Archbishop Cranmer C. of E. Primary Academy

Anti-Bullying Standard

'Striving for Life in All its Fullness'

John 10:10

Addendum to ASPIRE MAT Behaviour Policy

Reviewed by: Headteacher	**September 2025**
Date for next review (or earlier should legislation require it)	**September 2027**

'Striving for life in all its fullness'
John 10[10]

Our Christian Vision

Jesus said *'I have come that they may have life in all its fullness' John 10:10.*
At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement

- **For Life in all its Fullness for today…**
  - Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
  - We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
  - We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
  - We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
  - We foster warm partnerships with parents, the local community, St Thomas's church and local charities.

- **For Life in all its Fullness for the future**…
  - We teach our children to be excellent Christian role models for the future world.
  - We are inclusive, respectful and celebrate global diversity.
  - We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
  - We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.
Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



At Archbishop Cranmer C of E Primary Academy we believe that no child should feel unhappy or unsafe, which is why we view bullying, of any kind, as unacceptable at our school and against our values, ethos and guiding principles. We recognise that preventing, raising awareness and consistent responses are key priorities in the day-to-day running of our school to ensure the safety and well-being of our pupils, staff, parents and carers.

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This document is based on DfE guidance 'Preventing and Tackling Bullying" (2017) and supporting documents. It also considers the statutory guidance 'Keeping Children Safe in Education' (2025) and 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' (2021) guidance. Document authors have also read ChildNet guidance 'Cyberbullying: Understand, Prevent and Respond' (2016) and 'Valuing All God's Children' (2019) Church of England guidance.

1. Rationale

Archbishop Cranmer C of E Primary Academy is a caring, positive and friendly community, and we strive to create a safe environment for all of our pupils, staff, parents, carers and the wider community. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We have high standards for our pupils and aim to provide a loving, safe and secure atmosphere through our 'Culture of Opportunity and Ambition' and 'Take Care' community in which we encourage and support all members of our school community to flourish and achieve their full potential, thus enabling them to 'Strive for Life in All its Fullness' (John 10:$_{10}$).

We believe that no child should feel unhappy or unsafe, which is why we view bullying, of any kind, as unacceptable at our school and against our values, ethos and guiding principles. We recognise that preventing, raising awareness and consistent responses are key priorities in the day-to-day running of our school to ensure the safety and well-being of our pupils, staff, parents and carers. We believe that where bullying does occur, victims have the right to expect immediate action and for incidents to be dealt with promptly and effectively, ensuring their safety as our first priority. In addition, anyone witnessing bullying in school is expected to report it to a member of staff.

In line with the 'Equality Act' (2010), it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the 'Children Act' (1989) a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the designated safeguarding lead(s) who will then follow procedure.

This document is closely linked with the following policies:

- Behaviour Policy
- Safeguarding Policy and Child-friendly Safeguarding Policy
- Equalities Policy
- RHSE Policy
- School Code of Conduct
- Health and Wellbeing Policy
- eSafety Policy
- Child-on-Child Abuse Policy and Child-friendly Child-on-Child Abuse Policy
- Acceptable Use Agreement

This document aims to outline the key issues related to bullying in school and what our approaches are in place at Archbishop Cranmer to prevent, respond to and tackle all forms of bullying. It was formulated in

partnership with the whole school community with input from staff, governors, parents and carers and pupils.

2. Aims and Objectives

At Archbishop Cranmer C of E Primary Academy we aim to:

- Create an inclusive environment for all pupils, staff, parents, carers and the wider school community which openly discusses and celebrated differences and diversity.
- Ensure a secure and happy environment free from threat, harassment, discrimination and any type of bullying behaviour.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is unacceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying, including cyberbullying, that occur.
- Inform pupils, parents and carers of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- Promote and develop a school ethos where bullying behaviour is regarded as unacceptable and is not tolerated to ensure a safe and secure environment is sustained for all pupils.
- Assure and reassure pupils, parents and carers that the school takes bullying seriously and that they will be supported fully when issues arise.
- Support all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

At Archbishop Cranmer, we are an 'All Together School' (Bronze Status 2020; Silver Status 2021 and 2023; Gold Status 2022) working with the Anti-Bullying Alliance (ABA) to follow their 10 key principles to prevent and respond to bullying. These principles underpin this Anti-Bullying document and are embedded within our other whole-school polices (Principle 10). Through this we aim to:

When tackling bullying we must…

1. **Listen** – all pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Celebrate difference** – difference in all pupils and staff is actively and visibly celebrated and welcomed across the whole school.
3. **Include all** – all pupils are included, valued and participate fully in all aspects of school life, including those with SEND.

