Cranborne
Church of England
First School and Nursery
Love, Learn, Fly
Do Everything in Love 1 Corinthians 16:14

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Anti-Bullying Policy

Rationale

At Cranborne First School and Nursery, Governors, staff, parents and children work together to create a happy, caring, learning environment in which an individual child can learn to value excellence, achieve his/her full potential and discover for themselves a genuine delight in learning. Bullying, either verbal, physical or indirect will not be tolerated in our school.

It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly, effectively and sensitively. We intend that this policy is clearly understood and shared by all, children, staff and parents and Governors.

Cranborne First School's Definition of Bullying

The following definition has been agreed after discussion with the children and staff: Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted, selected and repetitive and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

The Role of the Governor

The Academy Standards and Eths Committee support the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the ASEC 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. The ASEC monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The ASEC require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher

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.

The Headteacher:

- Reports to the ASEC about the effectiveness of the Anti-Bullying Policy on request.

- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- Ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 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.

The Role of the Teacher and Teaching Assistant

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. If Teachers witness an act of bullying, they do all they can to support the child who is being bullied. If Teachers become aware of any bullying taking place between members of a class, it is dealt with immediately. Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of the Playtime/Lunchtime Supervisors

The nature of bullying means that it often takes place 'secretly' in places that supervision is not constant (e.g. toilets, cloakroom area, less visible areas in the playground) or out of earshot of teachers or other adults. Everyone needs to be vigilant:

- Check toilets as you go by
- Check cloakroom areas, particularly at play and lunchtimes
- Listen to the children
- Observe the children's behaviour and friendship patterns
- Never ignore aggressive behaviour – to ignore it is to condone it

The Role of the Parent

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. 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.

The Role of the Child - Responding & Supporting

Our school asked children about the type of support they would like and they responded by listing what can children do if they are being bullied:

- Tell your Class teacher, Teaching Assistant or other trusted adult – remember that your silence is a bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show you are scared. As hard as it may be, a bully thrives on fear.
- Fighting back may make things worse – don't do it.
- If you are getting emails, texts or messages (written or via the internet) that make you feel uncomfortable please save them and show them to an adult. DO NOT RESPOND TO THEM.

REMEMBER – it is always best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with the behaviour in a way which will end the bullying and will not make things worse for you.

The children then listed what to do if they thought someone was being bullied:

- Take Action! Watching and doing nothing looks as if you are on the side of the bully. It makes the bullied person feel even more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you in trouble.
- Do not take direct action yourself.

Prevention and Strategies for all school staff to reinforce the Anti – Bullying policy

- Remind the children of the rules for acceptable behaviour (outlined in Behaviour Policy). Our school rules are drawn up by the children and teachers and are displayed around the classroom and school.
- Tell the children that bullying (verbal, physical or indirect) is not tolerated in our school. Everyone is expected to ensure it does not happen and has the responsibility to tell – it is not telling tales.
- Make use of curriculum opportunities to raise pupil awareness e.g. through RE, PSHE, cross curricular themes etc.
- Ensure e-safety is frequently discussed and taught.
- Cascade information to children and parents so they have a good knowledge of the procedure/policy.
- Ensure children have a clear understanding of their rights and responsibilities.

- Act as good-quality role models – the sort of atmosphere we want in our school is characterised by kindliness, friendliness and tolerance. There should be respect for others and every child should feel safe and secure.

Dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember, listen -establish the facts- act. Always take reported incidents seriously.

- Identify the child/ren displaying the bullying behaviour. Obtain witnesses if possible. Advise the Headteacher.

- Discussions with the child behaving like a bully and the victim. Make each aware of the others account and give them opportunity to respond. Make it clear that bullying behaviour is not acceptable at Cranborne First School.

- Staff will always establish and investigate the facts calmly.

- Separate discussions will usually take place with parents of the child with bullying behaviour and those of the victim with the aim of establishing facts and ensuring all views are understood. The aim is to agree a way forward together. The school recognises that this is very stressful for parents and seeks to support them with an understanding and 'problem solving' joint approach.

- Sanctions will be applied if there is evidence that bullying has taken place. Individual coaching/monitoring to promote desired behaviour, and to give emotional support will also take place, even if evidence for bullying behaviour is uncertain/not proven in order to rebuild trust. Sanctions may include: withdrawal from favoured activities, loss of playtimes, exclusion from school depending on the severity of the incident(s) and the need to provide a safe situation for all parties. Sanctions are most effective when agreed with the parents who support the sanctions/planned consequences at home, calmly and consistently.

- Children who have behaved like bullies will be encouraged to think of 'restorative actions' to rebuild trust. They will be encouraged for thinking this way. The injured children will be encouraged to think if the proposed actions will help them build a new trust. They are not forced to accept a restorative action.

- The victim will be given support until they feel they no longer need it. (Emotional Literacy Support if required).

- Staff will continue to monitor the situation by observing at playtimes/lunchtimes and having discussions with victim/perpetrator to ensure no repetition. Parents will be encouraged to keep the school informed of any developments.

- As the behaviour of the child behaving like a bully improves, then favoured activities etc. can be reinstated, and the child should be praised for specific good behaviour. This school promotes the concept of forgiveness and a fresh start, in line with Biblical teaching, once the problem behaviour has been addressed and there is evidence of a change and a safer situation.

Monitoring and Review

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children, staff and parents and Governors.

Cross Reference:

Behaviour Policy
Child Protection Policy and Procedures
Internet Safety Acceptable Use Policy

Policy Review Date: ***September 2027***