



Cramlington Village Primary School

Anti-Bullying Policy

“Empowering everyone to achieve”



Policy Title	Anti-Bullying Policy
Policies that interrelate	Behaviour Management Policy SEND Policy
Legal and Statutory documents linked	Equality Act 2010
Governor Committee responsibility	Education
Date of last review	April 2017 July 2020 Sept 2021 Nov 2022
Reviewer name and position	Deborah Wylie Principal
Date of next review	Oct 2023
Date approved by Governors	22 Nov 2022
Audit file updated (date and name)	23 Nov 2022



Policy Aims

CVPS are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be well equipped to know that incidents will be dealt with promptly and effectively.

This policy helps achieve what CVPS believes to be important. (This policy should be applied together with the Promoting Positive Behaviour Policy.)

CVPS aims to produce a safe and secure environment where all can learn without anxiety by;

- achieving a whole school approach to deal with bullying
- raising awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/carers
- enabling pupils to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response from teachers and other adults within the school community
- creating a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour
- applying strategies which are preventative in orientation, intended to minimise the likelihood of incidents of bullying behaviour taking place
- implementing a programme of support for those who are victims of bullying behaviour and for those involved in bullying behaviour
- using procedures for recording and reporting incidents of bullying behaviour
- using procedures for investigating and dealing with incidents of bullying behaviour
- promoting and praising caring behaviour in and around school

Definition of bullying

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

Bullying is repeated over time.

Bullying makes those being bullied feel powerless to defend themselves.

Types of bullying include the following:

Emotional - being unfriendly, derogatory, ridicule, excluding, ignoring, silencing, tormenting eg: hiding books, threatening gestures, demanding money, favours, material goods

Physical- pushing, kicking, hitting, punching, biting or any use of violence

Racist - racial taunts, graffiti, gestures



Sexual - unwanted physical contact or sexually abusive comments

Homophobic - because of, or focussing on the issue of sexuality

Gender- because of, or focussing on, the issues of gender or gender identity

Disablist: because of disability

Verbal - name calling, sarcasm, spreading rumours, teasing, malicious comments

Cyber - all areas of the internet, such as email & internet chat room misuse.

Mobile threats by text messaging and calls. Misuse of associated technology, i.e.: camera and video facilities.

Why are CVPS against bullying?

Every Child Matters.....because:

- everyone has the right to feel welcome, secure and happy
- everyone should be treated with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone

Bullying of any kind is unacceptable at CVPS.

Signs and symptoms of bullying

Everyone should be aware of possible signs and behaviours of being bullied and should investigate if the person;

- is frightened of walking to or from school or changes route
- does not work as well as they used to at school
- presents as having social anxiety
- changes their usual routine
- is unwilling to go to school (school refusal)
- begins to truant (particularly in upper KS2)
- becomes withdrawn, anxious or lacking in confidence
- becomes aggressive, abusive, disruptive or unreasonable
- starts stammering/stuttering
- threatens or attempts suicide
- threatens or attempts self-harm
- threatens or attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- work performance at school begins to drop
- comes home with clothes torn, property damaged or 'missing'

- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home 'starving'
- bullying others
- changes in eating habits
- is frightened to say what is wrong
- afraid to use the internet or mobile phone
- nervous or jumpy when a cyber message is received
- gives improbable excuses for their behaviour.

What causes Bullying?

People bully for different reasons. These reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- is struggling with problems or difficulties in their personal life
- because they need something (eg attention, possessions, friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)
- Because they have special needs themselves

How can Bullying be prevented?

CVPS fosters a clear understanding that bullying, in any form, is not acceptable. This is shared by;

- developing an effective anti-bullying policy and practice. Ensuring that the school is a safe and happy environment, promoting positive attitudes, behaviour, and relationships and with high levels of self-esteem and achievement.
- regular praise of positive and supportive behaviour by all staff.
- Proactive PSHCE and Thrive Approach programmes to encourage shared values, self-awareness, empathy, resilience; working towards the development of positive relationships and acceptance of differences.
- treating and dealing with any incidents seriously and immediately.



- Teach British Values of equality and fairness (Equalities Act 2010)

Why is it important to respond to bullying?

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.
- **Bullying Hurts!**

CVPS will respond promptly and effectively to reported incidents of bullying

Responses to Bullying

CVPS will use strategies with children to support their understanding of empathy, negotiation and conflict resolution.

Strategies for dealing with incidents:

- **Classroom Teachers:** where a classroom teacher becomes aware of bullying behaviour he/she will deal with it according to the procedures set out below. Inform the principal and record it on CPOMS.
- **Classroom Assistants:** if they become aware of bullying behaviour they will inform the class teacher, who will deal with it according to the procedures set out below, inform the principal and record it on CPOMS
- **Other Adult Staff:** if they become aware of bullying behaviour should inform the class teacher or principal as they feel appropriate and record their evidence and actions on CPOMS
- **Parents:** Where bullying behaviour is reported by a parent/carer, the matter will be investigated promptly and thoroughly with a response made within seven working days. Where the complaint is made in writing the response will also be in writing following complaints and concerns procedures.