When bullying does happen we…

4. **Report bullying** – all pupils within the school and their parents and carers understand how to report incidents of bullying.
5. **Believe** – all pupils and their parents and carers are acknowledged, believed and taken seriously when reporting bullying incidents.
6. **Take action** – we respond quickly to all incidents of bullying. Pupils, including those with SEND, participate fully in decisions made about them and help formulate appropriate actions to respond to incidents of bullying.
7. **Understand** – all school staff, pupils, parents and carers understand what bullying is and what is isn't.
8. **Challenge** – all forms of discriminatory language, including disablist language, is challenged and taken seriously.
9. **Respect** – all school staff are role models to others within the school in how they treat others.

3. Roles and Responsibilities

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment and have an understanding of what bullying is

and are aware of the school's standard on bullying and how to follow it.

3.1 Governors
Governors support the head teacher in all attempts to eliminate bullying from our school. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school standard regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.2 Head Teacher
It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school standard and know how to deal with incidents of bullying and that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying standard on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

3.3 All staff, including support staff, mid-day supervisors, kitchen staff and the site team
All staff at Archbishop Cranmer have a duty to challenge bullying, report bullying and be vigilant to signs of bullying whilst playing an active role in the school's efforts to prevent bullying. Issues should be dealt with immediately. If adults witness an act of bullying or an incident of significant concern, the appropriate member of staff should be alerted. Teaching staff should consult with the head teacher, who will inform the child's parents and carers.

3.4 Teachers
Alongside the above, teaching staff at Archbishop Cranmer should attempt to support all children in their class and to establish a climate of trust and respect for all.

3.5 Parents and Carers
Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. Parents and carers should report any concerns with the class teacher or member of the staff team who will follow the procedures outlined in this document. Parents and carers have a responsibility to support the school's anti-bullying response and to actively encourage their child to be a positive member of the school.

Parents will:

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.

3.6 Pupils
Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

Pupils will:

- Always report witnessed incidents of bullying to an adult in school.
- Tell an adult if they feel they are being bullied.
- Show respect for all other children in school.
- Act as an example for younger children in the school.
- Talk to parents about how they feel at school regularly.
- Stay in touch with the school and let them know if things do or do not improve.

4. Definition of Bullying

According to the Department for Education, bullying is defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally" (Preventing and Tackling Bullying, 2017).

At Archbishop Cranmer, we view bullying as:

'The **repetitive**, **intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can be verbal, physical or psychological, online or face-to-face."

Anti-Bullying Alliance Definition of Bullying

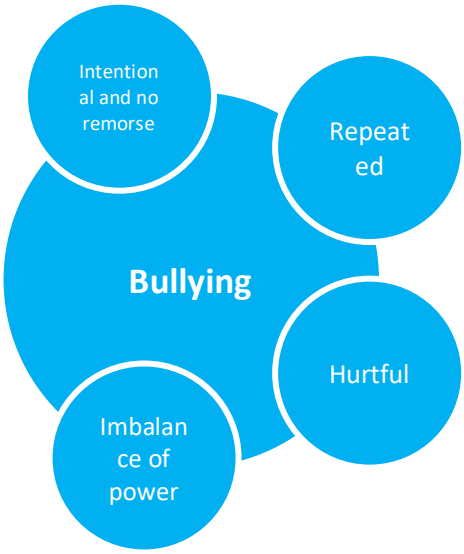
Bullying can take many forms and be difficult to identify. It can be direct or indirect.

It can be a result of:

- **Physical** – pushing, poking, kicking, hitting, pinching, biting, etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulation, coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films or images, etc.
- **Online/ Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - can include exploitation of individuals.

This behaviour can become bullying when it is deliberately repeated. Relational conflict that goes unresolved can turn into bullying and requires a consistent approach in line with our Behaviour Policy.





Bullying is recognised by staff at Archbishop Cranmer as being a form of Child-on-Child abuse. Bullying incidents are closely monitored by our designated safeguarding leads, Mrs Melanie Stevens, Mrs Eleanor Hodgson and Miss Ell Robinson. For more information, please see our Safeguarding Policy.

The definition of bullying is shared with our pupils regularly to ensure all pupils have a secure understanding of what constitutes as bullying. This is achieved through our RHSE curriculum, assemblies and collective worship, SMSC curriculum coverage and our commitment to supporting the health and well-being of our pupils. Further information can be found on our school website.

