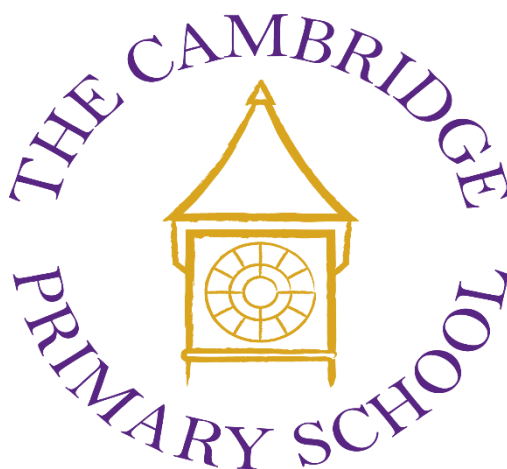


THE CAMBRIDGE PRIMARY SCHOOL

ANTI-BULLYING POLICY

2024



Date of Approval:	Nov 2024
Date of Next Review:	Nov 2025

The Cambridge Primary School

Anti-Bullying Policy

INTENT

At the Cambridge Primary School, we strive to embed a culture and environment which promotes an attitude of mutual respect and care for others built on an understanding of everyone's worth as an individual. The primary aim of this policy, which is supported by the Behaviour and Relationships Policy, is to ensure all members of our school community understand what bullying is, what it looks like, our consistent response to it and preventative measures which can be put in place to reduce the likelihood of bullying occurring.

Our Behaviour and Relationships Policy is firmly established and understood by the whole school community. The ethos and culture of the school, as reflected in the Vision Statement and our Behaviour and Relationships Policy, incorporates measures that we hope will prevent bullying. However, all the members of our community recognise that bullying can still occur and when it does we aim to;

- Provide a secure environment in which incidents can be reported confidentially.
- Ensure the pupil who was been bullied should be made to feel safe.
- Demonstrate to all pupils that bullying is taken seriously.
- Ensure that all teachers respond calmly and consistently to incidents of bullying.
- Protect and support all parties while the issues are resolved.
- Encourage the person who has done the bullying, and those who have colluded, to behave in a more acceptable way.
- Monitor interventions and follow-up appropriately at the individual, group and whole school level.

This policy is for the information of staff, Local Advisory Committee Members, parents and all those concerned with the welfare of children at The Cambridge Primary School.

IMPLEMENTATION

A consistent, clear understanding of the definition of bullying

Bullying assumes a form of Child-on-Child abuse and recognise that this may be the reason, or a contributing factor, for Emotional Based School Avoidance. Child-on-Child abuse, as defined in Keeping Children Safe in Education 2024 (KCSiE) is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

At The Cambridge, we define bullying to the children as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either emotionally or physically, often when it is difficult for the person or group being bullied to defend themselves (**Several Times On Purpose**).

Conversely, bullying is **not**:

- Teasing and 'banter' between friends where there is no intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to

Types of Bullying

Bullying can take many forms, including:

1. Physical – pushing, kicking, hitting, punching or any use of violence
2. Emotional – being unfriendly, excluding or tormenting e.g. hiding property, gesturing
3. Prejudice-based and discriminatory - relating to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.
4. Racist – racial derogatory comments, taunts, graffiti or gestures
5. Sexual – unwanted physical contact or sexually abusive comments
6. Homophobic - bullying of or focusing on the issue of sexuality
7. Gender – negative comments attributed to gender including transgender
8. Verbal – name-calling, sarcasm or spreading a rumour
9. Identity-based – negative attitudes towards a sub-group and their 'identity'
10. Online – cyberbullying - all areas of the internet, such as email and social media misuse. Mobile threats by calls or messages. Misuse of technology e.g. use of video/photographic facilities including the misuse of AI.

Legal Context

The Education (Independent School Standards) (England) Regulations 2010 (Schedule 1 part 3 paragraphs 9 and 10) provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst students.

The Equality Act 2010 states that public bodies must: 'eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act'.

The Children Act 1989 states that 'a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Criminal Law: although bullying in itself is not a specific offence in the UK some types of harassing or threatening behaviour could be e.g. under the **Malicious Communications Act 1988** it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety.

A consistent "No Blame Approach" to a bullying allegation

When any of the above occurs we adopt the "No Blame Approach" that incorporates the following steps to counter bullying. After establishing the facts the teacher will proceed in the following manner.

1. Interview with the Victim

When the teacher finds out that the bullying has happened, the starting point is to talk to the victim about feeling. There is no questioning about the incidents other than the need to know who was involved.

2. Meeting with those involved

The teacher arranges to meet with the individual or group of pupils who were involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

3. Explain the problem

The way the victim is feeling is described possibly using a poem, piece of writing or drawing to empathise the distress. At no time is there discussion of the details of the incidents or an allocation of blame to the group.

4. Share responsibility

The teacher does not attribute blame but states that the group are responsible people and can do something about it.

5. Ask the group for their ideas

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier. The teacher gives positive responses but does not extract a promise of improved behaviour.

6. Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the

problem, arrange to meet with them again to see what progress has been made.

7. Record on CPOMS and add a time bonded action to review

At a later date, the teacher discusses with each student, including the victim, how things are now. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

8. Consider if a risk assessment should be put in place for both parties

The class teacher in collaboration with a member of SLT will write the risk assessments if deemed appropriate. They will outline the measures in place to minimise the risk of the unwanted behaviour recurring. This process will involve reflection of antecedents to incidents and will be reviewed and updated (if necessary) at fortnightly intervals by the class teacher.

