




**CRICKLADE**  
**MANOR PREP**

# Antibullying Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	01/09/19	01/07/20	
Yes (including EYFS)	01/09/20	01/09/21	

## 1. Introduction

This Policy applies to:

- the entire setting including the EYFS and after school and holiday clubs;
- all staff, volunteers, pupils and visitors to Cricklade Manor Prep.

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy (including rewards, discipline and exclusion)
- Child Friendly Anti-Bullying Policy

This document is a statement of the aims, principles and strategies at Cricklade Manor Prep regarding the issue of bullying. Its aim is to ensure that all pupils, parents/carers and staff have an understanding of what bullying is, know what the policy on bullying is and what they should do if bullying arises. It aims to set out a coordinated approach to preventing and tackling bullying at school.

The Senior Leadership Team of Cricklade Manor Prep seeks to promote a culture throughout the school in which every member of the Cricklade Manor Prep community takes responsibility for the prevention of bullying.

This policy has regard to the DfE guidance 'Preventing and Tackling Bullying: Advice for school leaders and governors'. It also draws on the previous guidance, 'Safe To Learn - Embedding Anti-Bullying Work In Schools'.

## 2. Responsibilities

The Headmaster has ultimate responsibility for prevention of bullying and management of any bullying issues.

Cricklade Manor Prep's safeguarding team will also be involved, as appropriate.

The safeguarding team are:

Mr Guy Barrett	Headmaster
Mr James Barton	Director of Pastoral Care (DSL)
Mrs Rachel Davey	Head of Pre-Prep (DDSL)
Mrs Sarah Dibley	Nursery Manager (DDSL)

## 3. Background

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Everyone has the right

to feel welcome, secure and happy and we should treat everyone with consideration. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Staff must be alert to children who may be vulnerable and at risk from bullying. Vulnerable groups may include (but are not limited to): disabled children or children with learning difficulties, children from black or mixed ethnic backgrounds, children in care and children who have been subjected to other forms of abuse (NSPCC, 2018).

#### 4. What is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically, emotionally or psychologically. Bullying results in pain and distress to the victim. Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives, both physically and psychologically. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide.

Bullying can take various different forms, including:

- Racial/Religious/Cultural - where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation.
- Disability - exploitation of a particular aspect of a child's disability and/or special educational needs.
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs. A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and so recording and procedures for a safeguarding concern should be followed.

#### 5. What Causes Bullying?

People bully for different reasons, including:

- to feel powerful or in control;
- jealousy;
- to feel good about themselves;
- to feel popular or show off in front of others;
- because of peer pressure; and
- because they are being bullied themselves.

## 6. Signs that a Child may be being Bullied

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:

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- 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 or starts stealing money (to pay bully)
- Has any 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 cyber message is received

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

## Prevention Strategies

7. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Cricklade Manor Prep uses multiple strategies to prevent bullying, including:

- By setting out a clear vision for the school that enables all children to realise their potential.
- By ensuring that all children are "challenged, motivated and prepared" in the school with a positive approach to learning and achievement.
- Ensuring that staff are fully trained to prevent and deal with bullying.
- All staff are following the school behaviour policy on rewards and sanctions.
- Use of the curriculum to develop empathy and emotional intelligence (as set out below).
- Good behaviour and attitudes are rewarded with Star of the Week, House points or appropriate certificates.

- The use of Year 6 prefect system to monitor pupil interaction during break times. This gives pupils the opportunity to seek advice and support from peers as well as the usual support available from members of staff.
- The provision of a range of suitable play equipment to meaningfully occupy the pupils during their free time.
- Making bullying a regular item on the agenda for School Council Meetings so that all child representatives have the opportunity to raise any concerns or relevant issues.
- Use “odd socks day” and anti-bullying week to raise awareness and understanding. It should also be a regular item for discussion in the Circle Time sessions which take place in PSHEE lessons.
- Dealing with any incidents quickly and effectively to ensure pupils are aware that bullying is never acceptable.

### **Support through the Curriculum**

The PSHEE programme followed at Cricklade Manor Prep provides ample opportunities to discuss and focus on such issues. During PSHEE sessions, staff will remind pupils that the issue of bullying is treated seriously and outline the following key points:

- Ensure that pupils can identify the different types of bullying
- Know what to do if they see someone being bullied face to face or online
- Know what to do if they think they are being bullied
- Know what to expect if they talk to an adult
- Know who to speak to face to face as a trusted adult or where to find online support

### **Support from outside agencies**

There are many agencies that are available to help both children and parents when there are incidents of bullying. Below are listed some helpful organisations.

- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Youth Access [www.youthaccess.org.uk](http://www.youthaccess.org.uk)
- Parent Plus [www.familylives.org.uk](http://www.familylives.org.uk)
- Children’s legal centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)
- Childline [www.childline.org.uk](http://www.childline.org.uk)
- ABA [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

## 8. Procedure

The following procedure will be followed to address bullying incidents:

Step 1: The form tutors of any children alleged to have been involved in any incident of bullying (whether as victim or aggressor) will be informed.

Step 2: The form tutors and where deemed appropriate, the Head of Pre-Prep (EYFS and KS1) or Director of Pastoral Care (KS2) will:

- meet with each child to discuss the facts;
- make a record of the meetings, which will be passed to the Head with a copy placed on the file of the alleged victim and uploaded onto 3sys;
- Act as a mediator between the victim and aggressor;
- in conjunction with the Head, decide if the incidents/s constitute bullying;
- report back to the parents who raised the concern with their findings. If no bullying has been identified the school will continue to monitor the situation but close the investigation. If bullying is identified then the school will progress to step three.

Step 3:

- offer whatever support is required to the victim of the bullying;
- seek to understand the cause of the bullying;
- make a detailed record, which will be passed to the Head with a copy placed on the file of each child involved in the incident and uploaded onto 3sys;
- inform the parents of any pupils involved of the situation and discuss the action to be taken;
- where appropriate, inform the Designated Safeguarding Lead or their Deputy, who will determine whether a referral to Social Services is necessary;
- inform colleagues of the actions taken through the weekly staff meeting and ensure that all children involved are closely monitored to avoid further incidents; and
- Where bullying is identified, sanctions will be imposed (see sanctions, below).

### Sanctions

Bullying is considered to be very serious and the nature of the incident/s will be reflected in the sanction imposed. Serious or repeated bullying might result in a fixed or permanent exclusion, the threshold for which will be decided on a case-by-case basis by the Headmaster. The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose minutes of morning break

- Meet with the Director of Pastoral care
- Parents will be invited in to school
- Go on a Smart target report
- Receive an internal isolation
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum
- Fixed term exclusion
- Permanent exclusion

Sanctions will be imposed depending on the severity of the incident/s. Any sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special education needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is, however, no more acceptable than bullying by other children and it should be made clear that their actions are wrong and that appropriate sanctions are imposed.

Step 4: If the bullying continues, the Headmaster will take personal charge of resolving the issue.

## **9. Related Policies**

The following Policies, each of which is available on the School's website, [www.cricklademanorprep.com](http://www.cricklademanorprep.com), are linked to this Anti-Bullying Policy:

- Safeguarding Policy
- Behaviour Policy
- E-safety Policy

## **10. Approval & Review**

This policy was reviewed in September 2020 and approved by the Headmaster. It will be reviewed on an annual basis. The next policy review will take place in September 2021.