5. Types of Bullying

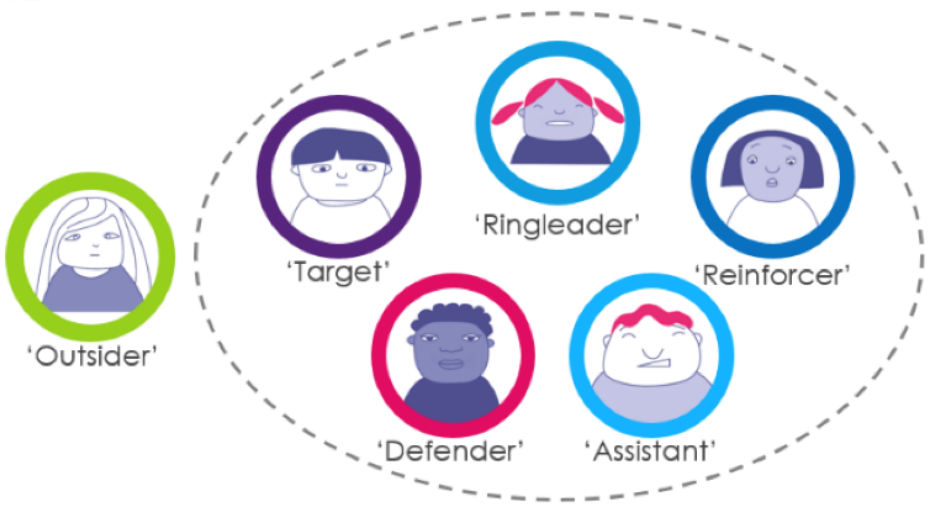
Bullying can happen to anyone. This document covers all types and forms of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disabilities (SEND).
- Bullying related to appearance or physical/ mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children looked after or post-looked after or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – 'cyberbullying'.
- Prejudice-related bullying.

Under the Equality Act (2010), we recognise the protected characteristics and as part of our responsibility to the Act, and in promoting fundamental British Values, we actively challenge derogatory and discriminatory language and behaviours which are racist, homophobic, biphobic, transphobic and disablist in nature and have a zero-tolerance approach to these behaviours.

Bullying is not confined to the school premises. It can happen outside of school, on the journey to and from school, in the local community and it may continue into further education. At Archbishop Cranmer, we acknowledge our responsibility to support families if bullying occurs off the premises, where, in accordance with Sections 90 and 91 of the Education and Inspections Act (2006), schools have the power to discipline pupils for misbehaviour outside the school premises (DfE, 2017).

At Archbishop Cranmer, we recognise that bullying incidents do not always follow the 'traditional view' where incidents occur between a 'bully' and 'victim'. We therefore take into account the presence (virtually or physically) of others who are involved in the incidents, and recognise the following roles in addressing incidents of bullying:



5.1 Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyberbullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Staff, parents, carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this document.

- Online bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person.
- It can take place anywhere and involve many people.
- Anybody can be targeted including pupils and school staff.
- It can include threats, intimidation harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images etc.

6. Effects of Bullying

Bullying can be harmful to the bully and the victim. Bullying can affect schoolwork by shutting down the ability to learn, leading to poorer attainment, increased absences and reduced ambition. Bullying has also been shown to lead to social anxiety, feeling unsafe and mental health issues, where effects often persist into adulthood with an increased risk of poorer health in later life.

Signs and symptoms to be aware of can include, but are not limited to:

- Unwillingness to go to school / school phobia;
- Truancy;
- Changes to usual routines;
- Anxious behaviours, lacking in confidence;
- Stammering;
- Attempting self-harm, mentioning or threatening suicide;
- Sleep trouble – cries self to sleep, nightmares/ night terrors;
- Feeling ill in the morning;
- Regression in school work;
- Possessions, including clothing, come home damaged or 'lost';
- Unexplained cuts and bruises;
- Mood swings or becomes aggressive, disruptive or unreasonable;
- Bullying other children or siblings;
- Changes to appetite or eating habits;
- Frightened to say what's wrong, or has become withdrawn;
- Afraid to use digital devices

At Archbishop Cranmer, we approach bullying with the understanding that the longer bullying continues, the worse the impact and to allow bullying to go on would be against our values and ethos. We rely on communication between staff, parents, carers and pupils to monitor and be aware of the signs that a child is being bullied or is bullying others. It is essential that if any member of our school community sees these signs, that they inform a member of school staff, or Mrs Melanie Stevens (Head teacher) immediately.

