



Anti Bullying Policy

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INTRODUCTION

“Gloucestershire County Council takes bullying very seriously and appreciates the misery and the occasional tragedy that comes from young people being bullied.” (Gloucestershire Safeguarding Children’s Board education handbook www.gscb.org.uk)

Cranham Church of England Primary School (hereinafter referred to as “Cranham Primary School” is committed to providing a caring, friendly, safe and inclusive environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Cranham Primary School promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics¹.)

Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a *TELLING* school. This means that *anyone who knows that bullying is happening is expected to tell the staff.***

Our Anti-Bullying policy runs alongside our Behaviour policy which is based on three simple steps :Ask, Tell, Send

Cranham Primary School has consulted pupils, staff and governors in the preparation of this policy. The school has also taken particular regard to: Gloucestershire Youth Parliament’s Anti-Bullying Charter, the DfE document, ‘Preventing and Tackling Bullying’ 2014 and the Equalities Act 2010 and to Keeping Children Safe in Education, 2016.

WHAT IS BULLYING?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, sexting or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, Gypsy Roma and Traveller, religion, gender, sexual orientation such as lesbian, gay, bi-sexual, and trans-gender, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.” (DfE)

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At Cranham Primary School we also recognise that bullying might not necessarily take place over a period of time.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying results in pain and distress to the victim. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures. Racial minorities can be targets of bullying e.g. Gypsy, Roma and Travellers (Gypsy, Roma and Travellers of Irish Heritage are identified as racial groups in the UK and are covered by the Racial Relation Acts as legitimate ethnic minority communities – ‘Inclusion of Gypsy, Roma and Traveller Young people’ DSCF 2008).
- Sexual: unwanted physical contact or sexually abusive comments, including online contact and sexting or encouraging a sexting response.
- Homophobic, lesbian, gay, bisexual or gender fluid bullying because of, or focussing on, the issue of sexual orientation. Anti-gay or anti-lesbian language is unacceptable and any gay, lesbian bi-sexual or gender fluid pupils will feel safe in Cranham School. Any anti-gay or anti-lesbian language will be challenged even if not directed at an individual.
- Transgender bullying: **Transgender** means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them. This might be something they are bullied for. (**See appendix 1 for more information on transgender issues**).
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Religious bullying related to religious beliefs (or lack of religious beliefs) and practices

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- Cultural bullying related to cultural beliefs and practices
- Cyberbullying: 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, including sexting and encouraging a sexting response (see appendix 2 for more information on cyber-bullying).
- Bullying due to special educational needs and/or disabilities (SEND)
- Bullying-related to appearance of health conditions
- Bullying-related to home circumstances e.g. children in care, children from same-sex families.

Within Cranham Primary School we do not tolerate bullying in any form and will respond in accordance with this policy.

Prevention as the main defence

The DfE state that, “a school’s response to bullying should not start at the point at which a child has been bullied”. At Cranham Primary School we aim to tackle bullying through prevention. We aim to create an environment of tolerance, kindness, safety and respect in accordance with our school values. We provided a confidential ‘Ask it’ box where children can ask to speak to an adult at any time. Through our PSCHE curriculum (we teach about difference and tolerance. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole community and are reinforced by staff. In our weekly Celebration Worship, we celebrate children who have positively demonstrated the school's values and children have the opportunity to take home our values owls, Victor and Victoria. This enables us to share our message about values with parents. In addition, Cranham Primary School teaches traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of ‘Britishness’.

SIGNS AND SYMPTOMS OF BULLYING

Children and young people who are bullied do not feel very good about themselves and sometimes think it is their fault or that they deserve to be bullied. Alternatively, they can feel angry. Children and adults can feel helpless, frightened, and desperate.

A child or young person may indicate by signs or behaviour that he or she is being bullied. **Adults should be aware of these possible signs and that they should investigate if a child/young person:**

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- is frightened of walking to or from lessons (if out of the home)
- doesn't want to go on the public bus
- changes his/her usual routine
- has changes in moods
- is unwilling to go to out of the home
- begins to not attend teaching sessions
- runs away
- says he/she is feeling unwell e.g. stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a phone message or email is received

Persistent Bullying can result in:

- Depression
- Low Self-Esteem

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- Shyness
- Poor academic achievement
- Truancy
- Isolation
- Threatened or attempted suicide
- Self Harm

According to Maines & Robinson (1993) bullying can occur between:

Young Person – Young Person

Adult – Young Person

Adult – Adult

Young Person – Adult

Anyone and everyone who is involved subjected to, involved in or who witnesses bullying is affected by it. Parents/carers, carers, siblings and friends are affected when a member of their family is being bullied.

There are different roles within a bullying situation:

- Victim
- Perpetrator
- Observer

If someone is a bystander or observer it could be argued that they are condoning what is happening if they do not highlight the situation. Many bullies will not persist unless they have an audience to play to. Bullying has a “ripple effect” and whilst the victim might be at the centre of it, the impact upon others is sometimes devastating. Cranham Primary School promotes the use of Peer Mediators at playtimes, encouraging children to take an active interest in playtime behaviour and to support the school’s values and behaviour policy. Peer Mediators review behaviour with the Headteacher termly, bullying is an agenda item.

