



*'Doing our best to achieve our best'*

## **Clarendon Primary School, Nursery and Family Centre**

### **Anti-Bullying Policy**

#### **Introduction**

Clarendon Primary School are committed to providing a caring, friendly and safe environment so that each child can learn in a happy and nurturing atmosphere. We strive to teach values, attitudes and skills which foster mutual respect and trust. Bullying of any kind is unacceptable and not tolerated at our school. We recognise that it can damage children's lives and undermine the cohesion of the school community. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively.

This policy should be read in conjunction with the school's behaviour policy.

#### **Our aims**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring by adopting a clear and consistent behaviour management approach.
- To inform children and parents of the school's expectations to maintain a bullying-free environment and assure them that they will be supported if/when bullying is reported.
- To ensure that all staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve the above.
- To implement agreed procedures and to deal with bullying in a fair, calm and consistent way and ensure all members of staff are clear what to do if they see bullying or if it is reported to them.

#### **What is bullying?**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group of people by another person or group, where the relationship involves an imbalance of power. It results in pain and distress to the victim.

Bullying considered as something:

- Deliberately hurtful
- That is repeated, often over a period of time
- Difficult to defend against

Bullying can be verbal, non-verbal or physical abuse and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding or isolating an individual, tormenting (e.g. hiding books, making gestures) threatening
Physical	Any use of violence - pushing, pulling, kicking, hitting, punching, tripping, hitting or forcing another person to do something against their will taking another's belongings.
Verbal	name-calling, sarcasm, spreading rumours, teasing, insulting, making racist or sexist remarks

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	<ul style="list-style-type: none"> <li>• Bullying that takes place online, such as through social networking sites; messaging apps; gaming sites such as email and chat room misuse; mobile phone threats by text messaging and calls; and misuse of associated technology, i.e. cameras and video facilities</li> </ul>

At Clarendon we make sure that the children are clear about the difference between ‘falling out’ or ‘having an argument’ and ‘bullying’; although we recognise that the lines may become blurred and that bullying is a word that is often used inaccurately by children; however, we do take every allegation or conversation seriously.

Children on the receiving end of such behaviours may talk about other children:

- whispering about them or muttering under their breath
- giving them funny looks
- ‘accidentally’ tripping them up or bumping into them
- taking/hiding their possessions
- calling them names
- excluding them
- winding them up
- taking away their friends
- humiliating them in front of others

### **Groups more susceptible to bullying:**

As a school we strongly believe that all children have the right to be safe and happy in school; however, we are also aware that some children may be more susceptible to bullying than others. This includes children who have, or may have, an SEN need or disability, children from a different race or religion and children who may have a different sexual orientation etc. At Clarendon, bullying of any type, and for any reason, is not tolerated and will be addressed in line with this policy. Furthermore, as part of our PSHE curriculum children are taught about tolerance, respect and understanding for the differing beliefs, values, views and experiences of other cultures and backgrounds as well as how we develop and maintain positive relationships with others.

### **Why do people bully?**

*Kidscape* suggests that children become bullies for a number of reasons which may include:

- Liking the feeling of power
- Being spoilt and expecting everyone to do what they say
- Feeling insecure, inadequate, humiliated
- Having problems at home that they vent at school
- Being bullied themselves in some way
- Feeling under pressure to succeed at all costs
- Not fitting in with the other children
- Feeling no sense of accomplishment or satisfaction

Children may also become temporary bullies after a traumatic event, such as a divorce, the birth of a new baby, the death of a loved one or because of boredom and frustration.

A similar picture is given by *Childline* in their answer to 'Why do bullies do it?'

- Children have their own problems – they may feel upset or angry or feel they do not fit in
- Maybe they get bullied themselves, perhaps by someone in their own family or other adults
- They may be scared of getting picked on so they do it first
- They want to show off and seem tough
- Many do not like themselves and so take it out on someone else

Experience suggests that bullies usually have a poor self-image. Thus strategies which help to raise the bullies' self-esteem may well be more effective than those which focus on criticism and punishment.

### **Signs and symptoms of bullying**

A child may not feel confident enough to say anything to an adult about how they are feeling but may exhibit signs or behaviour that he or she is being bullied. Staff and parents should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school phobic)
- begins to truant
- changes their usual routine
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels 'ill' in the morning
- begins to perform badly 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
- has money continually 'lost'
- has unexplained cuts or bruises
- comes home starving (lunch has been taken)
- 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 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***

### **Guidelines for teachers**

Watch out for early signs of distress in children, e.g. deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying. Offer the victim immediate support and help them by putting the school's procedures into operation as early as possible.

