CHEETWOOD COMMUNITY PRIMARY SCHOOL

ANTI-BULLYING POLICY

Approved by the Governing Body

Signed
Chair of Governors
09/12/2020

To be reviewed Autumn Term 2021

Judged to be GOOD by Ofsted in March 2018.

"This is a highly inclusive school, where everyone feels safe, respected and valued. Pupils enjoy school and are very keen to learn".

Context
This policy complements other school policies; PSHE, Teaching and Learning, Behaviour, Equality, Special Educational Needs, E-Safety and Safeguarding. Peer Mediation is in practice at the school and has proven to be successful in reducing conflict.
The policy also incorporates government and OFSTED requirements and guidance.

Values and Ethos
We believe strongly that bullying is unacceptable, it contravenes our school ethos and our school rules.
We know that some groups of pupils are more vulnerable to experiencing bullying, for example, those with special educational needs or a disability, looked after children, travellers and those for whom bullying is motivated by racism or homophobia. We also know bullying can take place during any type of school activity including off site activities. Our policy and practices are carried out to ensure that all members of our school community feel able to disclose bullying and feel supported in resolving it.

Our school Golden Rules:

- Treat everyone with respect
- Be kind and polite at all times
- Listen to instructions and follow them
- Always try your best
- Take care of property and the environment

We believe that pupils learn best when:

- They feel happy, secure, confident and valued
- They have time to talk and reflect about their experiences
- They are able to work together and independently
- They know what is expected of them
- There is progression, as well as consistency and continuity of approach throughout school
- Learning is relevant to their lives at home and in the wider community

Definition of Bullying
Definitions are different and individuals have different experiences; however from the accounts we have heard from pupils and young people we consider bullying to be:
• **Repetitive, wilful or persistent**
• **Intentionally harming, carried out by an individual or a group; hurting another   person, whether physically, emotionally or psychologically**
• **An imbalance of power leaving the victim feeling defenceless**

What might bullying look like?
- Physical – hitting, kicking, taking belongings
- Direct and indirect verbal – name calling, insulting, making offensive remarks
- Emotional – being unfriendly, excluding, tormenting, using threatening gestures
- Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyber bullying

How might bullying be hidden from adults at school?
Some unsupervised situations are accepted school routines e.g. taking messages or going to the toilet. Some areas of school are physically hidden e.g. corners of the playground or corridors. Cyber bullying is also unseen.

Behaviour of a bully or a victim may hide bullying from us: the bully may be more articulate than the victim or bullying may be disguised as "friendship". Either a victim or a bully may withdraw if confronted.

Aims
- To stop bullying
- To promote an ethos in school where all members of the school community feel able to tell about bullying
- To provide support for all members of the school community that may be involved in a bullying situation
- To make our school a safe place to work, play, teach and learn

Preventing Bullying
All staff including non-teaching staff, lunchtime organisers, parents/carers and pupils have been involved in the development of this policy and are given opportunities to reflect on bullying issues as a whole school. The policy is reviewed annually with the involvement of all stakeholders, including, as part of our routine start of school year parental consultation where parents/carers views are sought about the school's policy and approach to anti-bullying.

Positive action is taken to raise awareness of bullying issues through Personal, Social, Health and Emotional lessons (PSHE) and e-safety, also known as cyber bullying. Pupils are given opportunities to think what kinds of behaviour count as bullying and to understand why some people bully. The whole school takes part in activities during the annual anti-bullying week. Pupils are actively encouraged to report bullying and when they do so they are listened to and taken seriously. The school uses the "STOP" approach: Several Times On Purpose and Start Telling Other People. This approach is reinforced at appropriate times during the school year, including in parent/carer meetings (such as Meet Your Child's Teacher Meetings at the start of each school year).

Self-esteem is addressed through the PSHE curriculum. Pupils for whom this is a particular difficulty may benefit from a variety of interventions from the pastoral care team. These interventions respond to individual needs but may take place 1:1, in a small group or whole class. When appropriate the school will also involve other agencies with self-esteem work eg CAMHS or specialist teachers.

