



Cleeve
Meadow
School

Anti-bullying Policy

April 2020

To be reviewed April 2022

Statement of Intent

The aim of Cleeve Meadow School's anti-bullying strategies and intervention systems are as follows:

- To prevent, de-escalate and/or stop any combination of harmful behaviour
- To react to bullying incidents in a reasonable and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- To investigate the reasons behind the actions of the bully, to apply appropriate consequences and ensure that they learn from experience, possibly through multi –agency support.

Legal Framework

This policy has been produced using "Preventing and tackling bullying-Advice for head teachers, staff and governing bodies" DFE

The Education and Inspections Act 2006

Section 89 states: Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents.

Head teachers have the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

The Equality Act 2010

This replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty (April 2011). It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has 3 aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it: and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

Education Act 2011

The wider search powers included in this Act give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Rationale

This policy is put in place to deal with bullying. The policy is to make clear – to parents, students and staff - that when incidents do occur they are dealt with quickly. The school has a positive and caring ethos, which values all members of the school's multi-cultural community, and where anti-social and bullying behaviours are not accepted or tolerated. This policy outlines what the school will do to

prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

AIMS

- To give a clear message to students, teachers, parents/carers and the community that bullying is unacceptable and will not be tolerated.
- There is a common acceptance and understanding of the definition of bullying (see appendix 1)
- That there is a standard operational procedure when dealing with bullying (see appendix 2)
- Awareness is raised on how to prevent bullying through PSHE, assemblies and the curriculum, as well as outside agencies.
- All members of the Cleeve Meadow community to take responsibility for stopping and preventing bullying.
- Cleeve Meadow School create a climate where students are able to report bullying and offer them comfort and support.
- Students feel safe to learn and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Disciplinary measures are applied in line with the school's Behaviour policy where appropriate; this may include bullying outside of school.
- To develop strategies to deal with incidents of bullying.
- Students who are bullied are supported using a range of strategies.
- Help is given to bullies to change and amends for their behaviour.

Students who are being bullied

Students and parents/carers should be encouraged at all times to report incidents of bullying. They should be reassured that it can be dealt with. Students can approach their form tutor, Progress Leader and Pastoral Leader, Teacher or anyone else at the school they feel comfortable talking to. Parents/carers should contact either the student's form tutor or the Head of School

Staff at Cleeve Meadow School will offer a proactive, sympathetic response to students who are victim of bullying and their parents/carers.

Dealing with the issue of 'bystanders'

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, anti-bullying alliance 2019) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and doesn't intervene or get help, even if someone needs it. They are the audience that engages in the spectacle, and watches as a drama unfolds. Though they don't actively participate, they encourage the perpetrators, who may feel driven on by the audience.

At Cleeve Meadow School we will ensure that the role of the bystander is also explored when an incident of bullying is investigated. We will ensure that the view of the bystander is explored through discussion and that students are educated to understand that:

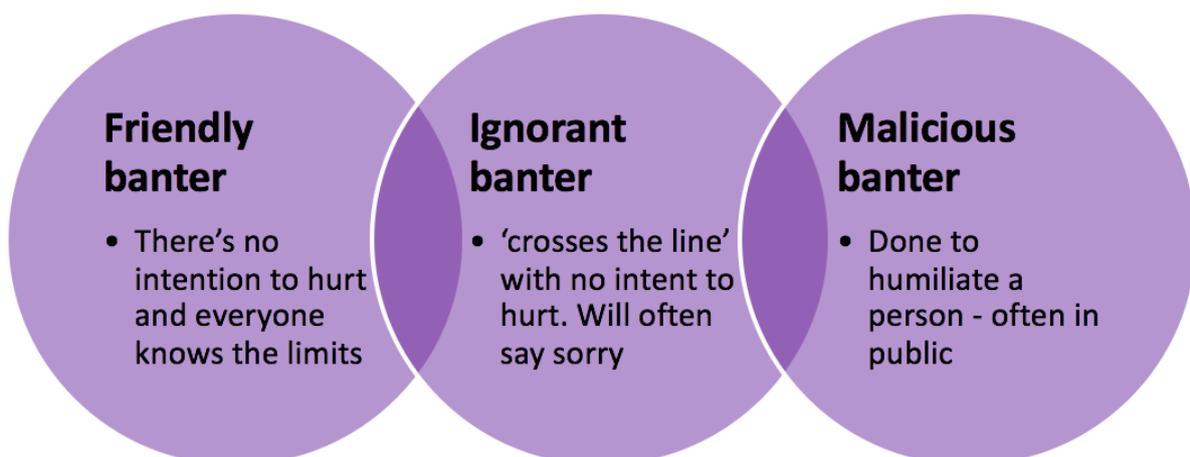
- Bystanding is not passive; witnesses to bullying play very different roles, some more active than others, and these contribute significantly to what takes place.
- 'Doing nothing' does have a real impact on events and may cause harm

- To tackle bullying we must understand the responsibilities of peer and adult bystanders who want to seek solutions to bullying and take action where it is needed. Students need to be educated to understand their responsibilities.

Banter or Bullying?