7. Preventing Bullying

At Archbishop Cranmer, we know that bullying can have a detrimental impact on not only a person's childhood, but well into adulthood. As part of our commitment to the safety and well-being of our pupils, we adhere to the Anti-Bullying Alliance's 10 Key Principles in preventing and responding to bullying, as

outlined in Section 1 (p5) of this document. We also use the following strategies to promote positive behaviour and discourage bullying:

- By actively promoting the celebration of difference and diversity as described in our vision, values and aims;
- Involvement in the All Together Schools Project (2019-2020 Bronze Award Status; 2020-2021 Silver Award Status; 2022-2023 Gold Award Status; 2023-2024 Silver Award Status) to formulate policy and practices and take part in accredited CPD for staff;
- Taking part in Safer Internet Day;
- Whole-school assemblies and collective worship around the themes of our Christian Values, understanding bullying, celebrating diversity and difference;
- RSHE lessons following the HeartSmart and Growing Up with Yasmine and Tom schemes of work (links to bullying-related objectives in the programme of study are highlighted in Appendix 1);
- Curriculum lessons in Computing and HeartSmart RHE address cyberbullying and internet safety;
- Workshops led by external agencies, e.g. NSPCC;
- Our Pupil Parliament has named pupils responsible for Anti-Bullying (known as Wellbeing Ministers), who take the lead on pupil voice and raise awareness;
- Young Leader roles where Key Stage 2 children act as 'Playground Pals' and 'Sports Leaders' to support vulnerable pupils and facilitate positive play;
- Two trained ELSAs who facilitate and run sessions to support friendships and healthy relationships with targeted individuals or groups of children;
- Specialist nurture space, the 'Sunshine Room' with resources and specialist literature;
- Taking part in Anti-Bullying Week and 'Odd Socks Day' to raise awareness;
- Posters around school designed to encourage pupils to speak out and adhere to school code of conduct;
- Posters and child-friendly versions of our policies in classrooms focused around safeguarding, child-on-child abuse and bullying (for posters, see Appendix 2);
- Take Care Learning Behaviours and Christian Values encouraged through celebrating individuals' positive behaviour;
- Pupils sign and agree to 'Acceptable Use Agreement' for use of ICT;
- Open door policy with encouragement to share concerns;
- Parent information events and correspondence e.g. Parent and Carer Forum and Digital Parenting magazine;
- Easily accessible parent and carer information available to access on our school website;
- Staff are vigilant in looking for key signs of negative or unusual behaviour and record incidents electronically via CPOMS and Take Care Event Sheets and all staff have received behaviour training at INSET;
- Well-being of our pupils takes high priority, where pupils' complete well-being surveys at least twice per year to monitor at-risk pupils and action interventions to support their needs;
- Positive staff and wider community role models demonstrating positive behaviour.

8. Reporting and Responding to Bullying

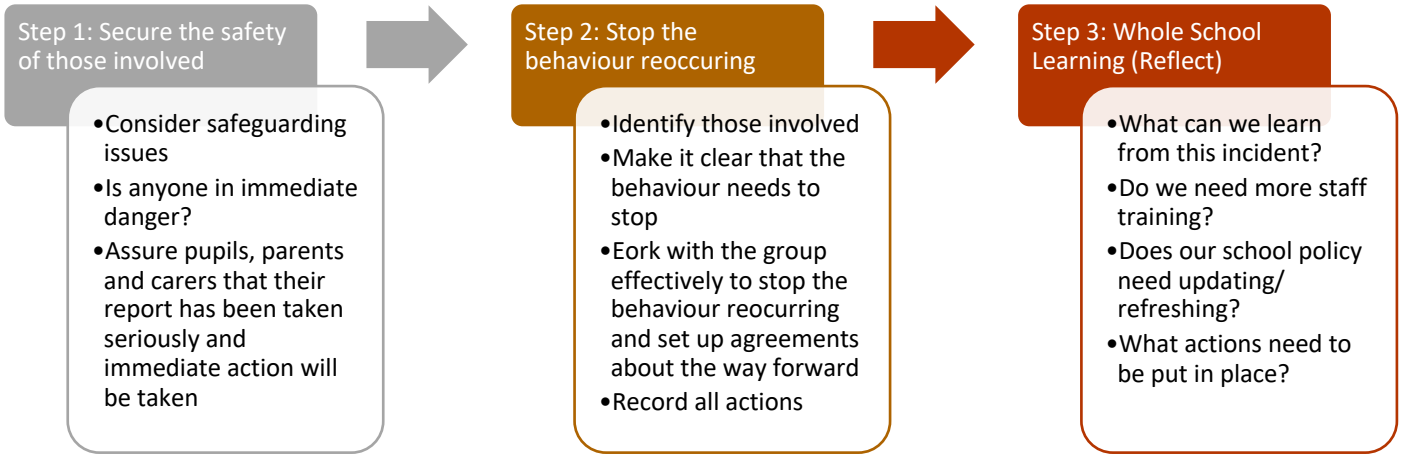
At Archbishop Cranmer, we aim to provide a range of approaches for pupils, staff, parents and carers to access support and report any concerns. Children are encouraged to report any concerns to a trusted member of staff, whether they are a victim or bystander. Parents and carers are encouraged to discuss any concerns with a member of staff.

