Cedars Academy

ANTI-BULLYING POLICY

The policy will be reviewed annually by the Curriculum and Pupil Committee.

Reviewed: May 2019

Next review: May 2020

1. Mission statement

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially fit for life.

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

Approaches and strategies reflect the fact that many pupils with SEN and Communication Difficulties are not always aware of socially acceptable behaviour and that it is our role to help them empathise with their peer group while protecting all pupils. **It is everyone's responsibility to prevent bullying**.

2. 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
- That it will be understood that everyone needs to take responsibility for bullying

3. What is bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be short term or continuous over long periods 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 focussing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & call misuse of associated technology, i.e. camera & video facilities

4. 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 bus or taxi 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 or 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'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

5. Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect.

6. Implementation

6.1 Proactive strategies

- Class Rules, Rights and Responsibilities
- Displays
- Achievement assemblies to develop confidence
- Certificates and stickers
- Buddy system/SMILE Team
- Circle Time
- Behaviour Reflections
- PSHCE lessons
- Work and activities during Anti-Bullying Week
- Modelling positive behaviour for pupils by all adults
- Listen carefully to and support pupils, parents and staff
- Monitor pupil behaviour carefully in and around school
- Recognise behaviour change and early signs of distress (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety and fear) as an indicator of bullying
- Curriculum approaches, promoting understanding of bullying issues through drama, art, PSHE, English, RE and pastoral group work
- Draw upon the expertise and experience of outside agencies and other schools
- A clear lead from senior management with effective and repeated communication between staff, governors, parents and pupils

6.2 Reactive Strategies

- Log incidents of bullying as quickly as possible and maintain detailed records
- Take action as soon as possible, informing other members of teaching, non-teaching and midday staff
- Increase vigilance at times of transition and other unstructured times of the school day
- Once it has been established that bullying has taken place, parents of all pupils involved should be notified and invited to visit the school
- Once clear evidence for bullying is established, actions will be taken to ensure that there is no recurrence. These can include:

- Individual interview/counselling for both parties by teaching staff or senior management
- Increased monitoring of both vulnerable parties
- Inclusion in anti-bullying programmes

- Providing alternative facilities for unstructured times (e.g. increased responsibility, access to support groups)
- Involve outside agencies
- Increased home-school liaison
- Opportunities for reparation
- Use of rewards/sanctions as defined in the behaviour policy

7. Links with other policies

This policy cannot stand alone. It has links with:

- The PSHE Policy
- Behaviour Policy
- Policy for Sex and Relationships

8. Evaluation/Monitoring

Monitoring will have regard to information about incidents of bullying and how they were resolved in the short and long term.

The policy will be reviewed annually by the Curriculum and Pupil Committee.

UNCRC Reference: Articles 3, 23, 2, 29, 30

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