At CMS we recognise that students may not always understand the difference between 'banter' and bullying and may not have the skills to recognise when comments are hurtful and harming. We aim to minimise the impact of hurtful banter by educating the students to:

- Understand the four elements of bullying in order to know whether something is bullying: intentional, hurtful, repetitive or involves a power imbalance
- Understand that, just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.
- Understand that offensive, threatening, violent and abusive language and behaviour is always unacceptable
- Understand that just because someone uses certain language to refer to themselves it doesn't necessarily mean it's acceptable, nor does it make it ok for you to use it
- Understand that just because you think something is banter or a joke doesn't mean other people will
- Understand that people won't always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves
- Understand that third parties might be offended, even if they're not part of your conversation



Responsibility of the School

Our school encourages students to report bullying to any adult whom they feel comfortable talking to either teaching staff, TA's, office staff, mid-day supervisors. All staff record the incident on an incident sheet and all incidents are followed up.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff.
- A clear account of the incident will be recorded and the allegation will be investigated.
- If the incident is cyber bullying, then messages to be kept as evidence
- Parents/carers of all students involved to be kept informed.
- All incidents of bullying to be recorded and monitored by Designated Safeguarding Lead
- Details of bullying incidents to be logged and records kept by with regular reports given to the Head of School and Principle Designate.

Strategies for Preventing Bullying

All staff at Cleeve meadow School are aware of the issue of bullying and the need to apply the school's policy when incidents of bullying are witnessed or reported. Staff are expected to reinforce the message that bullying is unacceptable and will take positive action to prevent it happening. Staff will reinforce the message that Cleeve Meadow School is 'a telling school' and that it is expected that students will tell a member of staff if they see or are affected by bullying behaviour.

The school will raise awareness of the nature of bullying in an attempt to eradicate such behaviour through the use of;

- Assemblies using visual support and role play to reinforce the message of anti-bullying
- PSHE
- Tutor time
- Social Skills groups and circle time
- Mentoring/support/ Buddy systems
- Advocacy group
- Conflict resolution training – small group work focusing on anger management, resilience skills and conflict resolution
- Workshops and consultation days
- Activities during Anti Bullying Week
- High staff to pupil ratio during unstructured times to supervise pupils.
- A range of suitable activities at lunchtime to encourage positive pupil interaction
- Identifying areas of the school where bullying is most likely to occur
- External Agencies
- The school's IT policy being adhered to
- Searches of student's internet use records/ mobile phone records, when applicable. (Education Act 2011 see appendix 3)
- Existing sanctions and pupil support systems
- Awareness raising sessions for parents/carers

Dealing with bullying

See Appendix 2 – Standard Operational Procedures

Success Criteria

- The school will review this policy every two years (or more frequently if required) and assess its implementation and effectiveness. This review will include consultation with pupils, parents/cares and staff. We will incorporate the results of our evaluation of the anti-bullying policy in the self-evaluation form by evaluating:
 - To what extent do learners feel safe and adopt safe practices
 - Whether learners feel safe from bullying and racist incidents
 - The extent to which learners have confidence and talk to staff and others when they feel at risk
 - How well do learners make a positive contribution to the community?
 - Learners' growing understanding of their rights and responsibilities and of those of others.
- The policy will be promoted and implemented throughout the school and links to other policies.
- The Governing Body will monitor and evaluate the effectiveness of the anti-bullying measures and this is overseen by the safeguarding and wellbeing committee.

Appendix 1

Bullying is: behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim. It is agreed that bullying can take many forms:

Emotional	Being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures).
Physical	Pushing, kicking, hitting, punching or any use of violence.
Verbal	Name-calling, sarcasm, spreading rumours and teasing.
Racist	Racial taunts, graffiti and gestures.
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Teasing people for being gay or for being perceived as gay. Calling them anti-gay names, even in jest. Spreading rumours about people's sexual orientation for the purpose of making fun of them. Hitting, intimidating and isolating people who are believed to be gay.
Transphobic	Bullying of people whose gender or gender identity is seen as being different to typical gender norms. There is an additional element of inappropriate or coercive sexual behaviours.
Cyber	Sending malicious letters, e-mails, text messages and e-mailing photographs. Taking photographs or videos of students without their consent. Posting malicious or hurtful comments or information on Social networking sites, e.g., FaceBook, MySpace, Twitter etc
Faith based	Bullying because of religious faith.
Disablist	Bullying because of a disability.
Gender	Bullying because of a person's sex.
Geographic	Bullying someone because of where they live.
Wealth	Bullying someone because of their financial situation – poor or rich.
Ageism	Bullying someone because of their age – too young or too old.

(This list is not exhaustive)

Bullying is NOT when young people of similar age and size find themselves in conflict. Examples of this could include:

- disagreeing
- friendship issues
- name calling between two friends
- play fighting
- having an argument or even fighting, without imbalance of power or use of intimidation

The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However unresolved disagreements can escalate when a person retaliates by constantly picking on another. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

Students and parents/ carers are encouraged to report all incidents and to keep evidence where possible such as keeping written records Bullying on social networking sites can also become a matter for the police.

ANTI-BULLYING POLICY – STANDARD OPERATING PROCEDURE