Process for dealing with incidents:

- Apparent/alleged bullying incidents will be reported without delay to staff and the principal
- In all cases of bullying, the incidents will be recorded on CPOMS.
- In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem
- All bullying behaviour will be dealt with in accordance with the Behaviour Policy
- Where identified, the person being bullied and the person exhibiting bullying behaviour will be provided with support and where necessary, outside agencies will be involved.

Outcomes of an incident:

- The bully (bullies) will be confronted
- The bully will be sent to the principal
- The bully will be asked to explain their behaviour
- The bully (bullies) may be asked to genuinely apologise.
- Sanctions will be applied following the current Behaviour Management policy.
- If possible, the pupils will be reconciled, using PSHCE, Thrive Approach or Bother and Best strategies, as appropriate to age and situation
- If necessary and appropriate under the terms of the Equalities Act 2010 Local Authority and police will be informed.
- Supportive work will be given to individuals (bullies and victims) involved, to help them understand the consequences of their actions, how to deal with their emotions and clarify expectations. Depending on the situation, this will be dealt with by a member of staff experienced in conflict resolution. If unsuccessful, children may be referred to outside agencies
- The parents will be asked to meet with the principal to discuss the course of action
- In serious or repeated cases, suspension or exclusion will result. Additional consequences deemed appropriate may take place.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Staff will validate victim's/victims' concerns, giving them opportunities to talk about their experiences, discreetly monitor them, and provide opportunities to build wellbeing and support through proactive and positive interventions.

Responsibilities:

The entitlements and responsibilities of teachers, pupils and parents

1) Entitlement of all staff within a whole school anti-Bullying policy:

- To teach without harassment or unwarranted disruption
- To expect co-operation and respect
- To be consulted, be informed and be treated courteously
- To have agreed rules and regulations obeyed by pupils

2) Responsibilities of teachers within a whole school anti-bullying policy

- Teachers should act as role models for pupils. They have the potential to influence pupils behaviour in a positive direction by promoting relationships which are characterised by respect, tolerance and a spirit of friendship and cooperation – among and between pupils and staff
- Teachers should be aware of signs of distress or suspected incidents of bullying – both within the classroom/teaching area and while on supervision duty around the school
- In dealing with a particular incident of bullying, teachers should take steps to help the victim and to remove sources of distress without placing the victim at further risk



- Teachers should, at the earliest opportunity, report suspicions or actual incidents of bullying to the appropriate member of staff who will initiate necessary follow-up action.
- Teachers will deal promptly with incidents, demonstrating that reported incidents or observed incidents are addressed respectfully, calmly and seriously.

3) Entitlement of pupils within a whole school anti-bullying policy

- A communication right; the right to express oneself, share ideas, ask questions and be listened to
- A treatment right; the right to respect from others, to be treated fairly and equally
- A safety right; the right to be free from intimidation in school and classroom, to be safe and secure and to have property protected
- A problem solving right: the right to expect rational settlement of problems and to be able to be able to tell their sides of the story in a dispute
- A learning right; the right to learn, without interference, to the level of their own ability in a secure working environment

4) Responsibilities of pupils within a whole school anti-bullying policy

- Pupils should be aware of the serious effect which bullying can have on a victim and should refuse to become involved in any bullying situation
- If a pupil is present when bullying of another pupil occurs he/she should report the incident to any member of the teaching staff
- A pupil who is being bullied should either (a) report the matter to any member of the teaching staff; (b) report the matter to his/her parent/carer, who should then contact a member of the teaching staff.

5) Responsibilities of parents/carers within a whole school anti-bullying policy

- Parents/Carers should watch for common signs of bullying in their child; losing interest in school and becoming unwilling to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing, bruising, changing usual route to school, unexplained secretiveness, sullenness or unusual outbursts of temper.
- Parents/Carers should take an interest in their child's social life and should know his/her company
- Parents/Carers should strongly advise their child **not to retaliate** but to report any incident of bullying to a member of the teaching staff or senior management team **as a matter of urgency**



- Parents/Carers should inform the school of any cases of suspected bullying of which they become aware, **even if their own child is not directly involved**
- Parents/Carers should be willing to co-operate with the school authorities if their child is involved in any incident of bullying – either as a victim or alleged bully.