We do recognise that on some occasions the above method may not solve the problem. In such cases, appropriate sanctions from our Behaviour Policy will be fully implemented.

A Collaborative Approach: Working with Parents

It is the responsibility of the class teacher to inform the parents of the parties involved as soon as possible and meet with them to ensure that they are confident with how the difficulty is being dealt with. The Headteacher and SENCO will be made aware of the problem and the proposed strategies. If the situation becomes very difficult, mentors will be appointed and, where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

A clear and consistent school position on the use of force to control or restrain pupils.

Very occasionally physical restraint may be required to control a pupil. Staff may use reasonable force to control a pupil from:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline.

Further guidance is found in the Touch and Physical Intervention Policy.

Preventative measures in place to reduce the opportunity for bullying to occur

The pro-active strategies are:

- To provide a happy and caring environment in which to learn and work, where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.
- To develop physical and social skills and aesthetic appreciation.
- To encourage moral values.
- To engender respect for and tolerance of others, regardless of differences of race, gender, culture or religion, upholding fundamental British values.
- To encourage pupils to work together and participate fully in the life of the school and the

community.

- To make pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including drama, English, PSHE and RE, as well as the occasional presentation as available by outside companies and in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The E-Safety Policy addresses the area of e-bullying.
- To inform parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- To teach children to live by our school values: Respect, Responsibility, Teamwork, Honesty, Excellent and Happiness.
- To teach children how to keep themselves and others safe and happy, and actions to take if ever this isn't the case.
- To teach children about positive and healthy relationships, as well as negative and unhealthy relationships – including how to identify these and actions to take to safeguard themselves.
- To display the child friendly anti-bullying poster so children are able to identify bullying and know what to do.

Efficient and effective responses to bullying behaviour & those affected

The re-active strategies come into play when an incident of bullying occurs. The process would be as follows:

- A verbal or written report of an incident of bullying may be given to any member of staff.
- All incidents adjudged to be bullying in accordance with the definition set out in this policy will be reported to the class teacher or Headteacher, who will then interview separately the children involved. If there is thought to be a merit in interviewing them together, then this will also be done. The details of these interviews will be recorded and kept on file.
- Depending on the nature, frequency and severity of the bullying incident, the class teacher or Headteacher will decide on an appropriate course of action in accordance with the school's Behaviour Policy.
- "Circle Time" may be used as a method of drawing out the causes of and solutions to the bullying behaviour from the children themselves. This involves the teacher or Headteacher bringing together a small group of the affected child's friends to talk about how they can help. This group may also include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored for a period of not less than one month.
- Depending on the nature and frequency of the bullying incidents, the class teacher or Headteacher may contact the parents both of the child affected and the child who is bullying with the intention of trying to eliminate the repetition of such incidents.
- If necessary, the class teacher or Headteacher will seek further support from the school Local Advisory Committee and in severe cases the Local Advisory Committee Members may take further action in accordance with Government regulations.
- There will be a section every term within the Headteacher's Report given to the Local Governing Body stating the number and nature of the bullying incidents and actions taken to prevent further incidents.

- **Equal Opportunities for All**

All pupils and parents will have this policy explained to them (and reminded of each academic year). There is a child-friendly version (see Appendix) to support the children's understanding. Our Equality Policy explains the ways in which we promote the protected characteristics of the Equality Act.

With all incidents we will consider every aspect prior to making a decision. We do not label children as bullies, and we encourage our parents not to. If it is proven that a child has exhibited bullying behaviour we will work with the child and family to support their development.

IMPACT

At the Cambridge Primary School, we have a zero tolerance approach to bullying. Our consistent approach to behaviour ensures the staff and children know what is expected of them and feel part of a safe learning environment, in which they know what is right and wrong and have the confidence and a voice to raise concerns, including concerns regarding bullying as either the victim or a witness. The impact of this will be seen through:

- Learning walks and observations, which demonstrate a consistent approach to bullying, with school attitudes and culture promoting mutual respect and care.
- Weekly monitoring of behaviour logs and tracking sheets in safeguarding meetings, ensuring early help, support and conversations are put in place, where necessary.
- A half-termly behaviour report for the Local Advisory Committee, including a review of bullying, racial and exclusion incidents.
- Pupil conferencing and parent surveys, indicating that children and parents feel safe at The Cambridge and that negative behaviour and bullying is challenged and dealt with.

This policy is subject to an annual review by the Local Advisory Committee.

Appendix: Child Friendly Anti-Bullying Policy



The Cambridge Primary School Anti-Bullying Policy

A piece of paper
explaining what we
think about bullying

What is bullying?

**SEVERAL
TIMES
ON
PURPOSE**

Bullying is when someone hurts someone else and it is repeated.

This can be:

Online: Hurtful actions towards someone on social media, phones or gaming.

Emotional: Making someone feel scared, embarrassed or intimidated.

Physical: Repeated behaviors may include hitting, kicking, pushing.

Verbal: Name-calling, gossiping or threatening.

I think I am being bullied...
What shall I do?

START TELLING OTHER PEOPLE



- Tell them to **STOP**
- Tell someone you trust
This may be a friend, family member or teacher.
- Your teacher will talk to you to find out more.
- Be open and honest.
- The adults will support you to feel happier and safer.