The anti-bullying co-ordinator at Archbishop Cranmer is Mrs Eleanor Hodgson. Miss Lorraine Wilkinson and Mrs Jane Chilton are our school ELSAs (Emotional Literacy Support Assistant). If you are concerned about bullying, or would like to report an incident, please contact Mrs Melanie Stevens (Head teacher), Mrs

Eleanor Hodgson (Assistant Head teacher) or Miss Ell Robinson (Assistant Head teacher). Mrs Sarah Rowe is our link governor for anti-bullying.

Please contact the school office via telephone (01949 850627) or email (office@archbishopcranmer.notts.sch.uk) if you wish to arrange an appointment to discuss your concerns.

At Archbishop Cranmer, we follow the below three steps in response to bullying:



As part of this three step process, the following steps may be taken when dealing with all incidents of bullying reported to by the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the concern.
2. A clear and precise account of bullying incidents will be reported on CPOMs or using our 'Bullying Incident Report Form' (Appendix 2) by the school. This will include recording appropriate details regarding names of witnesses, decisions and actions taken.
3. We discuss the incident with each pupil involved separately. We support them by: making sure they are listened to; telling them that we are treating the incident seriously; describing how they will be helped; and explaining how the incident will be dealt with. Staff will stay calm and not make immediate judgements. Staff will also speak with any 'assistants' or 'reinforcers' to the bullying.
4. Senior Leadership Team (SLT) will be informed, if not already informed. Where safeguarding concerns arise, the Designated Safeguarding Lead/ deputy (DSL) will be informed.
5. The DSLO/deputy or another member of the SLT may need to interview all parties involved.
6. The school will speak with and inform other staff members, where appropriate.
7. The school will ensure parents and carers of all involved parties are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
8. Appropriate sanctions will be put in place to send a clear message that bullying is unacceptable. This will be decided on a case-by-case basis.
9. Support will be given, appropriate to the situation, for all involved. This may include ELSA support sessions; a restorative approach; circle of friends; individual or group work. A referral to an outside agency may be made, if appropriate.
10. The situation will continue to be closely monitored and staff will continue to keep parents and carers up-to-date with actions taken and progress.

- Repeat offences will result in stricter sanctions being put in place, and in serious cases, exclusions may be enforced.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or children's social care, if a child is felt to be at risk of significant harm.

- Where the bullying takes place off site or outside of normal school hours (including online bullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this document and the school's behaviour policy.

8.1 Responding to Online Bullying Concerns

We recognise that online bullying can be conducted in a variety of ways including via mobile phones, social media and the internet and that this can be carried out by people of all ages anonymously and/or by people completely unknown to the receiver.

When responding to online bullying concerns, alongside the above actions we will:

- Encourage the person being bullied to keep any evidence (screen shots) of the activity to assist any investigation;
- Take all available steps, where possible, to identify the person responsible. This may include:
    - Looking at use of school systems
    - Identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Inform the police if a criminal offence has been committed.

8.2 A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a 'Restorative Approach' to resolve the situation (example shown in Appendix 3). A 'Restorative Approach' involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures pupils causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. At Archbishop Cranmer, we believe that all bullying is unacceptable but that many pupils who display anti-social behaviour and a lack of empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term through this approach.

8.3 Use of Sanctions

In certain cases of bullying, staff will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. After following the aforementioned steps (p11), sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that pupils may have and taking into consideration the needs of vulnerable pupils. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the pupil's disability or SEN and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. At Archbishop Cranmer we view verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying we will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the school's restorative approach, sanctions for bullying are intended to hold the pupil/s to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil/s to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the academy's Behaviour Policy and follow the system for sanctions, which includes:

- Removing/ separating pupils from other individuals or groups
- Removing/excluding pupils from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Placing the pupil on 'report' and a pastoral support plan will be drawn up.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some pupils who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

9. Recording and Evaluation

Bullying incidents are recorded by the Head teacher or member of the Senior Leadership Team (SLT). Records of bullying are logged on CPOMs to track and monitor incidents and ensure staff are aware of incidents in the long-term. This is used to help identify trends and inform preventative work in the school, including informing and developing future anti-bullying and behaviour policies. A record of all bullying incidents is also kept by the Head teacher in a separate incident folder.

