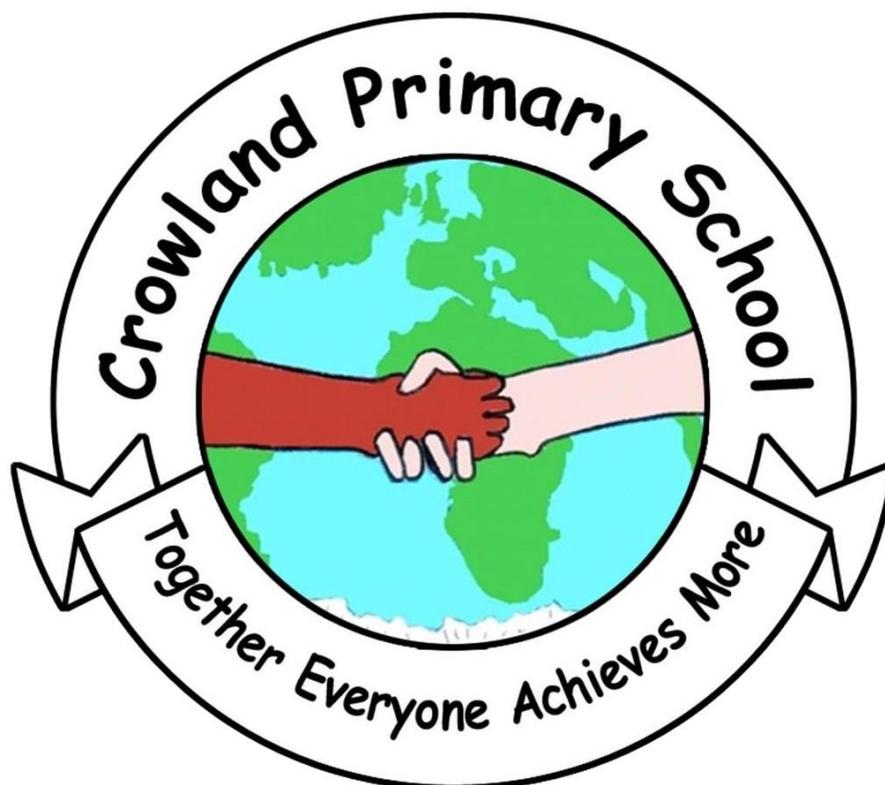


CROWLAND PRIMARY SCHOOL



Anti-Bullying Policy 2022

Last updated : March 2022		Next Review: March 2024	
Governing Body : Andrew Bethall			
Status : Statutory	Index : Operational	Website : Y	

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

Headteacher: Stav Stavrinou

Designated Safeguarding Leads: Stav Stavrinou, Craig Winnard, Becky Mortimer, Caroline Bateman

Named Governor with lead responsibility: Rose Dowling

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

Points of Reference

This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2019 and ‘[Sexual violence and sexual harassment between children in schools and colleges](#)’ guidance. The school has also referred to Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)” and www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

Legislation links:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

Links with other school policies

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child Protection and Safeguarding policy
- and social media policies

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Aims

- To reduce and pursue the eradication of all incidents of bullying
- To encourage all members of the school community to take responsibility for the care and safety of others
- To ensure that all children and adults within school have a common understanding of what bullying is and how to deal with incidents should they occur
- To communicate clearly to children, parents and carers the schools strong response based on zero tolerance
- To develop the sense of right and wrong in our school community
- To be alert to the signs of bullying and harassment and to report any incidents as appropriate
- To outline what Crowland Primary School will do to prevent and tackle all forms of bullying.

Equality Statement

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognize that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work. We recognize that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes.

Definition of 'Bullying'

Bullying can be defined as “**behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally**”.

(DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is the pre-meditated dominance of one person over another. It is a pattern of deliberately hurtful behaviour, physical, psychological or indirect, rather than an isolated incident. Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. It may be difficult for those being bullied to defend themselves. Victims of bullying often feel ashamed they have been picked on and may have been threatened not to tell anyone. Bullying is totally unacceptable and will not be tolerated. The school will act as early as possible should bullying occur.

