



# **CLEVE HOUSE SCHOOL AND LITTLE CLEVE NURSERY**

## **ANTI-BULLYING POLICY**

This policy applies all pupils in the school, including in the EYFS  
It pays due regard to any policies and procedures in the Safeguarding Policy

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# **CLEVE HOUSE SCHOOL AND LITTLE CLEVE NURSERY**

## **Anti-Bullying Policy**

**This policy is applicable to all pupils, including those in the EYFS and should be read in conjunction with the Behaviour, Rewards and Sanctions Policy and Safeguarding Policy**

### **AIMS**

- To ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied
- To make all those connected with the school aware of the nature and types of bullying that may occur, both in and out of school and the causes and effects of these
- To make all those connected with the school aware that bullying is totally unacceptable and will be treated with the utmost seriousness
- To make everyone aware of their responsibilities in addressing bullying issues
- To ensure high expectations in terms of behaviour throughout the school
- To develop strategies to prevent bullying
- To produce a consistent school response to any bullying and have clear procedures for dealing with incidents
- To provide support for both victim and bully

The aim of this policy is to help staff and pupils to deal with bullying when it occurs and, even more importantly, to prevent it.

This policy has regard to DfE guidance on the prevention of bullying which is contained in "Preventing and Tackling Bullying: Advice for school leaders and governors" (October 2014) and supplementary guidance on cyber bullying (March 2014)

### **WHAT IS BULLYING?**

Bullying is defined as deliberately hurtful behaviour, either physically or emotionally, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

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. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive.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.

(Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).  
There are many types of bullying. Bullying can be emotional as well as physical and can be motivated by many factors:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist –bullying based on something specifically gender-linked.
- Homophobic –bullying based on sexual orientation
- Special needs or Disability –any exploitation of a particular aspect of a child’s disability, including Special Educational Needs
- Where a child is adopted or a carer
- Cyber-bullying via technology e.g. internet/mobile phones, social networking sites (more specific guidance on this can be found in the Safeguarding Policy)

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or always leaving someone out of groups. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person’s dignity or creates an intimidating, hostile, degrading or humiliating environment.

### **SIGNS AND SYMPTOMS OF BULLYING**

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

- Is unwilling to go to school
- Is frequently absent from school
- Regularly has homework which is not done or lost
- Changes his or her usual routine
- Becomes anxious, withdrawn or is lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries him- or herself to sleep at night or has nightmares
- Feels ill in the morning
- Begins to achieve less well 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 the bully)
- Has tuck money or other money continually “lost”
- Has unexplained cuts or bruises
- Stops eating
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what’s wrong

- Is afraid to use the internet or mobile phone
  - Is nervous or jumpy when a cyber message is received
  - Is evasive or gives improbable excuses in relation to any of the above
- These signs and behaviours could indicate other problems or circumstances, but bullying should be considered a possibility and should be investigated.

### **ACTION AGAINST BULLYING**

Cleve House School and Little Cleve Nursery takes a proactive stance against bullying and has approaches and strategies to resolve conflict before bullying can become an issue.

It is a fact that many adults do not know what to do when faced with a child who is being bullied. It is, therefore, a priority to have several strategies on which to call in the case that bullying occurs:

- Skilled observation is needed to detect bullying. An unwillingness to go to school, homework not done, evasiveness etc. may all be symptoms
- Ready receipt of reports of bullying behaviour, which are then investigated, acted upon and the information relating to the alleged bully and their victims reported as appropriate.
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- The School Curriculum embraces the subject in the same way as sex education, drink, drugs etc. There are many situations within the daily timetable which can be used as a forum for discussion - for example Assemblies, PSHE and RE, Storytime and Drama lessons - with the use of psychodrama, videos, games and role-play. Many of these will involve discussion of differences between people and the importance of avoiding prejudice-based language.
- Pupils are expressly taught the rights of the individual, tolerance of difference, social responsibility, the difference between 'good and bad' secrets.
- Parent/teacher liaison is very important so that both home and school can help to support the victim without over-protection. Confidentiality is paramount
- It is possible there may be a role for outside assistance, such as an Educational Psychologist, Social Worker or the Police - in helping children who bully others. A child could have deep-seated psychological problems which need exposing and treating
- Organisation of the school day is vital to help alleviate situations where bullying can occur. 'Danger zones' are adequately supervised. Games staff must always supervise changing time
- Physical activity and a good quota of PE and games can help to burn off energy/aggression
- As part of the pastoral care system, bonding between the pupils should be encouraged via the House System, to give opportunity for vertical

bonding and to give a younger child a chance to externalise feelings/anxieties that it would never share with an adult member of staff or even its own family. Senior pupils accompany Junior pupils to main Assemblies and children sit in mixed groups at lunchtime.

- The school promotes a culture of positive reinforcement and celebrates success on a regular basis both in class and in Good Work Assemblies.
- Adults within the school community act as positive role models and avoid hurtful sarcasm, derogatory nicknames and dominating or humiliating behaviour.
- All children have the opportunity to speak to their Form Teacher.
- We raise awareness of Staff through Training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate the school will invest in specialised skills to understand the needs of their pupils, including those with SEND.
- We ensure that staff are familiar with this policy.
- We also raise Staff awareness of and provide training on how to take action to reduce the risk of bullying at times and in places where it is most likely by regular discussion at Staff meetings
- Dove-tailing this policy with the school Behaviour and Safeguarding Policies so that all concerned are aware of the procedures and sanctions in this policy.
- Sanctions may comprise: Being Put On Report, Extra Work Assignments and removal of privileges. A behaviour book can be maintained by the staff, recording incidents and sanctions in discussion with the Head/and or Deputy Head. This is checked every week by the Deputy Head.
- Bullying of pupils that occurs outside of school and is reported will be tackled within the parameters of this policy.
- Availability of this policy on the school's website to enable parents to understand the school's approach and work together with staff.

