Anti-Bullying Policy and Procedures

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

General Statement

It is the basic entitlement of all the staff and pupils here at Cranmore that they work and learn in a supportive, caring Christian community within an environment free from humiliation, oppression and abuse; where every member of our school community feels valued and respected and that each person is treated fairly and well. We aim to create a climate of mutual respect where everyone feels happy, safe, secure and nurtured and as a school, we are fully committed in promoting a prejudice free environment. This policy supports our school Value of *Compassion* and all members of the Cranmore Community should adhere to the Gospel values proclaimed in the Mission Statement.

This policy should be understood in the context of the Safeguarding Policy, ICT Acceptable Use Policy and Behaviour Policy which are available on request.

Aims of the Policy

- To ensure that all pupils and staff are able to learn/work in an environment where they feel safe and secure
- To demonstrate that the school takes bullying seriously and will not be tolerated
- To take measures to prevent all forms of bullying in the school and on off-site activities
- To support everyone in the actions to identify and protect those who might be bullied
- To promote an environment where it is not an offence to tell someone about bullying
- To promote positive attitudes in pupils

Cranmore understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the School to be breached by failing to take bullying seriously.

Bullying itself is not a criminal offence, however, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation and hate crimes.

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. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." - DfE Preventing and tackling bullying (July 2017)

Bullying is anti-social behaviour and affects everyone. Bullying is unacceptable at Cranmore and will not be tolerated. The School recognises the seriousness of bullying and the possibility of psychological damage if the situation is not resolved swiftly. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Pupils who are bullying need to learn different ways of behaviour. A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

Any form of bullying will be viewed as a serious breach of school rules and will be dealt with accordingly.

Different types of bullying

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or by using a range of cyberbullying methods. This policy provides an overall framework for managing all types of bullying behaviour. Bullying, on the basis of protected characteristics, is taken particularly seriously.

Bullying can also take many forms including:

Cyberbullying
Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying and is perpetrated via a technological medium. It includes bullying via text message, via instant-messenger services and social networking sites such as Facebook, Snapchat & Instagram (and others not named here), via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc. Cyberbullying differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience. It can take a number of different forms:

- Threats and intimidation
- Harassment
- Cyber stalking e.g. repeatedly sending unwanted texts, defamation
- Exclusion or peer rejection
- Impersonation
- Circulation of private information or images and manipulation

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary/appropriate, delete inappropriate images (or files) on electronic devices, including mobile phones.

Cranmore recognises it is our responsibility to:

- Be aware of methods of cyberbullying
- Inform our pupils how to avoid cyberbullying situations
- Encourage pupils and parents to take appropriate action and know who to approach
  - should bullying occur outside the school, parents should inform the Headteacher, Designated Safeguarding Lead, the Deputy Safeguarding Leads or the Class Tutor.
  - should parents find themselves as bystanders, they are encouraged to report any concerns about bullying to the school, including concerns they may have about other school families.

Cranmore educates pupils, staff and parents in online safety as part of both safeguarding and anti-bullying arrangements and the importance of vigilance is stressed to staff and parents. The school actively manages and filters hardware, software and connectivity and there is an ICT Acceptable Use Policy and Agreement, which gives guidance on how technology should be used in the school setting.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. It could also involve sharing between devices via services like Apple's AirDrop, which works offline.

Many professionals may refer to 'nudes and semi-nudes' as:

- Youth produced sexual imagery or 'youth involved' sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children and young people under the age of 18
- 'Sexting'. Many adults may use this term, however some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes
- Terms such as 'revenge porn' and 'upskirting' are also used to refer to specific incidents of nudes and semi-nudes being shared

Sexting is an example of a CUSAB (Children Using Sexual Abusive Behaviour). A CUSAB is a safeguarding issue for both the sender and the recipient of the pornographic images.

Staff should be aware of the dangers posed to children and young people in relation to sharing nudes and semi-nudes images and videos. Cranmore treats all such incidents as safeguarding matters to be actioned in accordance with this policy. Members of staff should not view any youth produced sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring to any incident of sharing nudes and semi-nudes images and videos, members of staff should describe the content of the images as reported to them.