All staff are trained on e-safety. Strategies on how to stay safe on-line are taught to the pupils through assemblies and class workshops. Parents/carers are also offered support and workshops on e-safety including links on the school website.

Procedures for Reporting and Responding to Bullying
When a bullying incident occurs we respond using a Solution Focused Support Group approach developed and described by Sue Young (Solutions in Schools and Educational Psychology in Practice 2003). ***See appendix 1 for all paperwork and forms which are used to record the response and action taken to tackle bullying incidents.***
Bullying incidents can be discovered through a variety of means; a child who is being bullied will report it, a parent/carer will come into school to report an incident/incidents, other pupils who have witnessed bullying will report it or a member of staff who has observed bullying will raise the concern. Every allegation of bullying will be investigated and followed up.

When a bullying situation is discovered
An Initial Concern Form is completed (*see appendix 1*) and early investigations are carried out. All evidence gathered, interviews with relevant pupils, meetings with parents/carers are recorded on this form. Following this, an assessment is made in negotiation with the "victim's" parents/carers as to whether the issue has been resolved at this juncture or if an anti-bullying support group is needed.
If an anti-bullying group is set up
- **The "victim" is interviewed more fully**
This happens on a 1:1 basis with a member of staff who is closest to the child (perhaps a teaching assistant who normally works in their class or a learning mentor) or a more senior member of staff. This will be determined by the nature of the bullying.

The interview begins with non-problem talk; perhaps a compliment about their clothes and a brief exchange about what they were doing in class recently. The aim is to convey the idea that we do not see the child only in terms of a problem.

The first questions should be easy to answer: How old are you now? Can you remind me what your last name is?

The main part of the interview could begin with something like "I've just seen your mum. She is worried about you, isn't she?" This is because it can be easier for a child to admit that someone else is worried than deal with his or her own worry. "Do you think she is right to be worried?"

The use of a "Feelometer" can be helpful as it encourages the child to focus on what they have already achieved in making life better. The scale can be used to focus on a variety of feelings or questions such as "Happy in school…?", "anxiety about playtime". Pupils rarely scale themselves at a zero (the pits, the worst it's been) which enables the member of staff to say "Wow, so you're already at a 4, how did you manage to reach that far already?"

A Feelometer
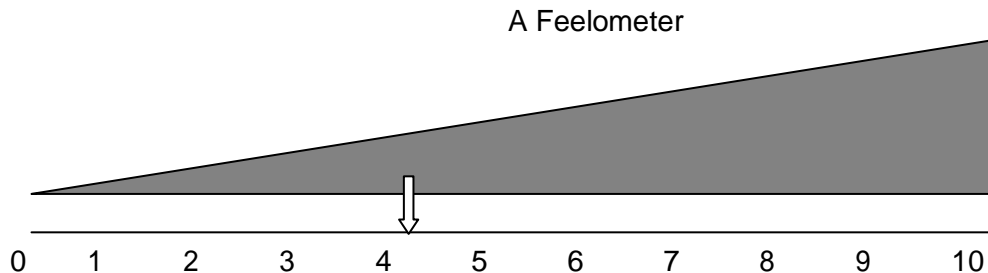
The child is then congratulated on taking control of their predicament and doing well given the circumstances. This acknowledges the difficulty without focusing on it.

The following 3 essential questions are then covered

1. **Who do you find it difficult to deal with or who is making you unhappy?**
The names of the pupils are written down. Two to five names are usual. (No need to ask how or why they are causing the unhappiness)
2. **Who else is around when this is happening?** Again, the names are written down. Two or three names may be mentioned.
3. **Who are your friends or who would you like to be your friend?**
From the names given a support group is selected. It can include the pupils who are causing the difficulties plus a couple of friends or more neutral pupils; the child who is being bullied will decide on the group with the support of the member of staff who is facilitating.