Where appropriate, bullying may be reported to the children's social care team if school feels that the incident constitutes a child protection concern or to the police if the incident could be a criminal offence or pose a serious threat to a member of the public.

Information will be presented to governors as part of the annual report. This document will be reviewed and updated annually and in response to any bullying allegations in line with the Anti-Bullying Alliance guidance to dealing with bullying.

10. Specialist Organisations

The following organisations, recommended by the DfE (2017) provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

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

LGBT

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

Alliance for Inclusive Education: https://www.allfie.org.uk

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

Appendix 1 – HeartSmart and Growing Up with Yasmine and Tom Coverage of Anti-Bullying Objectives in Relationships, Health and Sex Education

Archbishop Cranmer C of E Primary Academy
Relationships, Sex and Health Education (RSHE)/ Personal Social Health Education (PSHE) Curriculum Coverage

n.b. letters and numbers correspond to curriculum objectives, as outlined in RSE statutory guidance published by the DfE (2019). e.g. MW1 = Mental Wellbeing 1. Pupils should know that that mental wellbeing is a normal part of daily life, in the same way as physical health. Objectives highlighted in green indicate coverage of bullying (inc. cyberbullying) within the curriculum.
See more in our LTP here.

HeartSmart Coverage						
	Autumn Term		Spring Term		Summer Term	
	Get HeartSmart	Don't Forget to Let Love In	Too Much Selfie Isn't Healthy	Don't Rub it in, Rub it Out	Fake is a Mistake	'No Way Through' Isn't True
Foundation	PSED – SC/SA PSED – MR PSED – MFB	PSED – SC/SA PSED – MR PSED – MFB	PSED – SC PSED – MR PSED – MFB	PSED – MR PSED – MFB	PSED – SC/SA PSED – MR PSED – MFB	PSED – SC/SA
Year 1	CF3, CF5, MW1, MW2, MW3, CF1, CF2, PH1	RR4, MW1, BS3, BS4, CF3, HP4, HP5	CF2, CF3, CF1, CF2, CF3, F1, F2, F4, OR2, OR3, ISH1	CF4, RR2, RR1, DF5, MW2, MW3, MW4, MW8, RR6	CF2, CF3, F4, CF5, BS6, BS7, BS8, HP4	MW2, MW4, BS5, BS6, RR1, MW6, MW3, MW9, MW1
Year 2	CF3, MW1, CF2, MW4, MW3, F1, F3, HE2, HE3	RR4, MW1, RR5, MW6, PH1, PH2, PH3, RR4	CF2, CF3, CF1, RR2, RR1, RR5, BS8, OR2, OR3, OR5, ISH7	CF4, RR2, MW3, MW4, MW7, MW8, MW9, RR6, BS7, CF1, CF2, CF3, CF5	CF2, MW1, MW4, MW2, MW3, RR3, HP2	MW2, MW4, MW3
Year 3	CF1, CF3, MW1, CF2, MW3, MW4, CF5, F1, PH1, PH3, PH4	RR4, MW1, CF1, CF3, F6, CF2, CF5, MW2, MW4, MW7, RR3, HE1, HE2	CF2, CF3, RR2, BFA1, RR5, OR3, OR5	CF4, RR2, CF5, RR3, MW2, CF2, RR7	CF2, OR1, ISH6, CF3, MW2, BS3, BS5, CF2, HP6	MW2, MW3, MW4, MW1, BFA2,
Year 4	CF1, CF3, MW1, MW8, RR5, RR6, BS1, BS5, F2, MW10	RR4, MW1, F1, F3, F4, RR4M, MW4, HP5	CF2, CF3, CF1, MW2, MW3, RR5M, BS8, ISH2, ISH7, CF2	CF4, RR2, CF4, CF5, RR3, MW3, MW5, MW9, RR8, BS1, ISH1, ISH5, ISH7	CF2, RR1, CF3, F2, CF3, CF5, RR8, BS1, BS5, DAT1	MW2, MW3, MW4, MW5, CAB1
Year 5	CF1, CF3, MW1, RR1, BS4, CF2, ISH2, ISH4, F1, F2, F4, HP3	RR4, MW1, CF2, F6, CF5, BS5, BS8, BS6, BS7	CF2, CF3, MW7, OR4, RR1, RR2, RR5, OR1, OR4, ISH3, CF2, CF3	CF4, RR2, MW1, MW2, MW3, RR6, MW8	CF2, OR1, OR4, ISH6, CF3, MW2, MW3, BS1, BS8, CF1, DAT1	MW2, MW4, CAB2, CAB1
Year 6	CF1, CF3, MW1, RR4, MW6, MW3, MW4, BS2, BS5, F5, HE2	RR4, MW1, RR4, CF3, F1, F3, CF1, HP1	CF2, CF3, RR1, RR5, CF4, ISH2, ISH3, ISH4	CF4, RR2, CF4, MW1, OR1, CF2, CF5, RR6, MW8	CF2, MW1, BS1, RR2, HP6, ISH6, DAT1	MW2, MW3, MW1, MW4, CAB1

