



Anti-Bullying Policy

Approved by
Education Committee

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Next review due
June 2024

**RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE**



Inclusion statement

The University of Cambridge Primary School is committed to providing a caring, friendly and safe environment for all of our children. We actively promote positive behaviours using our values of empathy, respect, trust, courage and gratitude. Behaviours are always an expression of needs. However, bullying of any kind is unacceptable at our school because of the damage it causes. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. As well as a listening school, we also expect and will empower children to speak out against bullying.

Introduction

- 1.1 It is vital for all schools to have a shared understanding of bullying. This ensures that the whole school community including all school the team, children and young people and their parents do not mis-identify bullying and that it is spotted when it does happen.
- 1.2 According to the Anti-Bullying alliance, it is important to understand that bullying is a group behaviour that involves a power imbalance. No longer do we understand bullying as simplified bully/victim roles. It instead includes many individuals and understanding key character traits of these individuals will help when preventing and responding to bullying incidents.
- 1.3 We use the Anti-Bullying Alliance definition of bullying to determine the difference between unkind or one-off physical behaviours and repetitive behaviours:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online

There are other types of anti-social behaviour which include: verbal (e.g. unkind words), and physical (e.g. pushing, hitting, punching). These alone do not surmount to bullying. These behaviours are not acceptable and will be dealt with under the behaviour principles and behaviour policy.

Aims and Objectives

- 1.4 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 1.5 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 1.6 We assume that bullying can happen here and we challenge the rules of optimism; in keeping with best safeguarding practice.

- 1.7** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 1.8** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

Our Anti-Bullying Strategy

Through our values based PSHE, we teach about the value of friendship and the importance of speaking out as part of an anti-bullying ethos. This is embedded in daily school life and our inclusive curriculum.

Reporting bullying:

- Children are encouraged to tell an adult they trust as soon as possible.
- Children are encouraged to write a note and add to the class worry box.
- Parents report an allegation of bullying to their child's class teacher.
- Team members report allegations of bullying to a member of the leadership team by writing a behaviour incident form.

If an incident of bullying is reported, we follow these steps and respond in a way that is proportionate:

- It is recorded as bullying on the school's data management system
- It is investigated by a member of the team.
- The class teacher and the Executive Headteacher and Associate Headteacher are informed.
- Parents of both parties may be informed.
- Children involved are heard and their perspectives noted in the investigation; understanding the issues and identifying outcomes with the child who is bullied are noted.
- The children are actively involved in discussions as appropriate to the situation. Mediation through the teacher and a programme of social skills may be appropriate for children involved.
- The children are monitored for future incidents.
- If there is a repeated pattern of bullying behaviour, parents are requested to discuss next steps with the Executive Headteacher or Associate Headteacher. External support agencies may be contacted.

The Role of Governors

- 1.9** The governing body supports the Executive Headteacher in all attempts to prevent bullying in our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- 1.10** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Executive Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 1.11** If parents are dissatisfied with the school's handling and management of reported bullying then parents are invited to complain through the standard procedures (see complaints policy for guidance).

The Role of the Executive Headteacher

- 1.12** It is the responsibility of the Executive Headteacher to implement the school anti-bullying strategy and to ensure that all the team (both teaching and non-teaching) are aware of the school policy and know how to manage with incidents of bullying. The Executive Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 1.13** The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Executive Headteacher draws the attention of children to this fact at suitable moments. For example, the Executive Headteacher may decide to use assembly as a forum to discuss aspects of bullying.
- 1.14** The Executive Headteacher ensures that all staff receive sufficient training to be equipped to manage with all incidents of bullying.
- 1.15** The Executive Headteacher and senior leaders set the school climate of mutual support and praise for success, so making 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 Other Staff Members

- 1.16** Teachers and members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records (in behaviour folders) of all incidents that happen in their class.
- 1.17** If teachers and members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Executive Headteacher or Associate Headteacher, the teacher informs the child's parents.
- 1.18** All incidents are logged following our behaviour management strategy; copies are given to the class teacher and assigned senior leader. These are monitored for patterns of behaviour. The Executive Headteacher reports matters that arise to the Governing Body.
- 1.19** Teachers annually attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management with memo updates.

