



Anti-bullying Policy

2025 – 26

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who suspects or knows that bullying is happening is encouraged to tell the staff.

Objectives of this Policy

- All trustees, teaching and non-teaching staff, pupils and parents should have a shared understanding of what bullying is.
- All trustees, 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 the steps that are taken if bullying occurs.

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 well-being of a victim. We believe everybody has the right to be treated with respect; pupils who are bullying need to learn different ways of behaving.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and online.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Ensuring physical safety is a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. [Taken from 'Preventing and Tackling bullying' by Department for Education (October 2014)].

Our definition in our Child friendly policy is:

A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. This behaviour is repeated frequently and deliberately. We define it as something that happens 'Several Times On Purpose'.

What is cyberbullying?

‘Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.’

[stopbullying.gov]

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers, poverty and adopted and looked after children.
- Sexual orientation, sexism, or sexual bullying, homophobia
- Any perceived difference : colour of skin, colour of hair, wearing glasses, being overweight, being shy, etc

Bullying can take many forms, including:

- Physical – hitting, kicking or manhandling
- Verbal – teasing, name-calling or insults relating to any of the following: physical or social appearance, disability, gender, ethnic origin, homophobia or individual personality.
- Psychological – spreading rumours, excluding from activities, discussions, groups of friends
- Extortion – threats to obtain money or property
- Damage to, or theft of belongings
- Cyber bullying – all areas of the internet, such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities. (see the **e-safety** policy for more detail)

Signs and symptoms:

- A child may indicate by signs or behaviour that he or she is being bullied.
- Adults should look out for changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.
- There may be evidence of changes in work patterns or lacking concentration.
- These signs could indicate other problems, but bullying should be considered a possibility and be investigated.

The school's approach

We value all children equally, and actively try to raise their self-esteem and confidence. We have a caring ethos and high expectations which encourage all the children to respect and look after each other and to be proud of their school.

To ensure pupil wellbeing both inside and outside school environment, all reported cases of bullying to the school are taken seriously and investigated thoroughly, including incidents on journeys to and from school.

There is no justification for bullying and we work with all our children to encourage them to reject bullying behaviour.

Staff will remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, not wait to be told before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Through our school ethos / school values and in our personal, social and emotional education programme we have a proactive approach to preventing bullying and will:

- Provide a warm, caring and safe environment where all children and staff are equally valued and happy.
- From Reception to Year 6 we use the Lifewise PSHE curriculum as well as personalised lessons which support pupils Social, Emotional and Physical wellbeing.
- Encourage and reward good behaviour (see our Behaviour Policy).
- Encourage children to establish and maintain their own class rules.
- Provide opportunities for children to work together in a cooperative manner, appreciating differences in a positive way.
- Aim to continuously improve the playground environment and supervision.
- Make it clear to children that any form of bullying will not be tolerated.
- Teach children exactly what bullying is and what to do if it happens.
- Provide opportunities for children to talk to an adult about any concerns they have. Where necessary, to provide referral for counselling with a trained counsellor.
- Encourage all children to be responsible for their own words and actions and the consequences of them.
- Provide children with the confidence and skills to repudiate any forms of bullying including the need to tell and not be a bystander.
- Support children who are more vulnerable through our one to one counselling; where individual education, welfare and needs are given specialist support.
- To keep parents fully informed.

- Provision of peer to peer support to raise bullying awareness.
- Educate pupils on what bullying is and what to do about it through our regular activities, assemblies and curriculum and this includes an 'Anti-bullying Week' which provides a specific focus.
- Provide training for staff to understand bullying and how to deal with bullying concerns.

With incidents of bullying we will:

- Meet those concerned individually and find out the facts of any incident.
- Record incidents of bullying, so that they can be monitored (to include the form of bullying, and pupil characteristics).
- We will actively involve parents at an early stage and keep them informed.
- Make sure that the children who have deliberately chosen to hurt others, physically or emotionally know there are clear and consistent sanctions and there will be consequences to their actions.
- Support the victims and make sure that they feel that the situation has been dealt with firmly and fairly, and that they feel safe and happy in school.
- Counsel both victims and bullies and teach them alternative behaviours.
- Aim to resolve the issues causing the bullying and restore relationships as much as possible.

Responding to bullying:

Our school follows the 7 step approach

STAGE 1

Step One – interview with the victim

When school finds out that bullying has happened the process starts by an empathic member of staff talking to the victim about his feelings. There is no questioning about the incidents but it is necessary to know who was involved.

Step Two – convene a meeting with the people involved

The designated member of staff arranges to meet with the group of pupils whom the victim identified as being there when they felt unsafe. This will include some bystanders or colluders who joined in but did not initiate any bullying. This is usually a group of six to eight young people.

Step Three – explain the problem

The group is told about the way the victim is feeling and their poem, piece of writing or drawing is used to emphasise their distress. At no time are details discussed or blame allocated to the group.

Step Four – share responsibility

The staff member does not attribute blame but states that they know that the group are responsible and can do something about it.

Step Five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Their ideas are noted down and some positive responses are given but the group members are not made to promise to improve behaviour.

Step Six – leave it up to them

The adult ends the meeting by passing over the responsibility to the group to solve the problem. A future meeting is arranged.

Step Seven – meet them again individually

About a week later (depending on age of children) the adult discusses first with the victim and then with each student individually about how things have been going. Step 7 should be repeated at various times throughout the coming months to keep the young people involved in the process and to enable the situation to be monitored.

STAGE 2

Contact Parent(s) / Carer(s)

STAGE 3

Contact outside agencies e.g. Targeted Education Support Team, Start Well, Social Care, Educational Psychologist, Police.

STAGE 4

Pastoral Support Programme and /or an Early help

Support those children who have been bullied by:

- Offering immediate opportunity to discuss their experience.
- Reassuring the pupil.
- Help children develop positive strategies and assertiveness.
- Restoring self –esteem and confidence.
- Keep a record of the incident and give follow up action.
- Provide additional support through ELSA, Time for Talk, Counselling, the Nurture centre.
- Aim to resolve the issues causing the bullying and restore relationships.

Help pupils who have bullied by:

- Helping bullies to understand their behaviour and learn how to change.
- Discussing what happened.
- Break up bully groups where necessary.
- Help children develop positive attitudes and assertiveness.
- Involve parents at an early stage.

- Involve other agencies when necessary.
- Keep a record of the incident and give follow up action.

Disciplinary actions

The following disciplinary actions may be taken (see also Behaviour Policy):

- Official warning to cease offending
- Exclusion from playtimes
- Liaise with the Nurture group leaders/ Play therapist for support and counselling
- Fixed term exclusion

What can I do as a parent?

- Keep calm. Avoid jumping to conclusions.
- Make an appointment to see the class teacher or head.
- However upset you are feeling, explain calmly what the problem is. Ask what action has been taken and what the outcome of this is, at the follow up meeting.
- Before the meeting, think carefully about the problem and what you want to achieve from the meeting. Please share this with us when you come.
- Avoid the labelling of children. Be open minded – you may have heard bad reports about a certain child, but they may not be responsible for a bullying incident , even if another child has told you that they are.
- Each situation is unique and we will work together with parents towards a positive conclusion.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to the board of trustees on request about the effectiveness of the policy. Records of bullying and trends will be closely monitored by the SLT and shared with the safeguarding governor.

Staff will be directed to read through and remind themselves of the policy content at the beginning of each academic year.

New staff will be directed to it once in post

To be reviewed annually