Bullying can take many forms;

Physical: hitting, kicking, grabbing an individual; taking or hiding another's property and belongings

- **Emotional/Psychological:** May include name calling, threatening language, taunting, mocking, making offensive comments; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Refusing to talk to or even acknowledge an individual, whispering and looking.
- **Cyberbullying:** This includes the same unacceptable behaviours expressed online. It can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Types of bullying covered by this policy

This policy covers all types and forms of bullying including:

- ✦ Bullying related to physical appearance
- ✦ Bullying of young carers, children in care or otherwise related to home circumstances
- ✦ Bullying related to physical/mental health conditions
- ✦ Sexual bullying (involving sexually implicated behaviours or discriminatory language)
- ✦ Prejudicial bullying against people/pupils with protected characteristics:-
- ✦ Bullying related to race, religion, faith and belief and for those without faith
- ✦ Bullying related to ethnicity, nationality or culture

- ✦ Bullying related to Special Educational Needs or Disability (SEND)
- ✦ Bullying related to sexual orientation (homophobic/ biphobic bullying)
- ✦ Gender based bullying, including transphobic bullying

Detection

The following are some types of behaviour, which could help to detect if a child is being bullied.

- A sudden dislike of certain places or journeys
- Starts having nightmares or interrupted sleep
- Becomes withdrawn and anxious
- School performance starts to suffer
- Feels ill at certain times of the week
- 'loses' valuable possessions
- Has unexplained bruises or cuts
- Cries in secret
- Be unwilling to go to school
- Refusing to say what is wrong.

How the school responds to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The incident will be logged on the school's electronic system CPOMs, under the correct category and alert sent to all relevant SLT and staff members
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm
- The Headteacher, DHT, Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with Safeguarding policy.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- 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 of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.

- If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns:-

- the school will act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
- 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
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - ✦ advising those targeted not to retaliate or reply;
 - ✦ providing advice on blocking or removing people from contact lists;
 - ✦ helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils as victims

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Talk with others involved. This will include bystanders/colluders who joined in but did not initiate any bullying
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate. ○
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Talk to all members of the group including the victim, at least one week later.
- Parents and carers of both parties should be informed and invited to discuss the matter with the Class Teacher, Inclusion Manager/Deputy Head Teacher and Headteacher.
- As a result of the dialogue clear expectations and actions will be discussed and these will be specific to the individual circumstances.

Supporting Pupils as Perpetrators:

- Discussing what happened, establishing the concern and the need to change.
- Talk to the perpetrator/s about their actions and the feelings of the 'victim'
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline 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, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults as victims

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Supporting Adults as Perpetrators

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

School Ethos

Crowland Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

We strive to do this by:

- Recognising that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Supporting staff to promote positive relationships to help prevent bullying.
- Identifying and tackling bullying behaviour appropriately and promptly.
- Ensuring that our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Expecting that all members of the community uphold the anti-bullying policy.
- Ensuring the families of those affected will work in partnership with the school and parents/carers will be kept informed at all stages.
- Dealing promptly with grievances regarding the school response to bullying in line with our complaints policy
- Utilising support from the Local Authority and other relevant organisations when appropriate
 - Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- Openly discussing differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenging practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Regular class discussions e.g. circle time to discuss playground behaviour or other friendship issues concerning the children
- PSHE curriculum and role play linked to bullying and friendship issues

Children are taught to follow the school's Anti-Bullying Code to help them understand what to do if they are a witness to or a victim of bullying.

ANTIBULLYING CODE

If you see someone being bullied;

- DON'T rush over and take the bully on
- DO let an adult know
- DO try and be a friend to the person being bullied
- DON'T join in

If you are a victim of bullying:

- TELL an adult in the school
- TELL your family
- KEEP TELLING people until you feel safe
- TAKE A FRIEND with you to report bullying if you are scared to go alone
- DON'T blame yourself for what is happening

How to deal with allegations of bullying made against staff.

- If there is an allegation of bullying by a member of staff to a child. This must be referred to the Headteacher immediately who will follow safeguarding procedures.
- If there is an allegation of bullying by the Headteacher this must be referred to the chair of governors who will follow safeguarding procedures.
- All allegations of staff bullying staff should be referred to the headteacher and dealt with under the Haringey employee disciplinary procedures.

Advice to Parents and Carers

- Do not keep your child away from school if you think they are being bullied
- Bring your child in to school so we can support your child and overcome the difficulties. Please never confront other children or their parents/carers, It only makes the situation worse
- Watch out for signs—unwillingness to attend school, illnesses etc. If you think your child is being bullied inform the school immediately and ask for an appointment with a member of staff.
- If you are not happy with the outcome, make an appointment with the Deputy Head Teacher/Headteacher
- It is everyone's responsibility; please allow the school time to investigate the problem. What has taken weeks to develop cannot be resolved in a day.

Education and Training

The school will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc. o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
 - o Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and Review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
 - Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
 - Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
 - Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

www.gov.uk/government/publications/preventing-and-tackling-bullying
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