The words of D.P. Tattum should be remembered:

**“It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our Society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective.”**

## **CYBER BULLYING**

Please refer to the Safeguarding Policy for information on the school's approaches to preventing and dealing with cyber bullying.

## **EYFS**

Within the EYFS as part of programme of study we talk about kind and unkind behaviour, being a good friend and we model respectful behaviour and speech. Gentle physical contact is promoted over rough play. We do not explicitly refer to 'bullying' as it is not deemed appropriate at this age.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Research shows that children with Special Educational Needs are more likely to experience bullying than other children. In order to create a culture in which this is less likely we:

- Ensure that children with SEND understand what bullying is and how to report it
- Respond immediately to allegations and incidents
- Encourage bystanders to speak up and act as advocates for other children
- Raise staff awareness regarding SEND discrimination
- Ensure close liaison between the SENCo and all Staff in formulation of policy and practice

## **PROCEDURES TO FOLLOW**

This policy only works if it ensures that the whole school community understands that bullying is not to be tolerated and understands the steps that will be taken both to prevent and to respond to bullying.

- Where there is a specific allegation of bullying, this must be referred immediately to the Deputy Head who will co-ordinate any further action and who will inform the Headmaster. Parents will be informed and involved in the process at every stage.
- If a child or parent has any concern, they should approach the most appropriate member of staff. This would normally be the class teacher but could be any other teacher or member of the leadership team.
- If a child wishes to inform the school of an incident involving bullying or perceived bullying and wishes to remain anonymous, a note can be left in the Office or Study.
- Incidents should be dealt with immediately by the member of staff that is approached – any notes must be kept on file. Where the word 'bullying' is used, this must be referred to the Deputy Head immediately.
- Listen carefully and intently.
- Reassure the child that you are sympathetic and that the problem will be resolved.
- Do not ask any leading questions.
- Do not promise to keep the issue confidential – it is important to maintain the pupils' trust by remaining honest.

- Make a clear account of the conversation on an incident slip as soon as it has ended, but try to avoid taking notes during discussion.
- A clear account of the incident, on an Incident Slip, should be recorded and passed on to the Deputy Head in the first instance, in turn he/she will inform the Head as deemed appropriate, to enable patterns to be identified. These will be contained in an Incident File.
- If a member of Staff or a parent has any cause for concern, they should report the incident to the Form Teacher, the Head Teacher or Deputy Heads immediately.
- Those concerned will be interviewed and the outcome recorded.
- All relevant members of staff will be informed and any necessary action will be taken, as per sanctions in the Behaviour Policy.
- Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person. Staff should refer to the section in the Behaviour Policy and Safeguarding Policy on physical restraint

Support will be given for all parties concerned.

### **The Role of Teachers**

- Raise awareness of bullying issues
- Discuss with their classes what is and, importantly, what is not bullying
- Teach assertiveness skills, to be able to say 'no' and walk away
- Build self-esteem and confidence
- Ensure that bullying is an open issue to be tackled and talked about
- Encourage all pupils to ignore taunts and seek help if necessary

### **The Role of the Deputy Head**

The main roles of the Deputy Head in respect of bullying are:

- Managing and monitoring practices to ensure alignment with the school anti-bullying policy and procedures.
- Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies.
- Liaison with the Head Teacher and between all parties involved, including parents.
- Ensuring that records are kept.
- On a regular basis, analysis of the incident file so that patterns and trends can be identified and the analysis used to improve policy and practice.
- Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life (as highlighted in 4, above).
- Deployment of appropriate strategies to ensure that bullies change their behaviour



## **INFORMATION AND GUIDANCE FOR PUPILS**

- As a member of the school, we expect you not to have to put up with any form of bullying behaviour. We can and will help to put a stop to it. You should feel free to speak out to your mum or dad or any teacher or adult that you trust at school if you are being bullied. We can help you to cope with it straight away.  
When someone else is being bullied or is in distress, inform a member of staff immediately.  
Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bully.
- If you wish to inform the school of an incident involving bullying or perceived bullying but want to remain anonymous, you can write a note and put it in the Office.  
Do not put up with bullies in your group of friends. Bullies will soon stop if they are left out or are by themselves.  
Take care how you speak and act towards other pupils. Always aim to be considerate and helpful.
- Follow the Cleve House Code as established by the School Council to help prevent bullying

## **INFORMATION AND GUIDANCE FOR PARENTS**

- You may not recognise that your child is being bullied. However, changes in their manner, behaviour and general state of health can sometimes be explained by bullying.
- Encourage your child to talk about it, but be patient. It is quite natural for him or her not to want to discuss the matter and not to want you to do anything about it.
- Listen and try not to interrupt.
- Reassure them that you are sympathetic and that it is a problem that can be solved.
- It happens to most people at some time.
- Ask him or her if there are ways of changing things and help them to try to develop strategies to cope, strategies which should then be practised.
- Try to keep the situation in proportion and so remain good-humoured.
- Encourage your child to talk to their form teacher or tutor about the matter.
- You should feel free to contact your child's teacher to discuss the matter if you are concerned.

**CLEVE HOUSE SCHOOL**  
**AND LITTLE CLEVE NURSERY**  
**INCIDENT REPORT FORM**

Name:..... Date:.....

DETAILS:

TIME:

SIGNATURE

DH/HM COMMENTS

OUTCOME:

TO  
INCIDENT  
FILE \*

TO  
INDIVIDUAL  
FILE\*