Staff should report any concerns regarding sharing nudes and semi-nudes images and videos immediately to the DSL. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

Verbal bullying
Verbal bullying includes malicious gossip, teasing or name calling, sarcasm, verbal intimidation and ostracism (isolation of a pupil from a friendship or peer group).

Physical bullying
Physical bullying often consists of deliberate jostling, bumping, pushing or shoving. Those responsible often maintain that it is accidental when it first comes to light. It is a criminal offence where it involves assault, actual bodily harm, or wounding. It may involve theft or damage to property, accompanied by the threat of violence or by the abuse of power.

Manipulative (emotional) bullying
This type of bullying manipulates social networks with the intention of insulting, excluding, ostracising or marginalising individuals from their friends and normal relationships. It may involve the spreading of rumours or malicious accusations. It also includes being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures). It can also appear as coercive behaviour with the intent to cause harm.

Child-on-child abuse (Including Sexual Violence and Sexual Harassment between children)
Child-on-child abuse can be a form of bullying and, in line with the school's Safeguarding Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the Safeguarding Policy for further information on child-on-child abuse.

It is very important for all staff to recognise that children are capable of abusing their peers (including online). Cranmore has a zero-tolerance approach to abuse. It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Child-on-child abuse rarely takes place in isolation and can often indicate wider safeguarding concerns that are linked to other things that are happening in a child's life and/or the spaces in which they spend their time. This is known as extra familial harm or contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors are present in a child's life that may be a threat to their safety and/or welfare. All staff, but especially the DSL or Deputy DSL should consider the context within which such incidents and/or behaviours occur. Research has also shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers. Children's Social Care should be informed of all such information to allow any assessment process to consider all the available evidence and the full context of any abuse.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on child abuse can take various forms, including (but not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see Part five of KCSIE 2024)
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) - see section below
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child on child abuse. Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other forms of abuse (see Cranmore's Safeguarding and Protecting Children Policy for further details on the indicators of abuse). Any child can be vulnerable to child on child abuse due to the strength of peer influence during adolescence.

Sexual violence and sexual harassment between children
Cranmore has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. All reports and concerns, including those outside Cranmore or online will be taken seriously by Cranmore and those affected will be offered appropriate support. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups of individuals are potentially more at risk of child on child sexual violence.

Harmful sexual behaviour
Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is

disabled or smaller in stature. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma and should be offered appropriate support. Harmful sexual behaviour, like all child on child abuse, is never acceptable and will be taken seriously.

Sexual harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Child on child sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may also constitute sexual violence) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- consensual and non-consensual sharing of nude and semi-nude images and videos - see section below
- sharing of unwanted explicit content - see section below;
- upskirting
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

All cases of sexual harassment must be challenged. If not challenged, inappropriate behaviours can be normalised and provide an environment that may lead to sexual violence.

Sexual violence

References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically
- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

Prejudice-Based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. There is a need to address the root cause of prejudice as well as effectively responding to incidents as they arise. At Cranmore, we strive to create an environment where diversity is celebrated and name-calling and comments based on prejudice are challenged. Some personal characteristics are protected within the law, to address the

years of unfavourable treatment experienced by some groups. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Signs of Bullying

Signs of Bullying that staff and parents are advised to look out for are:

- Unwillingness to attend school/ feeling so anxious that they truant from school
- Withdrawn, isolated behaviour/ becoming depressed- they may actually become ill
- Complaining about missing possessions
- Refusal to talk about the problem/ low self esteem
- Being easily distressed or feeling unwell/ experiencing physical complaints- stomach aches and headaches brought on by stress
- Damaged or incomplete work
- Changes in eating habits
- Loss of concentration or deteriorating school work
- Depression
- In the worst cases, attempted or completed suicide

Intention

Some bullying behaviour is not deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing', 'banter' or 'a game'. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. 'It was only a joke' and 'it happened to me in the Year 8' are not regarded as acceptable justification for bullying-type behaviour. A pupil who does not respond appropriately to advice or sanctions, would ultimately put their place at the School in jeopardy.

 Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence; for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

Prevention

At Cranmore, we use various methods to prevent bullying, which includes:

- Taking allegations seriously and conducting investigations in a timely manner
- Encouraging discussion and not making premature assumptions
- Having a clear Behaviour Policy in place to create an environment of mutual respect amongst the Cranmore community
- Exploring issues through the curriculum by PSHE, assemblies and Anti-bullying week
- Supporting the victim and the bully
- Providing information through notice boards, posters (including Childline posters)
- Providing support through buddies, friendship group and peer support
- Staff understanding this policy and having access to where the policy is kept
- Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Staff and pupils understanding the importance of avoiding prejudice based language, challenging practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Supervising areas of the School at critical times
- Staff leading by example and to act as role models
- Recording and monitoring incidents to look for trends about where and when bullying occurs
- A rewards system to recognise positive and supportive behaviour

As part of our on-going commitment to the safety and welfare both physical and emotional of our pupils, we provide the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti bullying week *(held annually in November: visits from guest speakers, PSHE lessons, Cranmore child friendly anti bullying leaflet is given to children and is available in form rooms)*
- PSHE lessons *(e.g. regular lessons on anti-bullying, respecting differences, inspirational quotes from different faiths/cultural backgrounds).*
- The School Council
- Year Group Assemblies led by Year Group Coordinator
- Class led assemblies
- Assemblies led by members of SLT
- Presentations on e-safety, cyberbullying and internet safety
- Buddy system/ House System
- Restorative approaches
- School Counsellor *(Weekly visits)*
- Staff Training
- External speakers for staff, pupils and parents
- Involving parents in conversations on how to deal with bullying and that they play a part to prevent bullying within the community

In all of the above, the focus is on avoiding prejudice-based language.

Staff Training

The school provides training to staff to ensure awareness of the policy; principles are understood; legal responsibilities are known, actions identified to resolve and prevent problems and that sources of support are available. All teaching staff are required to read this policy and undertake anti-bullying training on a yearly basis.

Reporting, investigating and supporting pupils

Everyone is entitled to feel safe to report bullying incidents. As a member of the school community, you should not have to put up with any form of bullying behaviour. We can, and will, help put a stop to it.

A pupil who is encountering problems, either a bully or a victim, is encouraged to talk about any such problems with those who can help as soon as possible e.g. their Form/Class Teacher, Head of Year (Senior School), School Nurse or any other member of staff to whom the pupil feels comfortable talking.

It is important for victims or bystanders to not be afraid of reporting any behaviour or feel that they may be 'snitching'. Watching and doing nothing can suggest support for the bully.

Through the pastoral care systems, pupils are informed and taught that bullying will not be tolerated at Cranmore. Pupils are encouraged:

- To celebrate individualism.
- To hold and promote positive attitudes towards themselves and others.
- To share problems with staff, trusted adults and parents.
- To turn to anyone they trust if they are struggling.
- Not to feel guilty about speaking out when they are unhappy.
- Never to stand by and watch someone else being bullied. It is everyone's responsibility to prevent this happening.

Lower Prep pupils can use the 'worry box' in their classrooms to ask for help. Upper Prep and Senior pupils can access the 'I have a concern' button on the VLE. There is also a box in the Library should anyone wish to meet with the School Listener (Counsellor).

Pupils who have experienced bullying will be:

- Offered an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
- Provided ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Reassured that the situation will be monitored
- Encouraged to speak out and supported in rebuilding their self-esteem and confidence

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change behaviour.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions needed to assist them in modifying their behaviour.

- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the Behaviour Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Young Person Mental Health Services (CAMHS) as appropriate.

Staff Responsibilities

All staff should know what the school policy is on bullying and follow it when bullying is reported.

All incidents of bullying must be recorded on CPOMS. Staff will be required to choose a category of '*Behaviour Logs*' and under '*Bullying*'. This will allow the Safeguarding Team to be informed. Records are kept to enable any patterns to be identified. By recording single incidences, this helps identify first incidences of a potential series of bullying.