Growing Up with Yasmine and Tom Coverage:

Mental Well-being	Statutory Content	Corresponding Year Groups
	· That mental well-being is a normal part of daily life, in the same way as physical health. · That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. · How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. · How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. · The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. · Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. · Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. · That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. · Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). · It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	**Key Stage 1 (Years 1 & 2)** **Module 1** Lesson 5: Emotions and Anger **Key Stage 2 (Years 3 & 4)** **Module 2** Lesson 5: Feeling Good **Key Stage 3 (Years 5 & 6)** **Module 3** Lesson 5: Feeling Good Lesson 6: Isolation and loneliness Lesson 11: Asking for Help

Appendix 2 – Child-on-Child Abuse and Bullying Classroom Posters

Bad relationships can be a sign of child-on-child abuse. Remember, relationships should be **good and happy**. In **bad relationships**:

- The person might push or hit you or destroy your things
- They might tell you want to do, what to wear or who you can see
- You might feel scared – they might say they will hurt you if you don't do something
- They get angry easily and you don't know what will make them angry – you might feel nervous
- They might pressure you to do things you don't want to do
- They might not take no for an answer when you say you don't want to do something.

Bullying is a type of child-on-child abuse. It includes:

- Emotional bullying
- Physical bullying
- Verbal bullying
- Racist bullying
- Homophobic bullying
- Sexist bullying
- Cyber bullying
- Bullying through another person.



Child-on-Child Abuse

Child-on-child abuse is where someone who might be your friend, a child at school, or another child you may know physically or emotionally hurts another child by using behaviour that is meant to scare, hurt or upset that person.

What do I do?

If you think that you, or someone you know is being abused, tell someone you trust – this could be a family member, friend or teacher. Grown-ups can stop the abuse and help to make you, or the person being abused, to feel happy again.

If you're worried, remember that you can speak to Mrs Stevens, Mrs Rogers or Mrs Hodgson or telephone Childline on: 0800 1111

Look out for your friends:

- Not attending school
- Having injuries, like bruises
- Feeling sad or down
- Feeling like they can't cope
- Feeling withdrawn or shy
- Getting headaches and stomach aches
- Feeling nervous or panicked
- Not being able to sleep, sleeping too much or getting nightmares
- Using alcohol or drugs
- Changing their looks to look much older
- Being abusive to someone else.

How to help stop abuse from happening:

- Making sure we understand how we should act towards others
- Helping others when they are in need
- Being kind, friendly and respectful to others
- Thinking about people's feelings before we say or do something
- Taking part in school activities, like assemblies, HeartSmart lessons and circle time, which talk about topics such as child-on-child abuse
- Talking to a grown-up in school when we are worried.

Abuse is never okay and it is serious. It is not funny, or a part of growing up. If you abuse someone, there will be consequences to your actions.

Sexting is a type of child-on-child abuse:

- Sending inappropriate pictures, videos or messages – sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages.
- Pressuring someone to send these pictures, videos and messages is abuse.
- Even if you are not the person who is sending them, it is illegal to have these kind of pictures or videos of a person if they are under 18 years old.

Sexual harassment is a type of child-on-child abuse. This is where people act sexually towards others **online,** on social media, though messages and **face-to-face**. It could include:

- Sexual comments;
- Calling someone sexual names;
- Sexual jokes;
- Being physical, like touching or showing pictures or drawings of a sexual nature;
- Sharing sexual pictures and videos, or posting sexual comments;
- Sending sexual threats.

