



Cleves School
Learning Together

ANTI-BULLYING POLICY

Review date	January 2024
Reviewed by	Chris Hodges Rebecca Cannell
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Reviewed and approved by	The Children's Achievement and Wellbeing Committee on behalf of the Board of Trustees of Cleves School
Review cycle	Annual

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INTRODUCTION

At Cleves we aim to ensure that the children have a secure and happy environment where, should bullying or harassment occur, the incident will be dealt with quickly and fairly by a supportive and informed member of staff and then carefully logged.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

This policy is closely linked with the school's Safeguarding Policy, E- Safety Policy and Mental Health and Wellbeing Policy.

BULLYING IS TOO IMPORTANT TO IGNORE

All incidents will be:

- Taken seriously and dealt with sensitively
- Followed up with necessary action and support

The anti-bullying message will be reinforced through assemblies, the curriculum, the PSHE Program and the healthy school agenda.

STAFF ACTION

If you suspect a pupil is being bullied or have an incident reported to you.

DON'T IGNORE IT – TAKE ACTION!

Make it clear that school can help and support will be given.

Reassure that:

- a) Everyone has a right to learn and play in a safe environment
- b) They were right to tell
- c) If the bully gets into trouble, it is a consequence of the bully's actions

Discover the facts:

- a) Listen carefully to pupils
- b) Use a no blame approach with bully
- c) Never make promises to the child

Alert class teacher and Year pastoral co-ordinator via Pastoral Care system.

Discuss situation with all parents concerned.

Keep a note of any bullying incidents and what the child has said to you.

Continue to monitor **CLOSELY** – do not assume the incident is resolved.

WE WILL TEACH PUPILS:

If they are being bullied

- Tell a friend
- Tell a teacher or appropriate adult
- Tell family

If they are told about bullying

- Tell a friend
- Tell a teacher or appropriate adult

- Tell family

If they witness bullying

- Tell a friend
- Tell a teacher or appropriate adult
- Tell family

About places they can go and people they can talk to

- Nurture room
- Welfare room
- Peer Mediators
- Trusted adults at school

PARENT ACTION

Encourage your child to talk to you about school and their social life.

Inform the class teacher of any concerns you may have – even minor problems can be distressing to a child.

WATCH for any signs of distress in your child.

LISTEN to your child and take seriously any reports of anti-social behaviour.

REMEMBER that children do not always report incidences accurately.

If your child is a victim of bullying:

- Make sure of the facts
- Contact the school – speak to your child's teacher
- Work with the school to develop strategies to support your child

If your child is responsible for bullying:

- **DO NOT IGNORE IT**
- Make sure of the facts
- Try to find out why your child is bullying
- Make it clear that such behaviour is unacceptable
- Work with the school to develop strategies to change behaviour

STAFF

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school and online.

Examples of teacher interventions in the classroom:

- Make frequent reference to the anti-bully policy in the classrooms, referring to classroom posters
- Deal with all bullying behaviour – ignored behaviour is seen as “condoned”
- Act as a role model for pupils in your interactions
- Encourage pupils to discuss feelings and emotions
- Supervise pupils positively (giving lots of reference to their good social behaviour)
- Be prepared to challenge racist or sexist language of pupils (and adults)
- Listen to pupils and be prepared to act on their information
- Work on promoting self-esteem among pupils
- Be on time to lessons and early on duty
- Use teaching and learning styles that encourage positive behaviour
- Be firm and consistent

SIGNS WHICH MAY INDICATE BULLYING

Bullying behaviour may include, but is not limited to:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling

Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.

Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

Signs which may indicate a child is being bullied can include some or all of the following characteristics:

Child:

- Is afraid walking to or from school
- Is unwilling to attend school
- Requests to be driven to school
- Changes the route taken to school each day
- Their standard of school work declines
- Regularly has clothes or books or schoolwork torn or destroyed
- Comes home hungry because lunch or lunch money has been “lost”
- Becomes withdrawn or moody
- Starts stammering
- Starts hitting other children
- Stops eating or becomes excessively clean
- Develops headaches and stomach aches
- Cries them self to sleep
- Runs away from home or school
- Has nightmares
- Has unexplained bruises, cuts or scratches
- Has their possessions “go missing”
- Continually asks for money or starts stealing
- Continually loses money
- Refuses to say what is wrong
- Gives improbable excuses to explain any of the above

RECOMMENDED STRATEGIES

1. Take an account from the child being bullied and REALLY LISTEN. The circumstances of bullying are not especially important but the effects are. Note down the *feelings* and allow the child to express these at length. Pictures and writing may be helpful strategies.

“I understand that things aren’t going too well for you at the moment and I wanted us to have an opportunity to talk about how you are feeling”

“Do you want to tell me any more?”

“I can understand how angry you must be”

“How are you coping?”

“Is there anything else you’d like to say?”

“I know it’s been difficult for you to share that with me and I’m really pleased that you have been able to”

2. The next step is to convene a meeting with the perpetrator(s).

3. Explain to the group that there is a problem. Recount the story so that the distress is described.

“I’ve asked to meet with you all because I’m particularly concerned. From what I’ve heard of the situation, someone is feeling really upset and afraid of going into the playground”

4. The important thing to remember is not to attribute blame but to state that members of the group are responsible and can do something about it.

“I know that members of this group are responsible and I also know that you can do something about it. I want us to find ways of making things better”

5. The next step is to ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas. It’s really important not to go on to extract a promise of improved behaviour.

“I wonder if you can think of some strategies to help solve this situation”

“Feels like a hard thing to have said. I’m really pleased that you’ve been brave enough to share this”

6. This step needs to end by arranging a meeting with each group member individually in about a week to find out how things are going.

“I’m really pleased with the way you have all worked through this situation and all the ideas that you have come up with. What I’d like to do is meet with each of you individually in about a week to find out how things are going”

7. Throughout this process, convey your belief that the young people involved are not “bad” and are capable of kind behaviour and can help.

If bullying has been proven to have occurred:

- Arrange a formal meeting with the parents, involving the class teacher and year leader or pastoral co-ordinator
- An official apology to be made to the pupil who has been bullied
- An agreed set of consequences involving both school and home
- Agreed consequences and future sanctions outlined to parents and documented

In some cases, outside agencies may need to be involved

CYBER BULLYING

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’.

Cyberbullying can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online).

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However it differs from other forms of bullying in several significant ways:

By facilitating a far more extreme invasion of personal space cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.

The potential for anonymity on the part of the bully can be extremely distressing for the victim.

The potential for the bully to play very rapidly to a larger audience means the scale and scope of cyberbullying can be greater than for other forms of bullying.

The knowledge that the data is in the worldwide domain can be especially distressing.

By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.

The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations.

Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Cleves recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Cleves will treat any use of AI to bully pupils in line with our anti-bullying/behaviour policy.

HOW WE AS A SCHOOL DEAL WITH CYBERBULLYING

Staff will report all incidents to the headteacher. The report will be investigated and relevant people will be contacted e.g. parents, Police, LA if appropriate.

RECOMMENDED ADVICE FOR PARENTS

- Don't wait for something to happen before you act. Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them.
- Make sure your child knows what to do if they, or someone they know, are being cyber bullied.

- Encourage your child to talk to you if they have any problems with cyber bullying.
- If your child does have a problem, contact the school.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms. Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.
- Keep the computer or other electronic devices in a public place in the house.
- Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings and review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

RECOMMENDED ADVICE FOR PUPILS

- If you are being bullied, remember bullying is never your fault.
- It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.