



Cledford Primary School and Gainsborough Primary & Nursery School

A Federation of Cheshire East Primary Schools



Cledford Primary School

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Local Authority Code: 895
Establishment Number: 3821

Local Authority Code: 895
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

Cledford Primary School Anti Bullying Policy

Reviewed: October 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2023

CPS Anti Bullying Policy Oct 2022

Purpose:

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils, including cyber bullying, prejudice based bullying, child on child abuse and discriminatory bullying. These measures are part of the schools' behaviour policy which is communicated to all pupils, school staff and parents. Schools have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children are safe from bullying and discrimination (Children Act 2004).

The school is committed to providing a caring, friendly, physically safe and emotionally secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to report the incident and know that the problem will be dealt with promptly and effectively.

Aim:

- Bullying is wrong and damages individual children. We therefore do all that we can to prevent it, by developing a school ethos in which all forms of bullying are regarded as unacceptable.
- We aim, as a federation, to produce safe and secure environments where all can learn without anxiety, and measures are put in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent federation response to any bullying incidents that may occur
- We aim to make all those connected with the schools aware of our opposition to bullying, and we make clear each person's responsibility with regard to the eradication of bullying in our school

What is bullying?

Bullying is a subjective experience and can take many forms. The Anti-Bullying Alliance definition is:

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although one-off attacks can have a continuing harmful effect on the victim."

As a federation we would establish the answers to 3 key questions to establish whether a person is being bullied or whether it is a conflict. These are:

- 1) Was there an intention to harm or humiliate?
- 2) Is there an inequality of power balance?
- 3) Has it happened before?

If the answer is 'Yes' to all 3 questions then it will be treated as a bullying incident.

Bullying generally takes one of four forms:

- **Indirect Bullying** - being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding belongings)
- **Physical Bullying** – pushing, kicking, hitting, punching, slapping, spitting or any form of physical violence
- **Verbal Bullying** – name-calling, teasing, threats, sarcasm
- **Cyber Bullying** – this is a 'method' of bullying rather than a 'type' of bullying. It includes all areas of internet misuse such as emails, games websites, chat rooms, blogs and social media sites such as Facebook and Twitter. Also, this includes mobile phone threats by text messaging, calls and photos and also the misuse of associated technology such as cameras and video facilities. Cyber bullying can take the form of any type of bullying such as racial, sexual, homophobic or disability.

In line with the Behaviour Policy, we have implemented a range of measures to prevent all kinds of bullying; including cyber bullying, prejudice based bullying, peer to peer abuse and discriminatory bullying. All forms of bullying are taken seriously and logged and monitored accordingly. This strong Anti-Bullying ethos is celebrated throughout our curriculum including; PSHE, No Outsiders and Anti-Bullying Ambassadors.

The role of the Federation Governing Board:

- Supports the federation senior leadership team in all attempts to eliminate bullying from our schools and ensures that national and local advice and guidance is being followed (See Appendix).
- Will not condone any bullying in our schools, and will ensure that any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- Monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the federation headteacher and principal to keep accurate records of all incidents of bullying, which are held on CPOMS and within the SLT/Behaviour Team records.
- A parent who is dissatisfied with the way the schools have dealt with a bullying incident can contact the chair of the governing board who will ask a representative of the governing board to look into the concern.

The role of Senior Leadership Team (SLT):

It is the responsibility of the federation headteacher / principal to implement the schools' Anti-Bullying Policy, to ensure that all staff are aware of the federation policy, and know how to identify and deal with incidents of bullying.

The federation headteacher / principal / SLT ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in the federation school. The federation headteacher / principal / SLT draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the federation headteacher / principal / SLT may decide to use an assembly, safe play session or a class discussion as the forum in which to discuss with other children why a particular behaviour is wrong and the consequences of bullying.

The federation headteacher / principal / SLT ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The federation headteacher / principal promotes a climate of mutual support and respect throughout the federation, in order to make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of Teachers, Teaching Assistants and Support Staff:

All staff in school take all forms of bullying seriously, and seek to prevent it from taking place.

If a member of staff witnesses an act of bullying, they will either investigate it themselves and record on CPOMS or/and then refer it to the Bully Busting team / SLT. Staff will do all they can to support the child who is being bullied and parents will be informed as appropriate.

The behaviour team / SLT keep a record that logs all incidents of bullying that occur in and out of the classroom. Incidents that occur near the school or on the children's way between home and school are also recorded. Any adult who witnesses an act of bullying should report it to a member of the Bully Busting team / SLT.

When any bullying has taken place between members of a class or year group, the teaching staff or behaviour team will deal with the issue. This may involve counselling and support for the victim, and consequences for the offender. Time is spent talking to the child who has carried out the bullying, explaining to them why their action was wrong and how they should conduct themselves in future. If a child is repeatedly involved in bullying, the federation headteacher / principal / SLT is informed and the child's parents are invited into school to discuss the situation. It may be necessary for school to contact external agencies for further support.

All members of staff follow the behaviour policy and procedures with regard to behaviour management and understand the must report any concerns to the behaviour team or a member of the SLT.

Teachers and teaching assistants use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

The role of Parents:

Parents have the responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of school/s.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately or a member of the behaviour team. If they are not satisfied with the response, they should contact a member of SLT who will then inform the federation headteacher / principal, or parents alternatively contact the federation headteacher / principal directly. If they remain dissatisfied, they should follow the school's complaints procedure.

The role of the Pupils:

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They can tell any member of staff in school or an anti-bullying ambassador (elected children in year 4-6).

Pupils are invited to explain their views about a range of school issues, including bullying, through School Council Meetings, pupil questionnaires and throughout our curriculum.

Monitoring and review:

If any incidents of bullying occur they are monitored by all staff who report these to the Senior Leadership Team. Incidents of bullying are tracked, compiled and analysed by the Leadership Team.

The Anti-Bullying Policy, and its effectiveness is reviewed regularly Behaviour and Anti Bullying Lead, SLT, and federation governing board. This is done by monitoring the school's behaviour records, where incidents of bullying are recorded, and by reviewing procedures in place. Analysis of any bullying incidents regularly takes place looking particularly if there have been any instances of racist bullying, homophobic bullying, or bullying being directed at children with particular religious beliefs, disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.

Appendix 1

The guidance in the following documents have been used to inform the writing of this policy:

- **DFE - Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies** (October 2014)
- **DFE Factsheet - School support for children and young people who are bullied** (March 2014)
- **DFE Factsheet - Cyber bullying: Advice for Head teachers and school staff** (November 2014)
- **DFE Factsheet - Advice for parents and carers on cyberbullying (2014)**
- **Keeping children safe in education (KCSIE) (2021)**
- **Cheshire East Guidance documents**

Legislative links

School's duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Specialist Ant-Bullying Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.