

Cavendish Church of England Primary School



ANTI-BULLYING POLICY

Signed on behalf of the Governing Body	
Signed: Head teacher	
Date:	Autumn 2023
Date to be Reviewed:	Autumn 2024

Content

- 1) Policy Objectives
- 2) Links with other policies and practices
- 3) Links to legislation
- 4) Responsibilities
- 5) Definition of Bullying
- 6) Forms and types of bullying covered by this policy
- 7) School ethos
- 8) Responding to Bullying
- 9) Preventing Bullying
- 10) Involvement of Children
- 11) Involvement and liaison with parents and carers
- 12) Monitoring and putting policy into practice
- 13) Useful links and supporting organisations

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also considers the DfE statutory guidance 'Keeping Children Safe in Education' Sept 2023 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The school has also read Children's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools.

Our Vision

In our school Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our school vision statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

1) Policy objectives

- This policy outlines measures in place to prevent and tackle all forms of bullying
- The policy has been adopted with the involvement of the whole school community
- Cavendish C of E school is committed to developing an anti-bullying culture where the bullying of anyone, adults or children, is not tolerated in any form

2) Links with other school policies and practices

- Behaviour, Attitudes and Relations Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Acceptable Use of the Internet Policy
- PSHE Policy

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

- RSE Policy

3) Links to legislation

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Responsibilities

- **It is the responsibility of:**
 - The headteacher to take overall responsibility and communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
 - Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: governors, teaching and non-teaching staff to support, uphold and implement this policy accordingly.
 - Families to support children and work in partnership with the school.
 - Children to abide by the policy.

5) Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, sending offensive or degrading photos or videos and trolling: deliberately provoking others online causing anger and upset.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

- **Bullying can happen to anyone. This policy covers all types and forms of bullying including:**
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexual bullying
 - Bullying via technology, known as online or cyberbullying
 - Prejudicial bullying (against people/children with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

- Cavendish C of E school recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and secure environment, where children are able to learn and fulfil their potential. Prevention, education and positive modelling are key.

Pro-active measures include:

- *Regular discussions about behaviour expectations and the 5 Golden Rules*
- *A strong pupil voice through:*
House captains, Faith Council, Arts Council, Health & Wellbeing Council, Eco Council and School Council to facilitate peer to peer support
- *Sense of belonging through house system and house activity days*
- *Respect for others, tolerance and British Values are taught throughout the curriculum*
- *Guidance on behaviour, tolerance, inclusion and respect for all cultures is evidenced in learning about main world religions*
- *British PSHE Association programme*
- *Activities such as Anti-Bullying day, E-Safety day, United Nations right of the child, Children in Need*
- *Open communication so children feel able to share their concerns – each child identifies a named adult in school that they would want to talk to in times of worry*
- *Continuing training for all staff*
- *Working with external agencies and family support practitioners as appropriate*
- *Teaching safe use of the internet*
- *Quick communication with families*
- *All staff contribute to ensure children understand our school is a place where bullying is not tolerated*
- *Open the Book*
- *NSCPP Workshop*
- *Crucial Crew*
- *Explicit teaching of Christian Values of inclusion through the SIAMs framework and 'Valuing all Gods Children' document.*

All pro-active measures were identified in discussion with Year 5 & 6 pupils (14.09.2022)

- Our Community:
 - *Monitors and reviews our anti-bullying policy and practice on a regular basis.*
 - *Supports staff to promote positive relationships to help prevent bullying.*
 - *Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.*
 - *Will intervene by identifying and tackling bullying behaviour appropriately and promptly.*
 - *Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.*

- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with families regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- **The following steps may be taken when dealing with all incidents of bullying reported to the school:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, even if they have not witnessed the concern.
- The adult or an appropriate adult will speak all individuals involved, investigating thoroughly.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) will be informed of all identified bullying issues.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure families are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Actions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by children takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing consequences in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Recognising that both the targeted child and the child/ren demonstrating bullying behaviours need support.

Cyber/On-line bullying

- **When responding to cyberbullying concerns, the school will:**

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the

- bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Staff should not look at, save or request copies of any online bullying behaviours. They should not be kept electronically or forwarded
- Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking, reporting or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting children

- **Children who have been bullied will be supported by:**
 - Reassuring the children and providing continuous pastoral support.
 - Offering an immediate opportunity to discuss the experience with the designated safeguarding lead, or an appropriate member of staff of their choice. (named adult)
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with families.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS) or National Society for Prevention of Cruelty to Children (NSPCC).
- **Children who have demonstrated bullying behaviours will be helped by:**
 - Discussing what happened, establishing the concern, need to change and the true reasons/motivations for the behaviour/bullying.
 - Informing families to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Consequences, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the CYPMHS.

Supporting adults

- Our school takes measures to prevent and tackle bullying among children; however, it is equally important to recognise that bullying of adults, including staff and families, whether by children, family members or other staff members, is unacceptable.
- **Adults who have been bullied or affected will be supported by:**
 - Offering an immediate opportunity to discuss the concern with the DSL/headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- **Adults who have demonstrated bullying behaviours will be helped by:**
 - Discussing what happened with the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing Bullying

Environment

- **The whole school community will:**
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference and any characteristic protected under the Equality Act.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- **The whole school community will:**
 - Provide a range of approaches for children, staff and families to access support and report concerns.
 - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects children, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary measures; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- **The school community will:**
 - Train all staff, including: teaching staff, support staff (e.g. administration staff, and lunchtime support staff) to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the student councils, etc.
 - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
 - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
 - Provide systematic opportunities to develop children’s social and emotional skills, including building their resilience and self-esteem.
 - Insist on a culture where inappropriate or discriminatory language is challenged at point of use.

10) Involvement of children

- **We will:**
 - Involve children in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
 - Regularly canvas children and young people’s views on the extent and nature of bullying.
 - Ensure that all children know how to express worries and anxieties about bullying.
 - Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

- Utilise children voice in providing children led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to children who have been bullied and to those who are bullying to address the problems they have.

11) **Involvement and liaison with families**

- **We will:**

- Take steps to involve families to develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to families in a variety of formats, including via the school website
- Ensure all families know who to contact if they are worried about bullying and where to access independent advice.
- Work with all families and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that families work with the school to role model positive behaviour for children, both on and offline.
- Ensure all families know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) **Monitoring and review: putting policy into practice**

- The policy will be promoted and implemented throughout the school and reviewed annually.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

13) **Useful links and supporting organisations**

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools
- The SIAMS Framework <https://www.churchofengland.org/sites/default/files/2022-11/siams-framework-september-2023.pdf>
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SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theprouddtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related