Staff must ensure that their behaviour and attitude both towards the pupils and each other should never be seen as bullying. All staff must be aware that adult behaviour can reinforce bullying. Staff should be conscious that they do nothing to condone aggressive behaviour. They must not display such behaviour themselves or accept it in others. Staff must also ensure that their behaviour never gives tacit support to bullying. For example, giving the pupils inappropriate nicknames or making reference to personal attributes. All staff have a duty and a responsibility to stop bullying or incidents they suspect may lead to bullying. **Staff should always be proactive and never assume that someone else will deal with it.**

Action for staff to take if bullying is suspected
- All incidents or suspected incidents of bullying are dealt with individually and immediately and recorded by the member of staff who has been approached
- Class tutors are to investigate the incidents, involving the Head of Year, DSL or the DDSLs
- If a child reports an incident of bullying to you remain calm, offer constructive help, advice and support to the victim(s)
- Reassure the victim(s) that they will receive all the necessary support needed
- Keep detailed notes of every incident of bullying (see above recording of such incidents)
- Note the nature of the event. Was it physical, emotional, verbal, cyber? Was it a protected characteristic (age, disability, gender reassignment, race, religion or belief, gender, sexual orientation)?
- Note the names of people involved
- Parents should be informed and may be asked to come in to a meeting with a member of SLT to discuss the problem
- Sanctions may be given on a case by case basis, taking into consideration the severity and persistency of the bullying. **Sanctions will be decided using the Behaviour, Rewards and Sanctions Policy.**
- Every effort should be made to encourage the bully (bullies) to change their behaviour
- In all cases, while the investigation takes place, both the victim and the perpetrator receive support

The information must be logged on CPOMS by the member of staff who has investigated the incident. A bullying incident may be treated as a child protection concern (including Child on Child abuse) when there is a reasonable cause to believe the child is suffering or likely to suffer significant harm. In these instances, the safeguarding

procedure comes into effect. If a parent reports an incident of bullying against their child to a Class tutor, they must inform the DSL/DDSL of the incident and any action taken (a record must be made and kept as this enables patterns to be identified). The DSL/DDSL will take any action deemed necessary. The member of staff should also keep the parent fully informed of the outcome of any action taken.

Monitoring and Reviewing

Records of serious incidents will be kept by SLT. Records of all incidents will also be logged on CPOMS and trends monitored. Incidents of bullying, which are based on protected characteristics, are distinguished on CPOMS and taken into account in the analysis. These records (and subsequent discussions) are to evaluate the effectiveness of the school's approach and to enable patterns to be identified with a view to continually improving the school's strategies. The Designated Safeguarding Leads will report to the Governing body on incidents of bullying, including outcomes on a regular basis.

Further Action

In serious cases, the Headteacher may decide to suspend or if the problem persists, permanently exclude the bully. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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Anti-bullying advice for Lower Prep School

What should I do if I'm being bullied or if someone I know is being bullied?

	Tell them STOP, I don't like it!
	If they continue, walk away and get support.
	Talk to a friend.
	Tell a trusted adult and get help straight away.
	Remember it is NOT your fault.
	If someone has been unkind to your friend, help them to speak out.
	Don't stay silent.

Speak To Other People

We will all work together to S.T.O.P. unkindness

Bullying can make people feel frightened and unhappy.
We want everyone to feel safe and happy.

Who can I tell when I need a helping hand?

I can tell: a friend, my parents, a teacher, a teaching assistant, the Headteacher or any adult I trust.