Bullying is a type of peer-on-peer abuse. It includes:

- Emotional bullying – hurting someone's feelings, leaving them out or bossing them about
- Physical bullying – punching, kicking, spitting, hitting or pushing someone
- Verbal bullying – teasing someone, calling them names or using hand signs
- Racist bullying – bullying someone because of their skin colour, race or what they believe in
- Homophobic bullying – bullying someone because of their gender or sexuality
- Sexist bullying – bullying someone because of their sex (whether they are a boy or a girl)
- Cyber bullying – bullying via the internet or by text message
- Bullying through another person – where one person sends another person to say or do nasty things.



Bullying

Bullying is someone who **hurts** another person **more than once,** by using behaviour which is meant to **scare, hurt** or **upset** that person.

At our school, we use the word **STOP** to identify bullying:

Several Times On Purpose

It is important to remember that **single problems** and **falling our with friends** are **not bullying.**
Bullying is behaviour which is **repeated** on purpose and is meant to **upset** someone.

What do I do?

If you are being bullied, or you see someone else being bullied, the first thing you should do is tell the bully to **stop.** Remember, it is **not your fault** and you are **never alone**.

If you think that you, or someone you know is being bullied, tell someone you trust – this could be a family member, friend or teacher. Grown-ups can stop the bullying and help to make you, or the person being bullied, to feel happy again.

If you're worried, remember that you can speak to Mrs Stevens or Mrs Hodgson or telephone Childline on: 0800 1111

Bullying is never okay and it is serious. It is not funny, or a part of growing up. If you bully someone, there will be consequences to your actions.

How can we stop bullying from happening?

We can all help to prevent bullying from happening at our school by:

- Making sure we remember our Take Care pledge and Christian Values
- Helping other when they are in need
- Being kind, friendly and respectful to others
- Thinking about people's feelings before we say or do something
- Taking part in HeartSmart lessons and eSafety in Computing
- Remembering the information that we learn about during Anti-Bullying Week

Lyla and Kaylie (Y5) are our Pupil Parliament Ministers for Anti-Bullying



Appendix 3 - Incident Report Form

Archbishop Cranmer C of E Primary Academy

Bullying Incident Report Form

Logging information

SECTION A: ALLEGED BULLYING INCIDENT
Target Name(s) Age Year group Ethnicity Gender M / F SEN Support/ SEN Monitoring/ Pupil Premium Home language Looked-after child Y / N Young carer Y / N
Member of staff to whom the incident was reported:
Date of incident:
Time of incident:
Location of incident:
Target's Account / Concern of Parents/Carers: **Alleged perpetrator(s):** Name(s) Age Year group **Nature of incident including details of any injury or damage to property, etc:** **Circle any elements that apply:** **Form:** Physical Verbal Indirect Cyberbullying **Type:** Race/religion/culture Sexual/sexist/transphobic Homophobic SEN/disability Home circumstances Health conditions Other
Parents/carers of alleged target(s) informed: Date Time

SECTION B: ACCOUNTS OF THOSE INVOVLED		
Alleged perpetrator(s) account of the incident Name(s)	Age	Year group
Bystanders'/ Witnesses' account of the incident Name(s)	Age	Year group
Parents/carers of alleged perpetrators informed: Date Time		

SECTION C: ACTION TAKEN
Details of immediate action taken:
Monitoring of action taken and details of follow up and longer term action taken:

Appendix 3 - Responding to Incidents of Bullying – The Support Group Method

This appendix outlines the restorative processes and approaches the school will take when responding to incidents of bullying. This appendix includes an outline of *The Support Group Method.*

The Support Group Method – Introduction
The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.
For further information, see 5A The Support Group Method and 5B Recording Sheets for the Support Group Method

Step one – talk with and listen to the target
Aims of this step:

- To understand the pain experienced by the target
- To explain the method and gain permission to proceed
- To discuss who will make up The Support Group
- To agree what will be recounted to the group.

Step two – convene a meeting with the people involved
The facilitator arranges to meet with the group of children who have been involved and suggested by the target. A group of six to eight children works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable children are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of the group members to bring about the best outcome.

Step three – explain the problem
The facilitator starts by telling the group that s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.
The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility
When the account is finished the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood by stating explicitly that:

- no-one is in trouble or going to be punished.
- it is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group.
- the group has been convened to help solve the problem

Step five – ask the group members for their ideas
Group members are usually genuinely moved by the account of the target's distress and relieved that they are not in trouble.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier.

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them
The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again
About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.