### **Procedures followed by staff when investigating an incident or allegation of bullying**

- Initial incidents of aggressive behaviour are dealt with through our Behaviour Policy. The child/children involved are encouraged to rectify the situation themselves by reflecting on the

reasons for their actions and receiving an appropriate consequence for their behaviour. For persistent or serious reports, parents will also be informed.

- As soon as a case of bullying is observed or reported, the situation is investigated as thoroughly as possible by a member of staff. This is usually the child's class teacher, a teaching assistant who knows the children well or a member of the Senior Leadership Team.
- Ensure a Senior Leader is informed if the class teacher is investigating.
- The child on the receiving end of any bullying is given the opportunity to talk in confidence about their feelings, who was involved, any spectators to the event/s and the effects of the bullying. Where the victim is clearly being provocative, the teacher may begin to develop strategies with him/her for reducing the level of provocation.
- All other children involved will ideally meet with the same member of staff. The member of staff will share their concerns with the group and explain the reported incident/s.
- Listen carefully to and record all incidents in the relevant place, (i.e. the school's behaviour log book used at break/lunch time, a 'pupil cause for concern' form, the classes 'good to be green' behaviour record sheets or separately if more appropriate)
- Meet with the instigator/s and allow the child to talk from their point of view. Rather than attempting to apportion blame, emphasise that there is a shared problem which the instigators can help to solve. In outlining the problem, the teacher should make it clear that the instigators are responsible for the victim's feelings and can do something about them. If appropriate, the Headteacher/Deputy Headteacher will be informed.
- Incidents and notes of investigations undertaken will be recorded, along with any actions taken. These will be kept in a file in the Headteacher's Office.
- Where appropriate, other relevant members of staff will be notified in staff meetings so they too can monitor the situation.
- Where parents have been involved or where they were the ones who initially reported the incident, feedback will also be provided to them. (Parents will also be informed of an incident and subsequent actions if the member of staff investigating the incident feels this is necessary or if the child was upset by the event/s.)

### ***Parents should be involved at all stages.***

The teacher and instigator/s should develop an action plan which should include:-

- Making the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and the beginning and end of the day.
- Use all pupils as a positive resource in eliminating bullying. Children can also be used to help 'shy' children and newcomers feel welcomed and accepted. (**N.B** – Sexual and racial harassment also need to be discussed and dealt with.)
- All parties should be encouraged to speak to the teacher/member of SLT on a regular basis to indicate the progress that is being made.
- A formal review should take place after one week; and after that, the situation should continue to be monitored.

### **To support their child/ren, parents can:**

- Encourage children to disclose any anxieties they may have.
- Encourage their child to report incidents immediately to a member of staff in school who is most able to help.
- Concentrate on how their child feels rather than the exact details of the incident.
- Contact the school if their child is unlikely to tell a member of staff.

### **Whole school strategies used to help overcome bullying**

As a school we endeavour to build a whole school culture that reinforces the idea that bullying, in any form, is neither acceptable nor tolerated in school. We use Collective Worship, Circle Times, Personal, Social and Health Education lessons, work through the SCARF topics, (an overview can

be found in appendix 1) use our 'Good to be Green' behaviour management charts and our Behaviour Policy to maintain and further build this culture, which is one of 'anti-bullying'.