Appendix B

Bullying incident flow chart

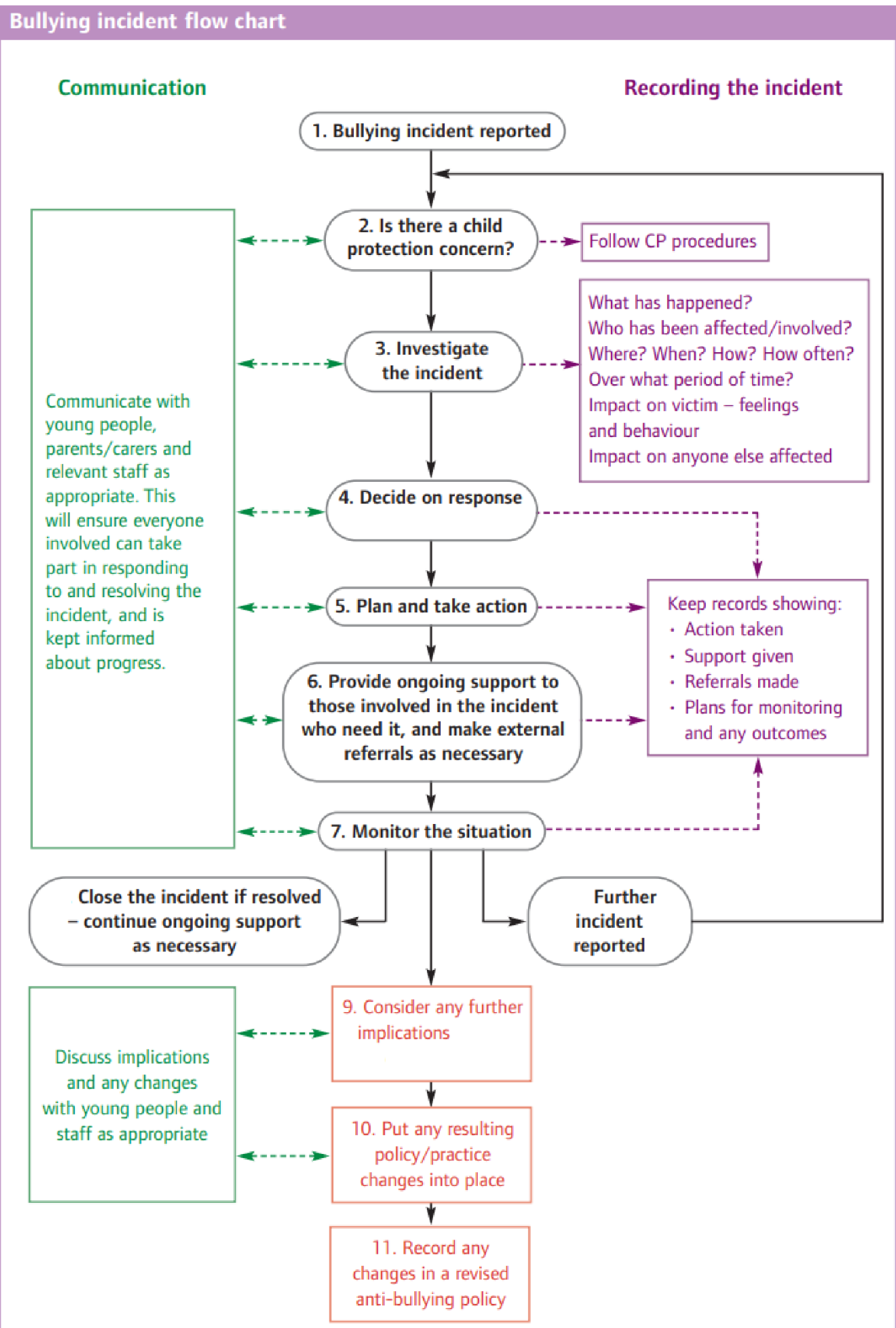**Communication** | **Recording the incident**

1. Bullying incident reported

2. Is there a child protection concern? - - → Follow CP procedures

3. Investigate the incident

What has happened?
Who has been affected/involved?
Where? When? How? How often?
Over what period of time?
Impact on victim – feelings and behaviour
Impact on anyone else affected

Communicate with young people, parents/carers and relevant staff as appropriate. This will ensure everyone involved can take part in responding to and resolving the incident, and is kept informed about progress.

