



Cranborne Middle School

Anti-Bullying Policy

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Review Date:	Reviewed by (CMS Staff)	Next Review Due
July 2025	Mrs Everett	July 2026

Cranborne Middle School Anti-Bullying Policy

'Striving to prevent bullying behaviour and harassment through the modeling and teaching of positive relationships.'

1 Introduction

At Cranborne Middle School, we work to ensure that everyone within the community is equally valued and treated with respect. We teach pupils and staff about the importance of respecting themselves, how to set and maintain boundaries, **practice** self-care and regulation strategies.

It is recognised that all forms of bullying and harassment are unacceptable and action will always be taken to protect everyone within its community. This policy has been written alongside advice given by the Department for Education on Preventing and tackling bullying July 2017.

An important part of our policy in practise is empowering our pupils to become more resilient and support them to navigate the social and emotional challenges that children can face during their middle school years.

2. Legislation and the law

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: *'provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.'*

2.1. Detailed advice on teachers' power to discipline, is included in 'Behaviour and Discipline in Schools – advice for head teachers and school staff' (Department for Education January 2016).

2.2. Detailed advice can also be found in 'Department for Education: Preventing and tackling bullying – a guide for head teachers, staff and governing bodies' (July 2017). www.gov.uk/government/publications/preventing-and-tackling-bullying [The Equality Act 2010](http://www.gov.uk/government/publications/the-equality-act-2010)

2.3. The Equality Act 2010 requires schools to adhere to the new Equality Duty which has 3 aims:

- to eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act,
- to advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- to foster good relations between people who share a protected characteristic and people who do not share it.

2.4. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimize a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. Safeguarding children and young people.

2.5. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should report directly to the Designated Safeguarding Lead.

3. Criminal law

Although *bullying* in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

3.1 All pupils will be made aware of these bullying and harassment definitions and laws through assemblies, visits by Dorset Police and PSHCE lessons. We feel it is important that our children understand that their actions can have far reaching consequences, as well as the hurt it causes individuals and groups.

3.2 However, we also recognise that children are learning their place in the world and how to build and maintain their relationships with others. We assess each incident using the Anti-Bullying flowchart (see Appendix A.) If staff feel that an offence may have been committed they should speak to a member of the Senior Leadership team, who may need to seek assistance from the police. Staff also have the power to discipline pupils for misbehaving outside school premises.

4. Harassment definition in law

Harassment may be defined as any conduct that is unwanted by, or affects the dignity of, an individual or group of individuals. Harassment may include repetitive or isolated incidents.

4.1 It may be related to race, colour, nationality, ethnicity, gender, age, health, disability, sexual orientation, political and/or religious belief, ability or any other personal characteristic and includes any actions or comments that are felt to be unacceptable or demeaning to the recipient.

4.2 Examples of harassment include:

- **Verbal behaviour** – jokes, suggestions and propositions, name-calling, malicious gossip, unwelcome remarks.
- **Non-verbal behaviour** – non-cooperation, suggestive or aggressive looks, gestures, invasion of personal space, cyber bullying, including through/on social networking sites.
- **Visual behaviour** – display or transmission of pictures and images, graffiti, literature, unwanted letters, emails or text messages, including social networking sites.
- **Physical contact** – unwanted touching, assault, aggressive behaviour, intimidation.

4.3 It is important to bear in mind that the brain of a child in the middle school years is not as mature as that of an adult. We aim to teach our pupils to take responsibility for any poor behaviour choices and to support parents and carers in allowing this to happen.

5. 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~~22~~, 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.

This policy should be read in conjunction with:

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

5.1 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.'

5.2 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 B.)

Aims and objectives

5.3 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.

5.4 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.

5.5 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.

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

5.7 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.

6. The role of governors

6.1 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.

6.2 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.

6.3 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.

7. The role of the headteacher / anti-bullying lead

7.1 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.

7.2 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, phase leaders or anti-bullying lead 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.

7.3 The headteacher and anti-bullying lead ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

7.4 The headteacher and anti-bullying lead set 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.

8 The role of the key staff for anti-bullying strategy.

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.

