



# Anti-Bullying Policy

Revised by: Mr N Tomlinson & Board of Governors  
Date: September 2018

Date	Policy reviewed:	Policy amended:
September 2020		
September 2022		
September 2024		



## **Rationale**

Bullying is anti – social behaviour which can profoundly affect its victims. Cumber Claudy Primary School will not tolerate bullying. We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

## **Mission Statement**

At Cumber Claudy Primary School ... "Every Child Matters".

Staff and parents work together to ensure the safety and welfare of all children, to prevent bullying behaviour and to teach children to take responsibility for their own behaviour. Pupils are taught to value the opinions of others and to treat each other with dignity and respect.

## **Principles**

At Cumber Claudy Primary School; -

- Positive programmes of PDMU work, including regular circle times, reduce the likelihood of bullying by teaching children about the impact of their behaviours and by helping children to building positive relationships and develop their self-esteem.
- All members of the staff are responsible for the safety and well-being of the pupils while they are on the premises.
- Pupils have the right to learn free from intimidation and fear.
- Agreed procedures for dealing with bullying behaviour are in place.
- Observed instances of bullying will be dealt with properly and effectively in accordance with agreed procedures.
- All complaints about bullying will be dealt with seriously and thoroughly investigated.
- Staff work in partnership with parents and children.
- The creation of an anti-bullying culture is the result of consultation, careful planning and support of the whole school community.
- Staff have regular and updated training and development.
- Mechanisms for monitoring and evaluating the effectiveness of this policy will be implemented.



## Definition of bullying

The school defines bullying as “the repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others.”

## Forms of bullying

- Physical violence, such as hitting, pushing or spitting at another pupil;
- Interfering with another pupil’s property, by stealing, hiding or damaging it;
- Using offensive names when addressing another pupil;
- Teasing or spreading rumours about another pupil or his/her family;
- Belittling another pupil’s abilities and achievements;
- Writing offensive notes or graffiti about another pupil;
- Excluding another pupil from a group activity;
- Ridiculing another pupil’s appearance, way of speaking or personal mannerisms.

Many of the above forms of bullying can be carried out through inappropriate use of the internet – see our e-safety policy.

## Links with other school policies

- Pastoral Care – Child Protection
- Positive Behaviour Policy
- Internet Safety Policy

## Participation and Consultation Process

1. Self-evaluation – carried out by SMT
2. Awareness raising programme (curriculum and parent information leaflets). Parent information evenings and staff training, with support from EA child protection officers.
3. Consultation with representatives from all sections of the school community i.e. survey/questionnaires distributed to pupils, parents and whole school staff



## **ROLES AND RESPONSIBILITIES**

The Board of Governors has the overall responsibility for ensuring that an Anti-Bullying Policy is in place.

### **The responsibilities of Staff**

Our staff will:

- Foster in our pupils' self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Implement the School Positive Behaviour Policy consistently and fairly;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens;
- Be alert to signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to Mr Tomlinson (Principal) or to your class teacher.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils:**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;

Anyone who becomes the target of bullies should not suffer in silence – we encourage children to speak out to put an end to their own suffering and that of other potential targets. Class PDMU programmes reinforce this.



## **The Responsibilities of Parents:**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to Mr Tomlinson, Principal, or their class teacher, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **Preventative Measures**

- Creation of a "Telling, "listening" and "Responding" environment
- Participation e.g. circle time, assemblies, corm a school council
- Curriculum content with PDMU and Learning for Life and Work
- Playground Befriending system – "friendship" bench
- Identification and management of 'hot spots'
- Classroom management
- Use of suggestion/worry box – "Our thoughts and feelings"
- Publicity around the school e.g. posters, leaflets, homework diaries
- School council
- Anti-Bullying week each Autumn Term

## **Procedures for Responding to Incidents of Bully Behaviour**

- Put the school's procedures into immediate action
- Record all incidents and discussions



- Keep all relevant parties fully informed
- Support the bullied pupil and reassure them
- Support the pupil who has demonstrated bullying behaviour
- Apply sanctions if necessary as appropriate!
- Agree realistic targets and timeframe with the pupil
- Implement the agreed support plan
- Suggest establishing new routines
- Monitor the situation and provide feedback

### **Continuous and Professional Development of Staff**

- Regular review and updating of Anti-bullying policies
- In-service training for staff
- Purchasing of appropriate resources and support in their use

### **Policy Review**

The Senior Management Team will conduct a review of this policy on alternate years to ensure it is fit for purpose. Parents may at any time suggest improvements to this policy and these will be considered at the next review meeting. All parents will receive a copy of this policy.

### **RESOURCES**

PSE Programme  
Thoughts/Feelings box  
School Policy  
No Blame Approach  
Positive Behaviour Programme  
Incident Book  
Assemblies  
CASS team – Anti-Bullying workshops  
Theatre Production – on the theme of 'Bullying' story sack  
Primary Values – Resource file  
Story Sack – Anything's Possible  
'PATHS' programme to be implemented from September 2018



## **Appendix 2                      No Blame Approach**

### **When bullying has been observed then the following steps can be taken:**

- step one- interview with the victim  
When the teacher finds out that bullying has happened they start by talking to the victim about his/her feelings. They do not question him/her about the incidents, but they do need to know what was involved.
- step two- convene a meeting with the people involved  
The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.
- Step three- explain the problem  
The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time do they discuss the details of the incidents or allocate blame to the group.
- Step four- share responsibility  
The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.
- Step five- ask the group for their ideas  
Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but they do not go on to extract a promise of improved behaviour.
- Step six- leave it up to them  
The teacher ends the meeting by passing over the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going.
- Step seven- meet them again  
About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

A handwritten signature in black ink, appearing to read 'K. M. Sani'.

Chair – Board of Governors