



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' 2017, Keeping Children Safe in Education 2019, the Education and Inspections Act 2006, the recent Equality Act 2010 and the Dorset Safeguarding Children Board (DSCB) document "Everyone is different". These have been used to update our policy and incorporate 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 ... behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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 assemblies, tutor time activities and PSHCE topics, 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 and resilience 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 can lack self-confidence and they 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 cyberbullying.
- 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 and staff 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 cases of bullying behaviour that do occur, and reviews the effectiveness of this policy regularly. The governors require the school to keep accurate records of all incidents of bullying, and the headteacher reports 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 school 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 / anti-bullying lead

- 4.1** It is the responsibility of the headteacher / anti-bullying lead 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. All staff are responsible in ensuring the strategy is being implemented and delivered throughout the school every day.
- 4.2** The headteacher / anti-bullying lead ensures that all children know what bullying is and that it is unacceptable in this school. The headteacher / anti-bullying lead draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher / anti-bullying lead, designated teacher or another senior member of the pastoral team may decide to use assemblies as the forum in which to discuss with children why certain behaviours are wrong, and how to effectively reflect on the circumstances and punishments given.
- 4.3** The headteacher / anti-bullying lead 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 / anti-bullying lead 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 key staff for anti-bullying strategy.

- 5.1** Reports to the headteacher about the effectiveness of the anti-bullying strategies take place regularly. These escalate from support staff, to tutors, to year leaders and then SLT.
- 5.2** As a school, anti-bullying is discussed all year round and permeates into curriculum time, tutor times and assemblies. Although Anti-Bullying week takes place in November, staff will ensure that at all stages of the year, children are aware of what is acceptable and what is not tolerated. Children know how to respond to incidents of bullying, who to report them to, and what the consequences will be if they are the perpetrators.
- 5.3** An annual bullying survey is completed each November to ascertain the effectiveness of the anti-bullying strategies used in the previous year.
- 5.4** The designated teacher (Anti-bullying lead) updates and amends the anti-bullying policy annually in light of local and national government advice, and presents the annual school survey on bullying to SLT to take to the governing body.
- 5.5** The year leader's co-ordinate the resources and whole class teaching of the curriculum within tutor times, which includes: Anti-Bullying and Conflict Resolution, Online Safety, British Values and Radicalisation.

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 record these on SIMs and if

teachers witness an act of bullying, they will either investigate it themselves or refer it to the tutor and year leader. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, the tutors or year leader will inform the parents or carers of both parties.

- 6.3** For incidents of cyber bullying, teachers may escalate this to the DSL via My Concern. This information may then be 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. 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. The teacher in charge of anti-bullying strategy conducts training sessions for Bus monitors and there is a clear bus behaviour reporting slip.
- 6.5** When any bullying takes 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 year leaders and senior leaders within the school will be 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 LSCB, 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. 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.

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 phase leaders as appropriate.
- 7.2** Lunchtime supervisors receive training on positive behaviour management techniques and they are aware of the anti-bullying strategies we use, 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 year leader, assistant 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 throughout the year.
- 9.2** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying behaviour continues, they are 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. There is always a specific anti-bullying survey undertaken by all pupils in the school, during a Computing lesson
- 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. The teacher in charge of anti-bullying strategy places it as a regular agenda item in School Council meetings, in order to keep the profile of anti-bullying high.

10 Monitoring and review

- 10.1** This policy is monitored on a day-to-day basis by classroom teachers, tutors and year leaders, who report issues to the assistant 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 individuals ePraise account; both the bully and the victim and any serious cases are referred on to the DSL through MyConcern.
- 10.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's data, where incidents of bullying are recorded, and by discussion with the headteacher and by examining incidents of cyber bullying and racist bullying recorded. Phase leaders regularly analyse information 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 staff and pupils, assemblies and discussions taking place in lessons and staff meetings.

Anti-Bullying Policy Ratified by the Full Governing Body February 2022

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 Tackling bullying' October 2017.

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

Anti-Bullying Alliance

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

NSPCC

Appendix A:

Anti-Bullying Provision Map (both reactive and proactive)

Appendix B:

Anti-Bullying Policy For Pupils (displayed in pupil diaries.)

Appendix C:

[Signs and Symptoms of a child that is being bullied.](#)

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