

CMPS approach to Anti Bullying



Clapham Manor
*Primary School &
Nursery*

Growing Brighter Futures

Our approach to behaviour at Clapham Manor

- Consistent, Calm adult behaviour
- Purposeful Praise
- Recognition for effort and demonstrating the school values
- Reward for over and above behaviour: Praise Postcards, Marbles in a jar, Value Certificates and Hot Chocolate Friday
- First attention to the behaviour we want to see more of
- A recognition that appropriate consequence is important and resolution essential
- A commitment to accurately record incidents - victim and perpetrator are managed sensitively and fairly
- An approach to ensure all staff are equipped to address behaviour
- **The Behaviour Blueprint provides whole school guidance, clarity and consistency for children and adults**

Behaviour Blueprint

Our Mantra for Behaviour

We build and move forward together

Expectations

- 1: Responsible
- 2: Respectful
- 3: Safe

Visible Adult Consistencies

- 1: Praise in public, guide in private
- 2: Encourage pupils to wear uniform with pride
- 3: Corridor moving –Keep to the left

Over and above Recognition

- 1: Values gold certificates
- 2: 'Always' praise post card
- 3: 'Over and above' Hot chocolate Friday

Stepped Boundaries

1. Positive praise of the desirable behaviour
2. Discrete clear reminder
3. Discrete scripted conversation
4. Your choice, your behaviour, your consequence
5. Restorative Conversation and appropriate consequence

Microscript

1. Shine the light
'I've noticed that...'
2. State the desired behaviour
'I need you to.../ 'I need to see...'
3. Recall the good times
'Remember when...'
4. Swift respectful exit
'Thank you for...'

Restorative chat

1. **Trigger**— "What happened before?"
2. **Identify feelings**— "How did that make you feel?"
3. **Attunement** - "I can understand that you must have felt..."
4. **Impact**— "Who did this impact? Who else?" "How have they been affected?"
5. **Repair**— "What needs to be done to make this right?"
6. **Commitment to action**— "When and how are you going to make this right?"

Our Mantra for Behaviour

We build and move forward 

Expectations

Responsible



Respectful

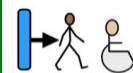


Safe



Visible Adult Consistencies

Corridor moving
Keep to the left



Encourage pupils to wear uniform with pride



Praise in public, guide in private



Over and Above Recognition

Tokens



Hot Chocolate Friday



Praise Postcard



Marbles in a Jar



Behaviour: Stepped Boundaries

Positive praise



Reminder



Use the microscript



Reflection in a safe space



Microscript

I can see that ...
(include zone)



I need you to...



Thank you.




Reflection Time and Internal Exclusions

- Restorative Conversations, Reflection time and Internal exclusions are some of the consequences we use.
- Reflection time can take place at break or lunch time and is recorded on our in school management system Arbor
- Reflection sheet shared between adults and children in reflection time to support children reflect on their behaviour
- Internal lunch time exclusions for more serious incidents with a member of LMT
- Consequence guidance for staff lists the range of consequences appropriate

Reflection Sheet

- Teacher Shared – Behaviour – KS1 and KS2 Reflection Sheets

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Behaviour reflection KS1 We rebuild and repair together

Reasons for my behaviour **Description of my behaviour** **Reflections on my behaviour**

What happened first? →

How did that make me feel? →


Who did this impact? →

How can I make things right? →

What am I going to do next? _____

Name _____

Date _____

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Behaviour reflection KS2 We rebuild and repair together

Reasons for my behaviour **Description of my behaviour** **Reflections on my behaviour**

How was I feeling before? →

What happened before? →

How did that make me feel? →

Who did this impact? →

How have they been affected? →

What needs to be done to make this right? →

How am I going to make this right _____

Name _____

Date _____

Anti bullying - Definitions

- *Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*

Anti-Bullying Alliance

What do we mean by an imbalance of power in bullying?

<https://youtu.be/cnA51tmxtag>

Clapham Manor Policy

- *Bullying of any kind is unacceptable at our school. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group over time, with the intention of verbally, physically or emotionally harming another person or group. The school views cyberbullying with the same severity as any other form of bullying. Not all arguments, disagreements and conflicts constitute bullying.*

Not all arguments, disagreements and conflicts constitute bullying.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs: they are frequent and happen over a period of time.