Vigilance and care in regards to Bullying issues

The Every Child Matters Agenda aim is that *every* child should have the support they need to stay safe and enjoy and achieve. Every member of staff at Cranham School must be vigilant in the prevention and recognition of bullying, and in their response to bullying if it occurs. Cranham Primary School promotes the use of Peer Mediators at play times, encouraging children to take an active

interest in playtime behaviour and to support the schools values and behaviour policy.

Responses to incidents of bullying or hate crimes

If any incident of bullying is perceived by the victim, or any other person as being motivated by prejudice on the grounds of disability, race, religion/belief, sexual orientation, trans-identity, age, pregnancy, gender, marriage or civil partnership, we will record it as a Hate Incident.'

The following procedures will be as follows whether relating to staff or pupils:

- All complaints will be listened to and taken seriously
- Further investigation will be thorough and may involve the Head of Service or GHES managers
- Written accounts will be taken prior to further discussion of the incident by the parties involved
- All incidents will be reported to the Headteacher and recorded.
- Hate Crimes will be specifically identified and recorded as such in a Section 175 audit. For further information or support this please contact either:
 - Rebecca.Richardson@victimsupport.org.uk (County Hate Crime Coordinator) or
 - Steph.lawrence@gloucestershire.pnn.police.uk (Police Hate Crime Coordinator)
- Action will be decided upon by the Head of Service together with the Headteacher. The bullying behaviours or threats of bullying must always be investigated and the bullying stopped as quickly as possible.
- The support of the parents/carers of those involved will be sought by the Head of Service/GHES managers
- Restorative justice and mediation are techniques that may be used following the investigation. If possible, the pupils will be reconciled. The bully (bullies) may be asked to genuinely apologise
- The victim of bullying will be provided with support if required.
- The Bully will be offered help to change their behaviour.
- After the incident / incidents have been investigated, recorded and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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- The Headteacher will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. The Headteacher will then feedback to the staff any action points arising to implement for future provision.

Bullying can be a criminal matter, involving e.g. offences of theft, criminal damage, assault or harassment or hate crimes. GHES may involve the police in such cases.

Consideration will be given to the safety of all parties involved.

Early Intervention

In all cases of bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It may be necessary to explain to a particular student that his/her behaviour is causing concern. Suggestions on how it could be modified would be made.

POLICY REVIEW AND LINKED POLICIES

This policy will be reviewed annually

This policy is linked :

- The Safeguarding Policy
- The Behaviour Policy
- The acceptable Use Policy
- The Guide to Safe Working Practice
- The Equality Policy

APPENDIX 1

What does Transgender mean?

Transgender people have a way of expressing themselves, describing their gender, or gender identity (Knowing that you are a boy or girl) that doesn't always fit society's rules- that boys are boys and girls are girls.

What is Transgender?

Transgender, or **Trans**: means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them.

Transition: In order to express their chosen gender, transgender people may transition, or change, from the gender they were given at birth. They may change their names, pronouns or style of dress. Some transgender people also choose a medical transition, with the help of medical specialists, who will prescribe hormones and/or surgery.

Transsexual: a person who lives in a different gender to the one they were given when they were born. For example, someone who was called a 'boy' when they were born may feel very strongly that they are really a girl. They would be called a trans woman. If someone was labelled a 'girl' at birth, and they later realise that they are male, they would be called a trans man.

Gender Identity: a person's internal feelings, and the labels they use, such as male, female, or transgender.

What does Gender mean to you? Young people have lots of different experiences of gender:

- For some, being male or female is something they don't think about, it's automatic.
- Other young people feel pressure to measure up to what's expected of them as male or female.
- Lesbian, gay, and bisexual young people may be taunted and told that the only way to be a "real man" or a "real woman" is to be heterosexual/straight. This is unacceptable and is bullying.
- Some young people feel that male or female are labels that don't work for them.
- Other young people can feel like they want to change the gender they've been living in during their childhood.

Is Gender a Box?

In our society, there's lots of stereotypes of how boys and girls are supposed to be:

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- Many people act like boys and girls are opposite to each other – completely separate and different.
- Some people say that boys are supposed to like sports.
- Girls can be expected to like pink and have long hair.
- Girls and boys can be encouraged to go into certain types of jobs and not others.

Lots of us find ways to step outside these gender boxes, by wearing different clothes, liking different music, or doing a job that's outside the norm. Transgender people are also dealing with these gender boxes. Some people feel like they don't fit at all into the male or the female box, they might call themselves transgender. Some other people want and need society to be open when they completely change to the 'opposite' gender (transsexual people).

Note: Gender identity and transgender are different from sexual identity such as lesbian, gay and bisexual. Sexual identity is about who you are attracted to; gender identity is about how you identify as male or female.

APPENDIX 2

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying includes sexting and encouraging a sexting response from others.

The wider search powers included in the Education Act 2011 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. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International:

<http://www.childnet.com/>

APPENDIX 3

Equalities Act 2010

The Equalities Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. Simplifying legislation and harmonising protection for all of the characteristics will help Britain become a fairer society. Everyone in Britain is protected by the Act.

The “protected characteristics” under the Act are (in alphabetical order): Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual Orientation.

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or is associated with someone who has a protected characteristic.