



Anti-Bullying Policy

Definition of Bullying

At our school, we define bullying as:

'Emotionally or physically harmful behaviour which is both:

- *repetitive, wilful or persistent;*
- *intentionally harmful, carried out by an individual or a group; based on an imbalance of power leaving the person who is bullied feeling defenceless.'*

At Cromwell Academy we firmly believe that creating a school-wide **anti-bullying culture** is the most effective form of prevention:

How do we promote our anti-bullying culture?

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their own lives effectively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Procedure for Dealing with Allegations of Bullying

The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Bullying of any kind is unacceptable. We are a TELLING school and anyone who knows that bullying is happening is expected to tell the staff.

Aims and Objectives: 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. We aim to produce a safe and secure environment where all can learn without fear or anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. 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 eradication of bullying in our school.

We aim to ensure that parents, staff and children:

- know that bullying is unacceptable;
- have an understanding of the term "bullying" and its definition;
- understand the procedures for reporting bullying;
- produce a consistent school response to any bullying incidents that may occur;
- understand how instances of bullying will be dealt with;
- support both the victim and perpetrator in order to end victimisation and to change the behaviour of perpetrators, recognising that all behaviours are learning opportunities at this stage.

What is bullying? Bullying is action taken by one or more children with the deliberate intention of hurting another child; it happens on more than one occasion and involves an imbalance of power. All three elements (multiple, deliberate, imbalance of power) need to be present for it to constitute "**bullying**".

It can include*:

- Physical : pushing, kicking, hitting, pinching or any use of violence;
- Verbal : name calling, sarcasm, spreading rumours, teasing, calling other children's parents names, comments about a child's ability;
- Emotional : exclusion, tormenting, threatening gestures, hiding property;
- Sexual : unwanted physical contact, homophobic sexual comments, name calling with reference to sexuality;
- Racial : ridicule of individuals because of race, colour, language or religion, racial stereotyping.
- Cyber : includes information technology including social networking sites and text messages.

**This is not a definitive list but gives an indication of the forms bullying may take.*

Procedures for Reporting Incidents:

- All behaviour incidents are reported and recorded on Arbor in line with the behaviour policy and reviewed by the Senior Leadership Team.
- If a member of staff becomes aware of potential bullying, a significant incident form will be initiated for reporting and documenting the enquiry.
- The class teacher or appropriate senior leader will then respond by investigating the incident, including talking to bystanders, the victim and alleged perpetrator.
- In line with our behaviour policy, actions will then be taken to resolve the situation. These actions may include (for example) working with individuals involved to change the behaviour and/or agree preventative strategies; whole class teaching around appropriate behaviour and relationships; targeted support from our pastoral programme; working with parents of victims and perpetrators; appropriate sanctions highlighted in our behaviour policy.

Responding to Allegations of Bullying



The school has an agreed procedure for responding consistently to incidents or allegations of bullying. At our school, all children are encouraged to report any incidents which they feel may be classed as bullying whether they themselves are the victim of bullying or a witness to it. When a child reports bullying, the school will acknowledge his/her concerns and the incident will be taken seriously. Allegations of bullying reported by parents or witnesses are treated in the same manner and will always lead to a conversation with the targeted child. Parents should initially report their concerns to their child's class teacher and the school will then investigate the incident and decide on an appropriate course of action.

Working with Parents

Where the school has become aware of a confirmed bullying situation, parents/carers of the perpetrator and victim will be informed. Parents/carers will be contacted and may be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been involved in bullying constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

Restorative Approach

Where appropriate, and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- accept responsibility for the harm caused to the individual being bullied;
- accept responsibility for the harm caused to others (for example friends or family);
- recognise the need to take action to begin to repair the harm caused;
- agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

The Role of Governors:

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. The governors require the Headteacher to keep records of incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher:

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.



The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual respect, providing support and praise for success, making bullying less likely.

The Role of the Teacher:

Teachers in our school take all forms of bullying seriously, and intervene to prevent bullying from taking place. If teachers witness or become aware of a potential bullying situation, they follow the school reporting procedure.

Teachers attempt to support all children in their class and school 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. Work is undertaken in PSHE lessons and which focus on friendships, kindness, friendship friction, dealing with disputes, understanding bullying and the consequences for the victims, and how to help those being bullied. Children will have appropriate materials shared with them and assemblies will look at the topic.

The Role of Parents:

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. 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.

Monitoring and Review:

This policy is monitored as required and reviewed annually by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this through discussion with the Headteacher.