4. Decide on response

5. Plan and take action

6. Provide ongoing support to those involved in the incident who need it, and make external referrals as necessary

Keep records showing:
· Action taken
· Support given
· Referrals made
· Plans for monitoring and any outcomes

7. Monitor the situation

Close the incident if resolved – continue ongoing support as necessary

Further incident reported

9. Consider any further implications

Discuss implications and any changes with young people and staff as appropriate

10. Put any resulting policy/practice changes into place

11. Record any changes in a revised anti-bullying policy

Appendix C

Anti-Bullying Advice for Parents

Cranmore has an Anti-Bullying Policy and several methods of dealing with bullying in school if it arises. A child is being bullied when they are exposed to negative actions on the part of one or more pupils.

Bullying can take many forms and can include the following:

- Name calling and teasing
- Threats and extortion
- Physical violence
- Damage to someone's belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours
- Bullying by mobile phone text messages, email or internet websites and social media sites

Parents and families have an important role to play in helping schools deal with bullying:

- Discourage your child from using bullying behaviour at home or elsewhere
- Show them how to resolve difficult situations at home or elsewhere
- Watch out for signs that your child is being bullied or is bullying others (parents and friends are often the first to detect that a problem exists).
- Don't dismiss it. Contact the school immediately if you are worried
- Monitor your child's use of the internet and mobile phone usage closely
- Ensure access to social networking sites are only used for children of the correct age and used appropriately (accounts are only permitted for those aged 13 plus)

If your child has been bullied:

- Calmly talk to your child about their experience
- Make a note of what they sat, particularly who was said to be involved; how often the bullying has occurred; where it happened and what happened
- Reassure your child that they have done the right thing in telling you about the bullying
- Explain to your child that should further incidents occur, they should report them to a teacher immediately
- Make an appointment to contact your child's teacher/form tutor

When talking to teachers:

- Try to stay calm and understand that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child has said
- Ask how you can help.
- Stay in touch with the school and let us know if things improve as well as if the problems continue.

If your child is bullying other children

Many children are involved with bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Sometimes children bully because:

- They don't know it is wrong
- They are copying older siblings or other people in the family whom they admire
- Their friends encourage them to bully
- They are going through a difficult time and are acting out their aggressive feelings on others

To stop your child bullying:

- Talk with your child; explain that what they are is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Make an appointment to see your child's class teacher/form tutor and discuss how you and the school can stop them bullying others
- Regularly check with your child how things are going at school
- Monitor use of mobile phones and the internet

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Bullying Online www.bullying.co.uk
- Childline: www.childline.org.uk
- DfE: "No health without mental health"
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk   Parents Helpline (M-F 10-4) 0845 1205 204
- Kooth Online support for young people www.kooth.com
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- DfE: Advice for parents and carers on cyberbullying
- Parentline Plus 0808 800 2222
- Youth Access 0845 600 2516

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk

- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Policy Area:	Welfare
Relevant Statutory Regulations:	

Independent Schools Statutory Regulations 2019 - Part 3

NMS Part G, Promoting Positive Behaviour and Relationships Public Order Act 1986

Malicious Communications Act 1988

Children Act 1989

Protection from Harassment Act 1997

The Communications Act 2003

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017

Education and Inspection Act 2006

Education Act 2011

Education (Independent School Standards) Regulations 2014

Human Rights Act 1998

Crime and Disorder Act 1998

DfE advice Cyberbullying: Advice for headteachers and school staff (2014)

DfE: Behaviour and discipline in schools: Advice for headteachers and school staff (2024)

Advice for parents and carers on cyberbullying (2014)

Keeping Children Safe in Education (DfE, September 2023)

Working Together to Safeguard Children (2023)

The Equality Act 2010

UKCIS and Department for Digital, Culture, Media and Sport guidance, Sharing nudes and semi-nudes advice for education settings working with child (2020)

What to do if you're worried that a child is being abused (March 2015)

DfE: Advice for parents and carers on cyberbullying

Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Designated Safeguarding Leads
Designated Safeguarding Leads:	Head of Lower Prep and Assistant Head (Pastoral)
Named Governor with lead responsibility:	Sue Walker
Version:	2024.01
Date updated:	September 2024
Date of next review:	September 2025

What to do if you're worried that a child is being abused (March 2015)

DfE: Advice for parents and carers on cyberbullying