



**Anti-bullying Policy
September 2023**

Lead author/initiator(s):	Laura Fielding
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Section 1: Policy Statement

This policy outlines the zero tolerance the school takes to bullying. The policy includes what bullying is, how the school prevents bullying and, if it occurs, how the school tackles and records any bullying.

1. Introduction

This anti bullying policy is set within the wider context of the school's values.

At Spring Meadow Infant and Nursery school, we have the following core values:

Kind	For everyone to show kindness as they work, play and learn. Everyone is treated with mutual respect.
Independent	To be independent learners who take responsibility for themselves. The school provides an environment which enables them to make decisions and choices to reach their full potential.
Inclusive	To include everyone in our school and wider community and to embrace and celebrate everyone's individual special qualities.
Resilient	Everyone is resilient to take risks, try new things and learn from their mistakes.
Creative	As a school we nurture an environment where there is freedom to express individual ideas, use our imagination and be inspired to be creative across the curriculum.
Knowledgeable	To be knowledgeable about the community and the world around us. The children build on their previous knowledge. The curriculum is delivered using approaches which enable the children to know more and remember more.

2. Policy Aims

The aim of this anti bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti bullying ethos and culture. The policy provides clear guidance on how the school intends:

- *To raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement*
- *To make clear to everyone within our whole school community that no form of bullying is acceptable*
- *To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident*
- *To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy*

- *To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour*
- *To offer support and comfort to CYP who have been bullied.*
- *To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying*
- *To identify vulnerable CYP and those critical moments and transitions when they may become vulnerable, and provide additional support when needed.*
- *To ensure all staff are trained and supported and model positive relationships*
- *To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors*
- *To provide a curriculum entitlement framework for Personal Social and Health Education that includes learning about bullying and discrimination*

Section 2: What is Bullying?

1. Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. Our school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people

2. A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect CYP's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

At our school we define bullying as:

Bullying is emotionally or physically harmful anti-social behaviour which is:

- repetitive, willful or persistent
- harmful, carried out by an individual or a group
- based on an imbalance of power leaving the person who is bullied feeling disempowered.

3. Bullying Forms and Types

Although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offences comments directed at them

Relational / indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyber bullying' - for example, via mobile phones (text messages, calls, picture/video clips) and computers (emails, website, chatroom, instant messaging).

Specific Types of Bullying can include prejudice driven bullying such as:

- **Racist bullying**
- **Faith based bullying**
- **Gender or Sexist bullying**
- **Homophobic bullying**
- **SEN / Disability bullying**

4. Peer on peer abuse

Bullying is a form of peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

5. Recognising Signs and Symptoms

The following signs and behaviour could indicate other problems but bullying should be considered as a possibility. Possible signs and behaviour include:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what’s wrong
- Developing cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possession go ‘missing’ and money ‘lost’
- Starting to steal money (to pay bully)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide (extreme cases)

Section 3 – Implementing the Anti Bullying Policy in our School

1. Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems. We encourage all who may be aware of bullying to tell a trusted adult, whether they be the victim, a witness or the perpetrator of that bullying.

At our school if there is an incident of bullying it must be reported to the Headteacher or, in their absence, the Assistant Headteacher for vulnerable pupils, and the incident must be uploaded onto CPOMS.

Information on abuse and how it is dealt with at our school is found via:

- *the school’s and or /local authorities anti bullying leaflet for parents/carers and children*
- *the school’s website*

- *the school's curriculum/open evenings for parents/carers*

2. Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved.

The procedure and stages in responding effectively to bullying at our school are:

- **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied (including when s/he describes disability, racial, gender or homophobic bullying), it is important to acknowledge this. A child's feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner.
- **Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').** Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies will also be recorded on CPOMS.

When an incident of bullying is reported the school will endeavour to record the incident on CPOMS within 24 hours of the incident occurring. Written records will be factual and where opinions are offered these will be based on factual evidence. CYP will be invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate CYP will be told what should happen to the information. Logging incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. Records of bullying incidents will be kept in the behavior log kept by the Assistant Headteacher responsible for vulnerable pupils and recorded on the Safeguarding platform *CPOMS*.