Prevention

In order to prevent incidents of bullying, we will:

- Each class, compile and agree positive and appropriate classroom rules
- Discuss issues at School Council meetings regularly
- Through an active PSHCE programme, including assemblies, whole class, groups or 1:1 sessions, pupils are taught what is bullying and its effect on others; they will take part in activities to promote British values, equality and fairness, resilience and wellbeing whilst learning about options and strategies eg stories, role-play, conflict resolution, anti-bullying week.
- Provide anonymous concerns boxes in classrooms.
- Promote and reward co-operation between pupils in class and during outdoor activities eg forest school and play.
- Promote and teach conflict resolution strategies.
- Raise awareness of bullying for example by taking part in anti bullying week in November every year, holding whole school assemblies.

Monitoring

The Principal will monitor and review the policy to ensure that incidents and systems to reduce bullying are effective. The policy will be reviewed alongside the Behaviour Policy. An annual incident return will be sent to the Governors and reported to the governing body on a termly basis.

Incidents of bullying will be logged and the children will be provided with questionnaires in order to monitor incidents, perceptions and suggestions for possible improvements.

Bullying will always be taken seriously.

All bullying is unacceptable, whether physical, sexual, verbal or psychological
Bullying Questionnaire



Please do not put your name on this form anywhere. You are allowed to tell us anything you want to.

We would like to know what you think about bullying in your school or organisation. Your answers to the questions below will help us to stop bullying. If the answer you want to give is not given, use the space provided to write in your own answer.

<p>Tell us about yourself</p> <p>a. I am a <input type="checkbox"/> Boy <input type="checkbox"/> girl</p> <p>b. I am _____ years old</p> <p>c. I am in _____ class</p>	<p>2. What kind of bullying was it? (you can tick more than one box)</p> <p><input type="checkbox"/> I have never been bullied</p> <p><input type="checkbox"/> Called names</p> <p><input type="checkbox"/> Left out or excluded by other children</p> <p><input type="checkbox"/> Punched or pushed on purpose</p> <p><input type="checkbox"/> Forced to do something I didn't want to do</p> <p><input type="checkbox"/> Teased about the way I look</p>
<p>1. Have you ever been bullied? (please tick one box)</p> <p><input type="checkbox"/> No, I have never been bullied</p> <p><input type="checkbox"/> Yes, I have been bullied a little bit</p> <p><input type="checkbox"/> Yes, I have been bullied a lot</p>	<p>3. Where did the bullying happen? (you can tick more than one box)</p> <p><input type="checkbox"/> I have never been bullied</p> <p><input type="checkbox"/> In a classroom</p> <p><input type="checkbox"/> In the toilets</p> <p><input type="checkbox"/> In the dinner hall</p> <p><input type="checkbox"/> In the playground</p> <p><input type="checkbox"/> On the way to or from school</p>

<p>4. When were you bullied? (you can tick more than one box)</p>	<p>5. Who did you tell that you were being bullied?</p>
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<input type="checkbox"/> I have never been bullied <input type="checkbox"/> A long time ago <input type="checkbox"/> Last month <input type="checkbox"/> Last Week <input type="checkbox"/> Today <input type="checkbox"/> Yesterday	(you can tick more than one box) <input type="checkbox"/> I have never been bullied <input type="checkbox"/> I told no-one <input type="checkbox"/> An adult at school <input type="checkbox"/> Another adult <input type="checkbox"/> A friend <input type="checkbox"/> An older boy or girl <input type="checkbox"/> My brother/sister
6. What happened then? (you can tick more than one box) <input type="checkbox"/> I have never been bullied <input type="checkbox"/> Something was done that stopped the bullying <input type="checkbox"/> Something was done but it didn't stop the bullying <input type="checkbox"/> Something was done but it made the bullying worse <input type="checkbox"/> Nothing was done but the bullying stopped anyway <input type="checkbox"/> Nothing was done and the bullying carried on	7. If you have been bullied and you told someone.... a) What did they do that was helpful? b) What would you like then to have done differently?
8. What else did you do about being bullied? (you can tick more than one box) <input type="checkbox"/> I have never been bullied <input type="checkbox"/> I fought back <input type="checkbox"/> I stuck up for myself without fighting <input type="checkbox"/> I took no notice <input type="checkbox"/> I tried to keep away from the bullies <input type="checkbox"/> I stayed away from school <input type="checkbox"/> I dealt with it myself <input type="checkbox"/> I made new friends <input type="checkbox"/> I did nothing	9. Do you know about your school's anti-bullying policy? (please tick one box) <input type="checkbox"/> yes <input type="checkbox"/> a little bit <input type="checkbox"/> no 10. Do you think what your school does about bullying is working? (please tick one box) <input type="checkbox"/> yes <input type="checkbox"/> in some ways <input type="checkbox"/> no
11. What else do you think your	12. Is there anything else you want



school could do to stop bullying?

to tell us about bullying?

Thank you for answering these questions.