

# Crowland Primary School



## Anti-bullying Policy

**Date:** September 2024

**Approved by:** Ian Ferguson Chair of Governors

**Next review date:** September 2025

## **Introduction**

At Crowland Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

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
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Crowland Primary School, 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 Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, and to our School Code of Conduct and the School's Vision, Aims and Values.

## **Aims**

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. Crowland Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the CARE values of Co-Operation, Achievement, Respect and Enthusiasm.

## **Bullying Definition**

At Crowland Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. There is no legal definition of bullying, however it's usually defined as any deliberate,

hurtful or threatening behaviour or language by an individual or a group towards other members of the school community and is usually repeated over a period of time.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- physical violence such as hitting, pushing or spitting at another pupil
- interfering with another pupil's property, by stealing, hiding or damaging it.
- using derogatory or offensive names when addressing another pupil
- teasing or spreading rumours about another pupil or his/her family
- belittling another pupil's abilities and achievements
- writing offensive notes or graffiti about another pupil
- excluding another pupil from a group activity
- ridiculing another pupil's appearance, way of speaking or personal mannerisms
- misusing technology (internet or mobiles) to hurt or humiliate another person

## **Types of Bullying**

### ➤ Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying 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.

### ➤ Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### ➤ Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transsexual or gender questioning people.

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After or Previously Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are gay, lesbian, bisexual, transgender or gender questioning
- Those suffering from health problems, including mental health

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## **Code of Conduct**

Our School Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

Children will:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Do not condone 'bad behaviour'
- Be respectful of others' personal space and avoid intimidating gestures
- All bullying, in whatever form, is unacceptable (see School's Anti Bullying Policy)
- Walk around the school in an orderly and calm manner
- Seek immediate support from an adult if someone has upset you or hurt you
- Seek immediate support from an adult if you see someone else being hurt or mistreated
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Staff will:

- Lead by example through modelling 'respectful behaviour' towards all children and adults
- Create an environment which is conducive to learning through positive feedback, encouragement and celebration of success.
- Nurture 'self-belief' and 'self-esteem' through consistent reminders especially in relation to vulnerable pupils
- Ensure praise and rewards are equally distributed across the whole class including pupils who are behaviourally challenged
- Investigate each behaviour incident thoroughly and ensure that children feel that it has been dealt with in a fair manner before resolution
- Ensure children understand that 'misbehaviour' is sanctioned separately to the child and that they continue to be perceived as a valued member of the school community
- Under no circumstances are children to be exposed to sarcasm, condescending or derogatory comments/tone or any form of undermining their efforts or personal circumstances
- Children are not to be discussed amongst staff in common areas regarding their behaviour, educational progress or academic attainment in a derogatory manner
- Children are never to be referred to in 'third person' in their presence • Any form of 'labelling' children is strictly forbidden

## **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

## **Listening to children**

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

## **Remember**

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it