In cases of racist bullying or racist incidents, a record will be given to the governing body. It will also be recorded using the online recording platform PRfE. The governing body will use this record to submit figures in relation to racist bullying / incidents to the local authority on an annual basis. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools.

3. Deciding upon a response.

All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such anti-social behaviour is unacceptable. The

school's response will endeavour to meet the circumstances of the particular situation. For serious, persistent and long term cases of bullying, the school will utilize consequences and sanctions as stipulated in the school behaviour policy. In new cases of bullying, bullying of a less serious nature and situations where it appears that with some intervention, the anti-social behaviour of the bully can be modified and the bullying stopped, the school will initiate the agreed process for mediation, problem solving and reconciliation between all parties. The school's response to bullying is outlined in the appendices

This process supports the person who is doing the bullying to understand and accept that it is wrong to bully, take responsibility for their anti-social behaviour and make amends. Doing this in an emotionally intelligent way will require focusing on the anti-social behaviours being displayed, and not reinforcing a sense of the individual being bad. The school believes that all bullying is unacceptable but that many CYP who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

Where CYP do not respond to intermediately strategies and in the case of more serious bullying including violence and damage to property, the school will take further tougher action in relation to CYP who have been bullying. The school will draw upon the school's behaviour management policy and create educational consequences which will help to teach the child about their anti-social behaviours.

In cases of serious violence and bullying, exclusion from school is an option that the Headteacher can consider.

4. Communication.

The school will communicate, where necessary and appropriate to the appropriate members of the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers. (See Section Working With Parents/Carers)

5. Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to be done. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

6. Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and

(other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote and make it harder to reach a resolution that is effective and long lasting. A record of the meeting and agreed actions/responses will be recorded by the school.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher. If the parent does not feel this is appropriate then they may inform any trusted adult in school, most likely the Headteacher or Assistant Headteacher. Parents/carers are encouraged to note details of the incident to share with the class teacher/ member of staff. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school on a parental engagement form and added to the incident on CPOMs. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in CYP and how to approach the school to register concerns/incidents and seek support is available via the:

- *school's/ local authority anti bullying leaflet for parents/carers*
- *school's website*
- *school's positive relationships/behaviour and anti bullying awareness events*

7. Following Up / Supporting and Monitoring

The school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Some of the following strategies form a part of the school's anti bullying preventative work. Our strategies include:

- *Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality Diversity Service*
- *Providing opportunities for CYP who have been bullied or are bullying to attend THRIVE sessions to develop emotional resilience and learn skills in assertiveness, listening, negotiating and develop empathy with others.*

- *Using the school's PSA (Pastoral Support Assistant) to support CYP who have been bullied or are bullying.*
- *Offering Thrive sessions to all CYP involved to ensure all parties are supported.*

8. Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment for CYP and the whole school community. Alongside the school's responsive strategies for dealing with bullying incidents when they occur, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- *Adopting positive behaviour management strategies as part of the school's Behaviour Policy*
- *Implementing the Thrive approach across the school*
- *Implementing a whole school approach to the teaching of RSE, PSHE and Citizenship*
- *Providing training on behaviour management and anti bullying for all staff*
- *Teaching of pro-social behaviours*
- *Providing regular circle time, enabling CYP to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying*
- *Providing peer support systems such as playground buddies and play leaders*
- *Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns*
- *Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.*
- *Providing confidential counseling services, and working with CYP to identify key individuals with whom they can confide through the use of THRIVE practitioners.*
- *Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.*
- *Providing social skills groups for vulnerable individuals and groups through THRIVE*
- *Providing Friendship clubs and other peer support networks*
- *Providing cross year group family or mixed age group tutor groups to allow children from different age groups to socialise and support each other*
- *Providing a transition programme to support children moving across year groups and key phases.*
- *Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites*
- *Engaging in community initiatives and safer school partnerships*

