



Cliffe School - Anti-Bullying Policy

Document Status			
Date of Next Review	Sept 2021	Responsibility	Governing Body
Success Criteria for review completion		Responsibility	Chair of Governors
Date of Policy Creation Nov 19	Adapted School written model	Responsibility	Head Teacher
Date of Policy Adoption by Governing Body		Signed <u>MR S M LUMLEY</u> Chair Of Governing Body	
Method of Communication (e.g. Website, Noticeboard, etc) Website		Signed <u>MR A BLACKWOOD</u> Head Teacher	

The Anti-Bullying Policy should be read in conjunction with the Behaviour Policy.

At the discretion of school staff, this policy can also be applied to actions which occur wholly / partly outside of school if such actions impact upon the school life of the targeted individual.

At Cliffe Primary School we are very proud of pupils behaviour. 'Bullying' is very rarely an issue within school and pupil and parent feedback reflects that. Our most recent OFSTED report states :

'Pupils say that there is no bullying in school, but if it does happen they know to tell someone straight away.'

This situation has come about as a direct result of our proactive and positive approach to behaviour and through the effective education of our pupils. However, on those rare occasions bullying does occur this policy will be implemented in order to ensure a positive outcome for all involved.

Statement of Our Belief

Everyone at Cliffe School has a right to feel welcome, secure and happy.
All children have the right to learn and play without fear of violence, intimidation, disruption or aggression.
All members of staff have the right to an environment in which the actions of others do not impede their ability to work effectively or deliberately impact upon their physical and/or mental wellbeing.

Definition

The Anti-Bullying Alliance defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

Bullying can take different forms: It may involve direct 'face-to-face' actions, indirect actions (spreading rumours, inspiring the exclusion of another from social groups) or online behaviour.
It can include but may not be limited to;

Physical – pushing, kicking, hitting
Verbal – name-calling, spreading rumours
Emotional – exclusion, isolation
Sexual – unwanted physical contact, verbal abuse
Racist – racial taunts, graffiti, gestures
Sexuality / Gender based - abuse based on homophobic, biphobic, or transphobic harassment; and / or harassment for gender-nonconformity
Cyber bullying - using technology to bully by text, setting up abusive websites, posting photos, misusing social networking sites and sexting
Differences – based on hair colour, body type, disability etc.

How does this differ from teasing/falling out amongst friends or other types of aggressive behaviour?

Single acts of aggression are not bullying.

It is important to understand that bullying is not the occasional 'falling out' with friends, name calling, arguments, altercations or upsets which, whilst undesirable, are rare but predictable events within a primary school. When occasional problems of this kind arise it is not classed as bullying and such events can be resolved through mediation and implementation of the schools Behaviour Policy. It is an important part of a child's development to learn how to deal with friendship breakdowns and emotional upset and one of our functions as a school is to support pupils with this. Learning appropriate ways to deal with these situations is a key part of maturation and developing the social skills to repair relationships is an essential life skill.

However such acts or events between pupils can turn into bullying if they become persistent and sustained.

How we help prevent bullying

- Create a **positive school climate** where praise is given high priority
- Ensure children, parents and staff are clear about what counts as bullying
- Build an anti-bullying ethos in school
- Encourage children to tell, reassuring them that all staff will listen
- Be pro-active in recognising and addressing potential problems
- Follow a regular PSICHE program which includes bullying, addressing it through curriculum content, circle time and assemblies; we also link into national events such as Anti-Bullying Week.

As a Parent

- Look for unusual behaviour in your children. For example, they may suddenly decide they do not wish to attend school, they may feel ill regularly or not be doing as well in their work
- If you feel your child may be a victim of bullying behaviour, let the school know
- Your concern will be taken seriously and appropriate action taken
- It is important that you advise your child not to fight back. It can make matters worse
- Tell your child there is nothing wrong with him/her. It is not his/her fault they are being bullied
- Make sure your child knows our policy on bullying and that they need not be afraid to ask for help

Procedures

When bullying is alleged the following steps will occur:

(The timescale will be determined by individual circumstances and the school will exercise discretion in each case.)

All incidents, alleged or actual will be recorded.

STEP 1. In the first instance a 'no blame' approach will be adopted.

Staff will counsel the children and classroom strategies (e.g. Circle Time) will be used.

Children will be made fully aware of the Anti Bullying Policy.

Incidents between individuals will be addressed using Restorative Practice techniques.

STEP 2. If the matter is still not resolved parents will be informed.

The incident will be recorded on the Report of a Possible Incident form.

STEP 3. Should there still be a problem there will be a shift from a 'no blame' approach to one in which the perpetrator is clearly identified and parents will be more fully involved and informed by letter.

At this point the Behaviour Support Service and other appropriate education services may be involved at the discretion of the Headteacher.

Where bullying behaviour has racist / sexuality / gender based motivation or connotations then the Local Authority must be informed of all related incidence in accordance with their reporting procedures.

STEP 4. The identified perpetrator will be subject to the punitive actions of increasing severity, as outlined in our general Behaviour Policy. The sequence of these repercussions is likely to be;

- Missed playtimes
- Time Out in another classroom / space
- Internal Exclusion
- Fixed Term Exclusion

STEP 5. In severe circumstances the Governors will consider permanent exclusion.

Also in accordance with our Behaviour Policy; in extraordinary circumstances, it may be necessary to employ Restrictive Physical Intervention (RPI), including the physical restraint of a child. RPI can not be used as a punitive measure in itself but may be used to ensure the protection of the pupil themselves or others.

Should the nature of the behaviour or its impact upon the perpetrator / victim be of such severity that staff within school feel it represents a safeguarding concern for any pupil then additional bodies such as the Police or Social Care Service may be called upon for support.

Monitoring and Evaluation

The policy will be closely monitored by staff. Senior Staff will be fully aware of all incidents and will keep all members fully informed.

The policy will be reviewed and evaluated annually.