8.1 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.

8.2 We conduct two whole school online pupil surveys: one at the end of Autumn term 1 and another in the Spring survey to ascertain wellbeing levels and the impact of our initiatives during the academic year. From September 2023, the school used the Anti-Bullying Alliance online pupil survey (see Appendix C) but as from September 2025, will now revert back to an in-house survey, an example of which is attached.

8.3 From 2023-2025, The Anti-Bullying Lead co-ordinated the school's anti-bullying practice with support from the Anti-Bullying Alliance programme. This included creating and reviewing an annual action plan as a result of the first survey, leading initiatives which supported the needs of the pupils and writing case studies and evaluating the impact of the year on its pupils and staff. The funding for this national programme with the Anti-Bullying Alliance ceased in 2024, so although materials and resources are still available on the Anti-Bullying Alliance website, the accreditation no longer runs. Cranborne Middle School was awarded a Bronze status Anti-Bullying Alliance School in August 2023.

8.4 The Anti-Bullying Lead updates and amends the anti-bullying policy annually in light of local and national government advice, and presents the analysis of the pupil surveys to SLT and the governing body.

9 The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place, create a culture of reporting and to prevent reported incidents reoccurring.

9.1 Teachers and teaching assistants record incidents on **Epraise** 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.

9.2 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.

9.3 We also **deal with** 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. **Any incidents are recorded on ePraise.**

9.4 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 target of the bullying, and consequences 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. (See Appendix C.)

9.5 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. **As an example in PSHCE**, 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.

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

10.1 Lunchtime supervisors should receive training on positive behaviour management techniques, **be given a copy of the parent booklet so they are aware of the anti-bullying strategies we use**, if pupils come to them with a concern.

11. 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. From September 2023, every parent or carer of a child at Cranborne Middle School will be given a copy of a parent guidance booklet, to support their child, which includes a flow chart of the reporting protocol and what happens as a result. This also details at what point in the process phase leaders and the Headteacher become involved. **(See Appendix D)**

8.2 If they parents and carers remain dissatisfied, they should follow the school's complaints procedure.

8.3 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. If they need advice about the school's policy, two pages are clearly laid out in their pupil diary. **(See Appendix E)**

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. They can do this through their tutor group Talk Tin, the Bullying Behaviour Box or by speaking to any trusted adult in the school.

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 it in the mind of pupils.

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 and anti-bullying lead who report to governors annually about the effectiveness of the policy. All verbally reported incidents of bullying behaviour are logged in detail in the individuals SIMs profile; both the bully and the target and any serious cases are referred on to the DSL through MyConcern.

10.2 In the academic year 2023-4, the anti-bullying lead has been working towards an accreditation for the school by the national Anti-Bullying Alliance (ABA) This has entailed significant auditing and evidencing elements of anti-bullying practice and procedures, identifying areas for development and working on them throughout the year. This accreditation will result in a **Bronze Award** for the school which demonstrates our rigorous and proactive anti-bullying practices. (See Appendix Ea)

10.3 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 anti-bullying lead and headteacher and by examining incidents of cyber bullying and racist bullying recorded.

10.4 Phase leaders and the anti-bullying lead regularly analyse information for patterns of people, places or groups. **From the academic year 2025-26, this anti-bullying lead will be Teaching Assistant, Lily Hennell and she will be supported by the pastoral team of: Phase Leaders, pastoral team (RoB and JY) and the ELSA team (CM and HM)** 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.

10.5 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

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 2017.

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

Anti-Bullying Alliance

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

Appendix A:

Anti-Bullying graduated response flowchart

Appendix B:

Anti-Bullying Provision Map (both reactive and proactive)

Appendix C:

Anti Bullying Alliance national pupil survey (conducted twice a year.)

Appendix D:

Friendship conflict vs Anti-Bullying flowchart for parents and staff

Anti-Bullying assembly Powerpoints and other resources are available on request from the 'Teacher Resources-Anti-Bullying 2023-24' folder on our school's computer system.