9. Delivering the Entitlement Curriculum for Friendships and Relationships and Bullying in our school

The school acknowledges the role of the PSHE, RSE and Citizenship curriculum in preventative work on bullying. The PSHE, RSE and Citizenship curriculum supports the development of CYP's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify manage and challenge incidents of

bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the *Cambridgeshire Primary Scheme of Work for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.*
- *The school recognises and participates in the national anti bullying week, which provides an annual intensive focused week on the subject of recognising and combating bullying.*
- *The school has a separate Relationships and sex education policy for reference.*

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- *Designated lesson/tutor times/focused events/ health weeks/ conferences.*
- *Other curriculum areas including Citizenship, Religious Education and Humanities*
- *Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education, outside agencies.*

See school's PSHE and Citizenship and RSE policies for further detailed information on curriculum planning, teaching methodologies and teaching resources

10. CYP's Consultation and Participation

The school considers listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools anti bullying policy and practice and engaging in initiatives to support an anti bullying ethos in school. CYP actively participate in:

- *Identifying when and where the bullying happens and who is doing it to whom*
- *Identifying new forms of bullying, such as cyber bullying*
- *Making decisions about how to address and tackle bullying*
- *Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination*
- *Learning how to play an active participant role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating*

The school adopts a number of democratic methods / systems for promoting pupil consultation including:

- *Children's Council*
- *Eco Council*
- *House captains*
- *Kindness council*
- *Focus groups and face to face discussions with small groups of CYP*
- *Active learning and interactive learning techniques included in PSHE and Citizenship such as role play, puppets, group work and creative arts.*

11. Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with CYP are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in CYP and how to identify vulnerable CYP who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying and have a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those effected by bullying. The views of staff are sought as part of the school's review and evaluation of the anti bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

12. Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are equipped with the skills and knowledge to address bullying effectively. Support and involvement from outside national and local agencies and organisation include the:

- *National Anti Bullying Alliance, Child Line, Kidscape*
- *Cambridgeshire Specialist Teaching Service (Local authority Access and Inclusion Service)*
- *National Primary / Secondary Strategy Behaviour and Attendance Consultants*
- *Cambridgeshire PSHE Service*
- *Cambridgeshire Education Child Protection Service*
- *Local Authority Education Welfare Officers*
- *Local Authority Education Psychologists*
- *Children and Adolescent Mental Health Services (CAMH)*

13. Monitoring and Evaluating the Anti Bullying Policy

The school involves the whole school community including staff, governors, CYP and parents/carers in regularly reviewing and developing the school's anti bullying policy. This will involve monitoring, evaluating and developing anti bullying preventative and responsive strategies / interventions, to ensure the school's practice is effective and sustained. This process also includes regularly reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The review will involve consultation with all members of the school community using a range of methods such as:

- *surveys and questionnaires*
- *focus groups and interviews*
- *whole school audit tools*

Consultation with CYP is described in Section 3 i). The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. This analysis helps to inform the development of policy and

practice, ensuring the school continues to foster an ethos that inhibits bullying and promotes inclusion and respect for diversity.

Appendix 1 -Types of Bullying

Prejudice-Driven Bullying including:

Racist Bullying

Racist bullying is bullying based on a person's background, colour, religion or heritage and is both similar to and different from other kinds of bullying. The essential difference between racial bullying and other forms of bullying is that the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic community as a whole. Racial elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Examples of racist bullying may include:

- physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture, religion or language
- refusal to co-operate with others on the basis of any of the above differences
- derogatory name-calling, insults, racist jokes and language
- stereotyping on the basis of colour, race, ethnicity
- racist comments
- racist graffiti
- incitement of others to act in a racist manner
- provocative behaviour such as wearing racist badges or insignia
- promoting offensive materials such as racist leaflets, magazines or computer software
- attempting to recruit young people to racist organisations or groups

Schools have a statutory duty to log all incidents of racial bullying and submit them annually to the local authority. (Through the portal PRfE). This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools.

