



Cranborne Middle School Anti-Bullying Policy

'Striving to prevent bullying behavior through modeling and teaching of positive relationships.'

1 Introduction

1.1 It is a Government requirement that all schools have an anti-bullying policy. Our policy reflects the most recent guidance published by the DfE 'Preventing and Tackling Bullying,' Keeping Children Safe in Education September 2016, the Education and Inspections Act 2006, the recent Equality Act 2010 Dorset Safeguarding Children Board (DSCB) document " Everyone is different" have been used to update our policy and with due regard to the School's PREVENT duty.

1.2 This policy should be read in conjunction with:

- The Pupil ICT Acceptable Use Policy
- Section 2.8 of the Social Networking Policy
- The Behaviour Policy

1.2 DfE guidance defines bullying as actions that are meant to be hurtful, and which happens over time. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It is an ongoing power imbalance where the bully uses words or actions to exert power over the other.

1.3 What bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, one off name calling or arguments, or when the occasional trick is played on someone. It is bullying when it is done Several Times On Purpose (STOP.) Through regular assemblies, tutor time activities, circle time, PSHCEE topics and our whole school SEAL curriculum, we aim to teach pupils these subtle differences in the relationships they have with others. We pride ourselves in specifically teaching friendship skills and how to maintain and repair friendships so that these hurtful incidents happen as little as possible.

Children sometimes fall out and say and do negative things when they are upset in the heat of the moment. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, a one-off episode of name-calling or a hurtful childish prank. Parents and school staff will work hard to teach our children how to deal with these particular types of situations and how to develop social skills to repair relationships.

Some children in our school lack self confidence and have perhaps been bullied in the past and are afraid of it happening again, even if it hasn't yet. We take their feelings very seriously and strive to help them build their confidence and self esteem.
(See provision map-Appendix A.)

2 Aims and objectives

2.1 We believe that bullying behaviour is wrong, it has far reaching effects and can affect children's feelings of safety and wellbeing at school and at home. Bullying can take place online as well as in the physical world. Social networks, chat rooms, instant messaging platforms, mobile phones and tablets, computers and other internet connected devices can all be used as a vehicle for cyber bullying.

2.2 We strive to teach children how to make and maintain positive relationships and that, if they are subject to bullying behaviour or they witness it, they can be proactive in ensuring it stops. We work hard to maintain a school ethos in which bullying behaviour is regarded as unacceptable.

2.3 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Please see attached provision map for details.

2.4 This policy aims to produce a consistent school response to any incidents of bullying behaviour that may occur.

2.5 We aim to make all those connected with the school aware of our opposition to bullying, and in this policy we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately using a variety of school systems in place.

3.2 The governing body monitors incidents of repeated incidents of bullying behaviour that do occur, and reviews the effectiveness of this policy regularly. The governors 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.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

4.1 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 identify and deal with incidents of bullying. There is a designated teacher in the school whose responsibility it is to ensure that our anti-bullying strategy is understood by pupils, staff and parents. This teacher is:

Mrs Claire Everett

The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

4.2 The headteacher ensures that all children know what bullying is and that it is unacceptable in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher, designated teacher or another senior member of the pastoral team may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

4.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The headteacher 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.

5 The role of the designated teacher for anti-bullying strategy.

5.1 The designated teacher reports to the headteacher about the effectiveness of the anti-bullying strategies regularly.

5.2 The designated teacher co-ordinates and creates up to date activities and assemblies during the annual national Anti-Bullying Week in November. She ensures that these are differentiated to meet the needs of each year group in terms of the types of bullying behaviour that may occur.

5.3 The designated teacher works with the school council to disseminate and collate an annual Bullying Survey, in order to ascertain the effectiveness of the anti-bullying strategies used in the previous year.

5.4 The designated teacher and the Heads of Year, open the school's two BB Boxes once a week, reads the BB forms and passes them on to the best member of staff to deal with them in the first instance This is usually the tutor. The author of the form is consulted and the victim is empowered by given a variety of next steps. When dealing with pupils who are becoming repeat offenders, the Heads of Year becomes involved, with the designated teacher consulting on what actions should happen next.

5.5 The designated teacher updates and amends the anti-bullying policy annually. In light of local and national government advice, the annual school survey on bullying and presents it to the headteacher to take to the governing body.

5.6 The designated teacher co-ordinates the resources and whole class teaching of the SEAL curriculum in tutor times. Pupils learn about and develop skills in the following aspects: Motivation, Managing Feelings, Empathy, Self Awareness and Social Skills which all help prevent bullying behaviour happening in the first instance.

6 The role of the teacher and support staff

6.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

6.2 Teachers keep their own records of all incidents that happen in their class, and those of which they are aware in the school. They transfer these to the pastoral log (kept on the school intranet) of all parties involved and if teachers witness an act of bullying, they will either investigate it themselves or refer it to the tutor and Heads of Year. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, the Heads of Year will inform the parents or carers of both parties.

6.3 For incidents of cyber bullying, teachers are required to fill in an electronic report form in addition to in-school reporting procedures. This form is sent to the team at the DSCB where a local multi-agency team offers schools additional support from the police and Social Care and Health. Please refer to the Acceptable Use Policy for Internet/Email.

6.4 We also record incidents that occur near the school, or on the children's way between school and home on the bus and at the bus stop. There is a senior teacher designated to each bus and a clear Bus Code of Conduct, for everyone's safety, with clear incremental sanctions for pupils who choose not to follow it. Year 8 Bus Monitors are appointed and their role is not to intervene but to monitor behaviour on the bus and to report incidents to the teacher in charge.

6.5 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve advice and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has been bullied, to support them and set out possible intervention strategies. The child demonstrating the bullying behaviour is spoken to, explaining why his/her action was wrong, and encouraging them to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher and the designated teacher for anti-bullying strategy are informed. The child's parents are invited into school to discuss the situation. In more extreme cases, where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the DSCB, Behaviour Support Service or the police.

6.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Most of our teaching staff are form tutors and they teach the SEAL curriculum for their year group once a week during tutor times. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

7 The role of office staff, lunchtime supervisors and visitors to the school

7.1 We see the role of other adults in the school as equally important to the safety and wellbeing of our pupils. If they witness any incidents of bullying behaviour, it is their duty to report this as soon as possible to either the nearest member of staff, tutor or Heads of Year as appropriate.

7.2 Lunchtime supervisors receive training on positive behaviour management techniques and they are aware of the anti-bullying strategies we use, such as the BB Boxes, if pupils come to them with a concern.

8 The role of parents

8.1 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 tutor immediately. If they are not satisfied with the response, they should contact the Heads of Year or Deputy Headteacher or Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

8.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

9 The role of pupils

9.1 Pupils take part in activities across the school and in assemblies in the national Anti-Bullying Week during November each year.

9.2 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying behaviour continues, they aware that they must keep on reporting it. We encourage our school to be a telling school where pupils should not have to suffer in silence.

9.3 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil survey.

9.4 Our School Council helps to review the anti-bullying policy every year and can bring up issues or ideas within their classes or year groups pertaining to bullying.

10 Monitoring and review

10.1 This policy is monitored on a day-to-day basis by classroom teachers, tutors and Heads of Year, who report to the deputy headteacher during half termly Pastoral Leadership group meetings. The senior leadership team track pupils who are or who may become repeat offenders. It is the Headteacher who reports to governors annually about the effectiveness of the policy. All verbally reported incidents of bullying behaviour are logged in detail in the individual pastoral logs of all children; both the bully and the victim. Incidents reported in writing by the children on a BB (Bullying Behaviour) form are investigated and dealt with accordingly (see provision map for details.)

10.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's pastoral logs, where incidents of bullying are recorded, and by discussion with the headteacher and by examining incidents of cyber bullying and racist bullying logged on external reporting forms to the DSCB and County Hall. Heads of Year regularly analyse information in the pastoral logs for patterns of people, places or groups. They look out in particular for racist bullying, bullying related to gender or sexual orientation or bullying directed at children with disabilities or special educational needs.

10.3 This policy will be reviewed annually by the governing body. Prior to this, consultation is sought by the designated teacher from staff and pupils, assemblies and discussions taking place in lessons and staff meetings.

Weblinks for further information about the resources we use as a school:

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

DfE advice 'Preventing and Tacking bullying' October 2011.

<http://www.anti-bullyingalliance.org.uk>

Anti-Bullying Alliance

<http://www.beatbullying.org>

BeatBullying

<http://www.nspcc.org.uk/>

NSPCC

Appendix A:

Anti-Bullying provision map 2011 (both reactive and proactive)



AB provision
map.doc

Appendix B:

Anti-Bullying policy for pupils (displayed in pupil diaries.)



pupil anti-bullying
policy 2014.doc

Appendix C:

Signs and Symptoms of a child that is being bullied.



Signs and
symptoms.doc

Anti-Bullying assembly powerpoints and other resources are available on request from the 'Teacher Resources-Anti-Bullying' folder on our school's computer system.

Anti-Bullying Policy

Reviewed by the Teaching, Learning and Curriculum Committee 7th February 2017

Ratified by the Full Governing Body 8th February 2017