



# Cherry Tree Primary School

## Anti-Bullying Policy

Current Version	June 17
Approved by Governors	TBC
Reviewed by	Mary Fraser
Consulted	SLT
Review date	June 18

## THE ORCHARDS FEDERATION

### What we believe about bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our schools. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. The Cherry Tree Primary as part of the Orchards Federation has a zero tolerance attitude to bullying. Bullying must always be challenged immediately, dealt with sensitively and in a consistent, sustained manner.

### Aims

This policy aims to:

Ensure that everyone (staff, pupils, parents, governors etc) understand what bullying means, including what a bully is, what a victim is and what a bystander is

- Ensure we are aware of and alert to signs of bullying and act promptly and firmly against it
- Make clear that a zero tolerance approach to bullying is in place in school
- Encourage children to report incidents without feeling they are telling tales. Promote the culture of being a 'TELLING' environment. This means that anyone who knows that bullying is happening is expected to tell staff
- Ensure that incidents are taken seriously, investigated properly and if necessary, acted upon, with clearly defined procedures.

### Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

### What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

Bullying **is not** when children fall out or don't get on with each other

**The Four Main Types of Bullying are:**

**PHYSICAL** e.g. hitting, kicking, damaging belongings

**VERBAL** e.g. name calling, racist remarks

**INDIRECT** e.g. spreading rumours, excluding someone from social groups

**CYBER** e.g. sending nasty texts, e-mails, phone calls

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should always investigate if a child:

- is frightened of walking to or from school
- wants to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

**These signs and behaviours could indicate other problems**, but bullying should be considered a possibility and should be investigated.

## Our Approach to Bullying

We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

We stress the role of the Bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene.(Pepler). We therefore, encourage the bystander to act appropriately and not just watch and collude.

To TELL i.e. report incidents and support other pupils who may be being bullied.

## **Preventing Bullying Incidents**

We use the following strategies to ensure a positive ethos in which children feel secure to report incidents of bullying immediately:

- Involvement of all school staff to ensure a consistent approach is in evidence
- A behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Encouraging pupils and parents to report bullying
- An open door policy in the school
- Whole school assemblies – to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities eg in Friendship Week
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained. This includes ensuring an appropriate level of staff supervision at all times
- Activities within the PSHE programme specifically aimed at developing children's own strategies for dealing with bullying type behaviour
- Providing a variety of activities/equipment for pupils to play with during school breaks
- Every class teacher provides an opportunity for pupils to indicate and discuss worries and concerns  
e.g. circle time and a worry box

## **Responding to Incidents of Bullying - Guidance For Staff**

It is recognised that incidents of bullying do occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher, The Assistant Heads and the Headteacher.

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately and will inform other staff as appropriate.
- Staff will make sure the victim(s) is reassured and feels safe
- Staff will listen and speak to all children involved about the incident separately
- All incidents will be investigated using the Incident Investigation Format (APPENDIX 3) and a copy handed in to the Headteacher
- The problem will be identified and possible solutions suggested
- Staff will encourage a problem solving approach which will move children on from having to justify their behaviour – this may take the form of a group meeting to reconcile pupils
- Staff will reinforce the message that bullying behaviour is not tolerated at The Orchards
- Appropriate action will be taken quickly to end the behaviour
- Sanctions deemed appropriate will be applied
- If possible, the pupils will be reconciled
- If necessary, support will be given to the bully (bullies) to help them understand and change his/her behaviour
- In serious cases, parents will be informed and will be invited to come in and discuss the

problem.

- After the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome
- Racist and Homophobic incidents must be reported to both Governors and the LA (termly) – all must be documented (appendix 1 and 2)
- The Headteacher must be informed of all incidents and action taken, (if not already involved) and will be jointly responsible for overall monitoring of the situation and outcomes

## **Support**

### **For the Victim**

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

This will also include termly assemblies in internet bullying / Safer Internet Use.

### **Support For the Bully(ies)**

It is recognised that support must be given to the bully. Disciplinary procedures are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities/sanctions
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Mediation
- Involvement of other agencies and services e.g. an Educational Psychologist, Behaviour Support

## **Advice for Pupils**

- Do not bully other people – it is not kind
- If you see someone being bullied- help them or tell an adult
- If you are being bullied TELL SOMEONE!
- Use the class worry box.
- Speak to your teacher – don't exaggerate, be honest and stick to the facts.
- Write it down or draw a picture if it helps you explain.
- If it does not stop – tell the teacher again.

## **Monitoring, Evaluation and Review**

The policy will be promoted and implemented throughout the school.  
This policy will be continue to be reviewed annually to assess its effectiveness

Appendix 1

Racial Incident log:	
Date of incident:	Time of incident:
Staff member informed:	Place of incident:
Perpetrator(s):	Victim:
Details	
Witness to incident	
Member of SLT informed:	
Action taken:	

Appendix 2

Homophobic/Transgender Incident log:	
Date of incident:	Time of incident:
Staff member informed:	Place of incident:
Perpetrator(s):	Victim:
Details:	
Witness to incident:	
Member of SLT informed:	
Action taken:	

Appendix 3

Checklist for investigating a bullying incident

Date:	Time:
Who was involved:	
Victim (s):	Bully(ies):
In what way did the victim(s) suffer	
How did the incident? Was it spontaneous or pre meditated?	
What is alleged to have happened, from the perspective of all those involved?	
When did the incident take place?	
Where did the incident take place?	
Who witnessed the incident (pupils, parents, staff and others):	

Who reported it to whom and when?

Is there any background to this incident?

Why does the reporter or investigator of the incident perceive this to have been a bullying incident?

What was the response of the victim(s)?

What does / do the victim(s) wish to see resulting from the investigation?

Action taken and by whom?

A 'first offence' of eg name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

Person(s) completing report:

Name: