



UN Convention on the Rights of the Child	
Article 19	You have the right to be protected from being hurt and mistreated, in body or mind.

## **Introduction**

Cranford Park Primary School aims to create an environment in which all children feel happy and secure and able to develop academically, emotionally and socially. We recognise that children must be able to express their worries or concerns knowing that these will be taken seriously and that the appropriate support will be given.

We promote an understanding across the school community that bullying is unacceptable and action will be taken against it. 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. Any racist incidents must also be reported

We recognise that in any school community there will be disagreements between children which may result in verbal or physical aggression. Such incidents will be addressed initially through the provisions of the school's Behaviour Policy.

## **Definition**

We define bullying as follows:

A child, or a group of children, physically, verbally or psychologically causing distress to another child, or a group of children, over a period of time.

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.
- **Sexual** unwanted physical contact or sexually abusive comments.

- **Homophobic** because of, or focusing on the issue of sexuality.
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing.
- **Cyber** All areas of internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.
- **Bullying** of pupils who have special educational needs or disabilities

We recognise that bullying is often covert and can be sustained over a period of time, but all incidents will be dealt with individually and with due regard to the particular set of circumstances and individuals involved.

### **Why is it important to respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Signs and Symptoms**

A child 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:

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.

- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing"
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Dealing with Bullying**

We always promote the highest expectations of behaviour, self-respect and respect for others. Through a Personal, Social and Health Education and Citizenship programme, assemblies and circle time, opportunities are planned specifically to enable children to talk about issues surrounding bullying. They are given clear guidance on what constitutes bullying and through discussion and drama are given the opportunity to rehearse strategies for dealing with bullying.

Children are always encouraged to speak to someone about their worries, and advised that they should tell someone at home, their teacher, another adult in the school, a friend or older pupil.

A report of bullying will be listened to, discussed and a way forward agreed.

### **Sanctions**

Sanctions should be used where bullying is proven. We will operate the sanctions by:

1. Making it clear that we disapprove of bullying.
2. Explaining clearly the punishment and why it is being given.
3. In many incidents:

- a reprimand may be sufficient
  - parents to be informed
  - free time or privileges may be withdrawn.
  - loss of free time over a longer period
  - for older pupils home/school behaviour contract to be drawn up
  - involvement of outside agency support
4. In very serious cases, a pupil may be excluded. This will involve the parents and Governors.

### **Monitoring and evaluating the success of the policy**

The policy will be monitored and evaluated by:

- Senior Management Team (SMT).
- Advisors, inspectors and governors.

The policy and/or procedures will, where necessary be revised in light of these evaluations.

This policy should be read in conjunction with all other policies, in particular Equality, Teaching and Learning, PHSE, Health and Safety, Behaviour and Child Protection.

*The Governing Body believes that fairness and consistency of judgment is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*

**Agreed/review:                      November 2018**

**Next review:                            November 2022**