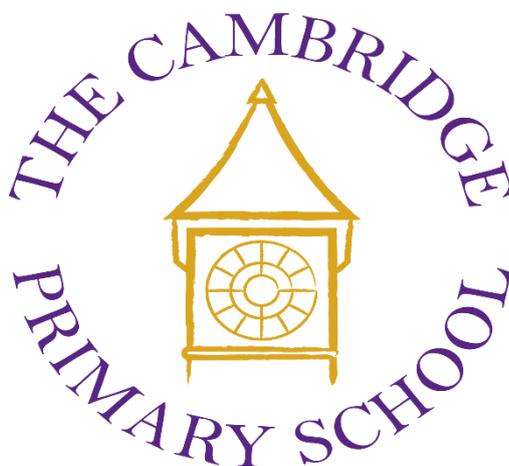


THE CAMBRIDGE PRIMARY SCHOOL

ANTI-BULLYING POLICY

2018



Date of Approval:	
Date of Next Review:	
Signed: Headteacher	
Signed: Chair of Governors	

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA



The Cambridge Primary School

Anti-Bullying Policy

Objectives

The Cambridge Primary Schools Behaviour Management Policy is firmly established and understood by the whole school community. The ethos of the school as reflected in the Vision Statement and our Behaviour Policy incorporates measures that we hope will prevent bullying. However, all the members of our community recognise that bullying can still occur and when it does we aim to:

- Provide a secure environment in which incidents can be reported confidently.
- Ensure the pupil who was been bullied should be made to feel safe.
- Demonstrate to all pupils that bullying is taken seriously.
- Ensure that all teachers respond calmly and consistently to incidents of bullying.
- Protect and support all parties while the issues are resolved.
- Encourage the person who has done the bullying, and those who have colluded, to behave in a more acceptable way.
- Monitor interventions and follow-up appropriately at the individual, group and whole school level.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either emotionally or physically, often when it is difficult for the person or group being bullied to defend themselves. Bullying can take many forms including emotional, physical, racist, sexual, religious, homophobic, verbal or online.

Conversely, bullying is **not**:

- Teasing and 'banter' between friends where there is no intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to

Legal Context

The Education (Independent School Standards) (England) Regulations 2010 (Schedule 1 part 3 paragraphs 9 and 10) provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst students.

The Equality Act 2010 states that public bodies must: 'eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act'.

The Children Act 1989 states that 'a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal Law: although bullying in itself is not a specific offence in the UK some types of harassing or threatening behaviour could be e.g. under the **Malicious Communications Act 1988** it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA



When any of the above occurs we adopt the “No Blame Approach” that incorporates the following steps to counter bullying. After establishing the facts the teacher will proceed in the following manner.

1. Interview with the Victim

When the teacher finds out that the bullying has happened, the starting point is to talk to the victim about feeling. There is no questioning about the incidents other than the need to know who was involved.

2. Meeting with those involved

The teacher arranges to meet with the group of pupils who were involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

3. Explain the problem

The way the victim is feeling is described possibly using a poem, piece of writing or drawing to empathise the distress. At no time is there discussion of the details of the incidents or an allocation of blame to the group.

4. Share responsibility

The teacher does not attribute blame but states that the group are responsible people and can do something about it.

5. Ask the group for their ideas

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier. The teacher gives positive responses but does not extract a promise of improved behaviour.

6. Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem, arrange to meet with them again to see what progress has been made.

7. Meet them again

A short time later the teacher discusses with each student, including the victim, how things are now. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

We do recognise that on some occasions the above method may not solve the problem. In such cases appropriate sanctions from our Behaviour Management Policy will be fully implemented.

Working with Parents

It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. The Headteacher and SENCO will be made aware of the problem and the proposed strategies. If the situation becomes very difficult, mentors will be appointed and, where necessary, outside

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA



agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

The use of force to control or restrain pupils.

Very occasionally physical restraint may be required to control a pupil. Staff may use reasonable force to control a pupil from:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline.

Types of Bullying

Bullying can be:

1. Physical – pushing, kicking, hitting, punching or any use of violence
2. Emotional – being unfriendly, excluding or tormenting e.g. hiding property, gesturing
3. Racist – racial taunts, graffiti or gestures
4. Sexual – unwanted physical contact or sexually abusive comments
5. Homophobic - bullying of or focusing on the issue of sexuality
6. Gender – negative comments attributed to gender
7. Verbal – name-calling, sarcasm or spreading a rumour
8. Identity-based – negative attitudes towards a sub-group and their ‘identity’
9. Online – all areas of the internet, such as email and social media misuse. Mobile threats by calls or messages. Misuse of technology e.g. use of video/photographic facilities (‘sexting’).

Preventing Bullying

The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage pupils to work together and participate fully in the life of the school and the community.
- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including drama, English, PSHE and RE, as well as the occasional presentation as available by outside companies and in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The e-safety policy addresses the area of e-bullying.
- To inform parents about the school’s procedures for dealing with bullying through the publication of this policy on the school website.

Dealing with Bullying Behaviour & those affected.

The re-active strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff or pupil mentor. In the case of the mentor, this report would be passed to a member of staff as quickly and discreetly as possible.
- All incidents adjudged to be bullying in accordance with the definition set out in this policy will be reported to the class teacher or Headteacher, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the class teacher or Headteacher will decide on an appropriate course of action in accordance with the school's Behaviour Policy.
- "Circle Time" may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher or Headteacher bringing together a small group of the affected child's friends to talk about how they can help. This group may also include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored for a period of not less than one month.
- Depending on the nature and frequency of the bullying incidents, the class teacher or Headteacher may contact the parents both of the child affected and the child who is bullying with the intention of trying to eliminate the repetition of such incidents.
- If necessary, the class teacher or Headteacher will seek further support from the school Governing Body and in severe cases the Governors may take further action in accordance with Government regulations.
- There will be a section every term within the Headteacher's Report given to the Local Governing Body stating the number and nature of the bullying incidents and actions taken to prevent further incidents.

Equal Opportunities

All pupils and parents will have this policy explained to them and reminded of each academic. Our Equality Policy explains the ways in which we promote the protected characteristics of the Equality Act.

With all incidents we will consider every aspect prior to making a decision. We do not label children as bullies, and we encourage our parents not to. If it is proven that a child has exhibited bullying behaviour we will work with the child and family to support their development.

Review

This policy is subject to an annual review by the governors of the school.