- 1.20** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

- 1.21** 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.
- 1.22** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- 1.23** Parents should actively encourage and support their child to communicate their concerns to a trusted adult in school. This includes encouraging their child to speak to an adult as soon as they can after something happens that concerns them.

Monitoring and Review

- 1.24** This policy is monitored regularly by the Executive Headteacher, who reports to governors about the effectiveness of the policy on request.
- 1.25** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Executive Headteacher. Governors may analyse information with regard to protected characteristics involved in bullying incidents.

Appendix I Protected Characteristics

All members of the school community should be aware that every individual has a right to be respected as an individual, considered of equal value and be given equal opportunities irrespective of:

- Appearance
- Ability/Disability
- Ethnicity
- Gender
- Gender Identity
- Social background
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation
- Child protection.

Appendix II

Types of bullying

The NSPCC outline the below types of bullying.

Bullying can involve:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), threatening, intimidating, humiliating someone, constant criticism, controlling or manipulating someone
- Physical pushing, kicking, hitting, punching or any use of violence
- Non physical hand signs or text messages
- Exclusion Ignoring or isolating someone
- Racist racial taunts, graffiti, gestures, ignorant use of terminology (see appendix IV)
- Sexual unwanted physical contact or sexually abusive comments
- LGBT phobic because of, focussing on or pertaining to the sexuality (actual or perceived), or gender identity (see appendix IV) of an individual
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Appendix III: Cyberbullying

What is cyberbullying?

Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone (NSPCC).

- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying;
- It can also go further in that it can invade home/personal space and can involve a greater number of people;
- It can take place across age groups and school staff and other adults can be Targeted;
- It can draw bystanders into being accessories;

Types of cyberbullying may include (NSPCC):

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting

- Pressuring children into sending sexual images or engaging in sexual conversation

Appendix IV

What is a Prejudice Related Incident (PRI)?

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person (Equally Safe, Cambridgeshire County Council).

Our school provides many learning opportunities, including the opportunity to learn about and respect one another. Our community includes different ethnic groups, a range of cultures, languages and religious beliefs. We have different types of families and people who are disabled and those who are not.

We believe it is essential that children learn to respect one another and our school has a legal duty, under the Equality Act 2010, to do everything we can to make this happen. There are very few incidents of prejudice and intolerance in our school. However, it is important that parents and carers understand how we will deal with any such incidents.

Prejudice-related behaviour refers to a wide range of damaging behaviour which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- disability and special educational needs
- race and ethnicity
- religion or belief
- sex
- gender
- gender identity
- sexual orientation

Prejudice-related incidents are treated very seriously as their impact is damaging to all those involved as well as to our wider school community. We will investigate, record and report all incidents, including those that are reported to be unintentional. The purpose of recording incidents is not to label pupils, but instead to ensure that prejudicial attitudes and behaviours are dealt with effectively, so that all young people and staff members can work in a positive and safe environment without the fear of experiencing prejudice.

It is very difficult to tell whether an incident is a 'one off' or a repeated incident. Recording incidents allow us to spot any developing patterns of prejudicial behaviour. Allowing incidents to go unrecorded because they are perceived to be 'one off' incidents not only fails the perpetrator, who might carry the burden of prejudice, and the target of the incident, but also fails to provide a positive and safe environment for all staff and pupils.

Our response will always aim to educate so that everyone understands the potential harm of such behaviour. Effectively tackling prejudice-related incidents in this way will improve the school environment for everyone, increasing attainment and wellbeing for pupils and staff.

Any incident which is perceived to be prejudice-related must be investigated, but the most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a pupil because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying

Our school reports prejudice-related incidents to the Prejudice Recording for Education service.