Intent: The perpetrator(s) mean to cause verbal, physical or emotional harm: it is not accidental.

All types of bullying will be discussed as part of the Clapham Manor Personal, Social, Health, and Citizenship Education (PSHCE) curriculum.

Clapham Manor Policy

Bullying can be:

Emotional (verbal and non-verbal) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical - pushing, kicking, hitting, punching or using any violence

Racist – based on another person's ethnic background, religion or skin colour

Homophobic – because of their actual or perceived sexual orientation

Sexist – based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender

Sexual – unwanted physical contact or sexually abusive comments

Cyberbullying – use of technology to repeatedly harass, threaten, embarrass or target others.

What do we do to promote an anti bullying culture at CMPS?

- Pillar of kindness
- Model how to treat others with kindness and respect
- Celebrate differences and celebrate diversity – Respect for All
- Ms Turner – Diversity Lead
- Anti-bullying is woven into our curriculum – Respect for All, Relationships
- Help children understand bullying, what it is and how it can make others feel
- Wellbeing leaders

How do we approach an incident of bullying at CMPS?

Staff will treat reporting of bullying seriously and they will not ignore signs of suspected bullying.

Staff will act immediately when they become aware of a bullying incident and review behaviour records for trends and patterns to identify and substantiate allegations bullying.

Staff will listen carefully and investigate where necessary

Details will be confirmed, and the incident will be reported to the Head of School or Executive Headteacher

All incidents will be investigated, recorded and reported to the Head of School or Executive Head teacher

All incidents of bullying are reported to parents

After discussion the Head of School or Executive Headteacher will decide on the appropriate consequence.

In the first instance this is to support the perpetrator to bring about a change in behaviour.

Repetitive bullying and serious cases could result in suspension or even expulsion

Anti Bullying week at CMPS

- Raised awareness of bullying through two assemblies
- Theme of 'Reach Out'
- Explained what bullying is and the different roles that can be involved in bullying
- Several
- Times
- On
- Purpose
- Odd socks day
- Art activity around kindness and anti-bullying that will turn into a display for children to look at and remind themselves of this year's theme



Useful contacts

FOR PARENTS AND CARERS



Kidscape provides advice and support for parents and carers concerned about bullying. Information is available through the Kidscape website and social media channels, through the Kidscape Parent Advice Line, and regular peer to peer support groups. Parents also can attend workshops to help them support their children through their school journey. For more details visit www.kidscape.org.uk

- Family Lives www.familylives.org.uk
- Parent Zone (digital family life) www.parentzone.org.uk/home
- Red Balloon Learner Centres www.redballoonlearner.org
- YoungMinds (for support with mental health) www.youngminds.org.uk
- Papyrus UK (suicide prevention support) www.papyrus-uk.org
- Report Harmful Content (for cyberbullying and online harms) www.reportharmfulcontent.com
- Childnet International (for cyberbullying and online harms) www.childnet.com
- Internet Matters (for cyberbullying and online harms) www.internetmatters.org/issues/cyberbullying/

ANTI-BULLYING ALLIANCE: PARENT AND CARER ONLINE TOOL



ABA has developed an online anti-bullying information tool for parents and carers. The tool will help parents and carers who are:

- Concerned that their child may be vulnerable to bullying at school
- Worried that their child might be getting bullied
- Aware that their son or daughter is being bullied
- Just wanting to learn more www.anti-bullyingalliance.org.uk/parenttool

FOR CHILDREN AND YOUNG PEOPLE

- Anti-Bullying Pro www.antibullyingpro.com
- ChildLine www.childline.org.uk
- The Mix www.themix.org.uk
- Report harmful Content (for 13+ concerned about cyberbullying and online harms) www.reportharmfulcontent.com
- Childnet International (for cyberbullying and online harms) www.childnet.com
- YoungMinds (for mental health) www.youngminds.org.uk
- Papyrus UK (suicide prevention support) www.papyrus-uk.org