**Strategies used include:**

- In line with National initiatives, the school annually holds an 'Anti-Bullying Week' to promote all the work we do in school, and to raise children's awareness further.
- We use the SCARF PSHE materials in lessons and assemblies to reinforce expected behaviours: feeling good about ourselves, respecting others, how to 'Say No to Bullying' etc.
- We plan and deliver regular E-Safety lessons, through our online learning scheme, looking at appropriate and inappropriate uses of the internet and cyber bullying.
- We encourage all children to share any worries and concerns they have with their class teacher or another member of staff that they feel comfortable talking to.
- We teach children to be self-assertive (i.e. telling others to leave them alone, moving away from the situation and telling an adult).
- We use older children to act as mentors and role models to the younger children, e.g. by supporting our reception class at lunchtimes and acting as play leaders.
- We have a non-class based Welfare Assistant whose primary role is to administer medication but also listen to and support children who are experiencing all types of emotional issues. This member of staff is always easily accessible at break and lunch times where issues may arise as a result of these social situations.
- We involve the children in setting the expectations of behaviour in the form of Class Charters and have clear rules for behaviour at break and lunchtimes.
- We have clear sanctions or consequences applied in our behaviour scheme, with examples of inappropriate behaviours and poor choices regularly discussed with the children and a reflective behaviour form completed by any child who breaks the school's rules/exhibits inappropriate or undesirable behaviours.
- We use pupil voice through forums such as the School Council to reinforce acceptable and unacceptable behaviours.
- We encourage opportunities for children to anonymously have their say about all aspects of the school through pupil surveys and School Council interviews / questionnaires.
- We teach children to appreciate the rights, views and property of others.
- We provide training opportunities for staff to identify and tackle bullying.
- We work with outside agencies to promote positive behaviour and good relationships on our behalf or manage individual children who have been referred as a result of difficult or persistent poor behaviour.
- We reward positive role models and celebrate good behaviour throughout the school through our Achievers' and Attendance Assemblies and through other bespoke class reward systems as well as special incentives such as 'Mufti Days'.
- We encourage parents to report to us any concerns they have and to support us in solving any problems. We report back as quickly as possible.
- We seek to share and learn from anti-bullying good practice with other schools.
- We display posters, helpline numbers and advice from organisations such as ChildLine and the NSPCC.
- We invite and encourage visitors to speak to the children on this subject such as representatives from the NSPCC and the local police. These people take assemblies and workshops with the children.

**Key points for teachers and children to always remember:**

The following points are an important part of our whole-school anti-bullying policy and form the basis of whole school, class and group discussions.

- When someone is being bullied or is in distress, take action.
- Watching and doing nothing can suggest support for the bullying.
- Pupils should inform a teacher immediately if they do not wish to become involved themselves.
- Only accept other people who do not bully others. Bullies will soon stop if they are socially excluded.
- Together, devise some ways of rewarding positive behaviour (Class Charters etc...)

**Monitoring, Evaluation and Review**

- The Headteacher is the person named as having responsibility for our anti-bullying measures.
- The Headteacher and staff ensure that the policy is implemented.
- Parents are asked to support the policy and to actively encourage their child/ren to be a positive member of our school community.

**Policy Review:**

Date reviewed: Spring term 2023

Review date: Spring term 2026

# Appendix 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

# KS2 Statutory and Recommended First Aid Pathway

The **Department for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

**Recommended for every KS2 pupil**  
Calling for help and head injuries



**KS2 – Year 3**  
Bites and stings

"Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy."

(Secretary of State, Dept for Ed, Health Ed guidance Feb 2019)



**KS2 – Year 4**  
Asthma

**KS2 – Year 5**  
Bleeding

**KS2 –Year 6**  
Choking

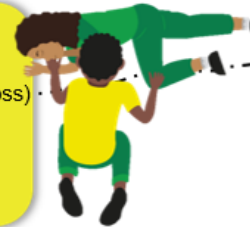


"Pupils can support their own and others' health and wellbeing, including basic first aid."

(Dept for Ed, Feb 2019)

## Bonus Topics

Broken bones (yr 3) (Red Cross)  
Burns and scalds (yr 4)  
Basic Life Support (yr 5)  
Allergies (yr 6)



**Well done...**  
if you have completed all modules you are a KS2 first aider

This way to KS3 First Aid

**St John Ambulance** 

## Appendix 2



*Doing our best to achieve our best*

### Report of alleged bullying

<b>Date concern raised:</b>	<b>Person raising the concern:</b>
<b>Alleged victim and class:</b>	<b>Alleged perpetrator/s and class/classes:</b>
<b>Member of staff investigating:</b>	<b>Person's spoken to: (Chn / adults)</b>
<b>Dates of relevant previously reported concerns:</b>	<b>Outcome:</b>
<b>Who was given feedback of the outcome and what were their views:</b>	
<b>Any subsequent actions taken:</b>	

**Please attach:**

- Details of original concern raised. (E.g. email from parent and/or notes from conversation with child / parent.)
- Subsequent notes of investigations / conversations undertaken

When completed this information should be passed to the headteacher for review and filing.