Faith Based Bullying

Children and young people can experience bullying based on their personal belief systems including religious and cultural beliefs

Gender or Sexual Bullying

Children and young people can experience bullying based on gender. Comments that question others' masculinity or femininity as well as those that refer directly to sexuality are also damaging. Examples of such bullying may include:

- use of sexist language
- Sexual harassment

- negative stereotyping based on gender
- unwanted/inappropriate physical contact
- sexual innuendo
- suggestive propositioning
- distribution/display of pornographic material aimed at an individual
- graffiti with sexual/sexist content aimed at an individual

Homophobic Bullying

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or whose life choices and interests do not conform to stereotypical standards of masculine or feminine behaviour or whose friends or relatives may be LGB.

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Homophobic bullying can include all forms of bullying. Behaviour associated specifically with homophobic bullying include:

- the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context
- spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
- exclusion from social groups, isolation and rejection
- sexual assault or physical attack

SEN / Disability Bullying / Bullying and Learning Difficulties

CYP with learning or communication difficulties are especially vulnerable to bullying. They may not have the ability to be assertive because they lack self confidence and may be more sensitive. CYP who are caring for a disabled parent are more likely to be bullied than their peers.

Cyber bullying

As CYP spend more time online, it has become more likely that CYP may use this as a platform for bullying. This could take a range of different forms which may include:

- Impersonating another person online
- Harassment of another person using online devices or platforms
- Sending inappropriate images or videos
- Website creation where a person may create a website, blog or poll to harass or embarrass another person.

Appendix 2- A Summary of our Anti-Bullying Procedures

A definition of bullying

Bullying is emotionally or physically harmful behaviour which is:

- repetitive, willful or persistent
- harmful, carried out by an individual or a group
- based on an imbalance of power leaving the person who is bullied feeling disempowered.

Reporting bullying

- Children may be aware of bullying as a victim, a witness or as a bully
- Children will be encouraged to tell any trusted adult if they think bullying is taking place – this may be a member of staff or family member
- We ask parents to talk to the child's class teacher in the first instance, but if they feel unable to do this, to report it to the head teacher or assistant head teachers
- Any reported incident of bullying will be recorded on CPOMs.
- If an incident is reported to another member of staff the incident will be referred to the class teacher
- The class teacher will investigate and evaluate if the incident(s) meet our definition of bullying
- If it does **not** meet the definition of bullying, any incident will be dealt with according to our usual behaviour management procedures
- If it does, what is outlined below will take place as appropriate.

An initial response to bullying...

- The school's Assistant Headteacher for vulnerable pupils/ Headteacher will be informed
- Incident logged on CPOMs
- Parents/carers of the bully and the victim will be informed
- The "zero tolerance" of bullying will be made clear to everyone involved
- The bully will be encouraged to reflect on their behavior through discussion
- If appropriate and the victim welcomes it, an opportunity for the victim and bully to meet to discuss what is happening, its impact on them both and to plan to stop it happening
- All staff will be informed so that they are aware of the situation and will inform the designated adult
- Key periods or areas will be monitored/planned for (e.g. pick up/drop off at school, routes home. This will be done in partnership with parents/carers)

Sanctions

As appropriate educational consequences and protective consequences will be put in place:

- time out from the play/lunchtimes
- time out from after school clubs
- if bullying continues, fixed-term exclusions may be used

Support

As appropriate...

- THRIVE sessions to be arranged for the victim and the perpetrator.
- "Secure zone" for victim to go to
- Regular opportunity to talk to an identified adult
- Lunchtime buddies
- Empowerment of witnesses, e.g. to report further incidents of bullying
- Child and family to be aware of the Childline number – 0800 11 11; www.childline.org.uk
- The school's usual procedures for supporting children with emotional and behavioural difficulties will be used
- Attend Thrive sessions with PSA

Ongoing Monitoring

A designated adult will check with all those involved as part of an agreed plan to ensure that further instances of bullying are not occurring