The interview then moves on to consider the preferred future, how will things be at school when you are a 5 on the Feelometer?

How can school help to make things better for you to try and reach 8+ on the Feelometer?

Throughout all of this session the child is given as much reassurance and support as is necessary so that they understand bullying is unacceptable and the school will ensure it stops. They are told key members of staff will be informed and the situation will be monitored closely to ensure no further bullying takes place or that it is tackled the moment it does occur.

A date is set for about a week later so that the child and member of staff can meet again to evaluate how the child is feeling. Future meeting dates are then set at intervals agreed by the child and member of staff until such time the child is satisfied the situation has been resolved (and this will also be with the agreement of the child's parent/carer).

See appendix 1 for all paperwork and forms which are used to record the response and action taken to tackle bullying incidents.

- **The "perpetrator" is interviewed more fully**

Once all facts have been established and gathered from the "victim" (and other witnesses if appropriate), the perpetrator will be interviewed. This will be conducted by a senior member of staff.

As anti-bullying is given such a high profile within the school all pupils understand bullying is totally unacceptable; this message will be strongly reinforced to the perpetrator.

Their parents/carers will be invited to a meeting with the senior member of staff taking the lead and a way forward will be agreed. Depending on the circumstances a sanction may be issued to the perpetrator or alternatively some form of support. The situation will be closely monitored to ensure the perpetrator does not bully again.

- **Support Group**

Following the initial interview with the child ("victim") a session is held with the support group who will agree how they can help the child to feel happier at school, they give their own individual suggestions and these are recorded. The support group will meet again after about a week, around the same time the child who has been bullied has their second meeting.

Future meetings with the support group are then held if appropriate until such time the child is satisfied the situation has been resolved and no longer needs peer support.

See appendix 1 for all paperwork and forms which are used to record the response and action taken by the support group.

- **Involving parents/carers**

The school believes it can tackle incidents of bullying most effectively when working in partnership with parents/carers. Parents/carers of all pupils involved in incidents of bullying are kept fully informed throughout the process. The school can only address bullying issues if they are made aware of them and so parents/carers have a crucial role in reporting any incidents the moment they occur so the school can take swift, decisive action.

See appendix 1 for paperwork and forms which are used to record meetings and correspondence with parents/carers when their child has been involved in incidents of bullying.

- **Involving other members of staff**

When incidents of bullying are reported these incidents are recorded using the software CPOMS; other key members of staff will be informed and kept up to date of developments. Staff will be vigilant and will intervene promptly if there are any further signs or reports of bullying. Support staff may be called upon to carry out observations and report back to the lead member of staff dealing with the issue. This will ensure the situation can be monitored closely and is a way of providing evidence that the matters have been resolved.

Records

Detailed records are kept of all meetings with pupils involved in incidents of bullying and their parents/carers. These records are added to CPOMS.

See appendix 1 for all paperwork and forms which are used to record the response and action taken to tackle bullying incidents.

Records may help to disclose and provide evidence for Child Protection situations.

The progress of a vulnerable child may be informed by these records.

Well-kept records indicate to parents/carers that we take bullying seriously and have an effective system for trying to stop it.

Monitoring and Evaluation

All bullying incidents and action taken are recorded on CPOMS.

The senior leadership team monitors the effectiveness of the school's anti-bullying strategy every half term by scrutinising the CPOMS records.

Major fluctuations in the number of issues are investigated to discover background causes. These are considered in the context of other factors such as events in the community and social or domestic issues in the lives of pupils or adults. Creative solutions are sought such as activities for PSHE lessons, sessions in The Inc. Room, school assemblies and bespoke social and emotional support groups.

The monitoring records made by the senior leadership team identify any future action required and also report on any impact seen from previous action.

Conclusion

Cheetwood Primary School prides itself on having a warm, friendly, welcoming and safe ethos. It is a place where bullying is not tolerated and where all are expected to treat others as they themselves would like to be treated.