



## **Croft C of E Primary School**

### **Anti-Bullying Policy**

Key Contact Personnel Nominated Member of Leadership Staff Responsible for the policy: Miss Lawton

Designated Safeguarding Lead: Miss Lawton

Deputy Designated Safeguarding Leads: Miss Down, Mrs A Allen, Mrs T Denton, Mrs Faulkner

Named Safeguarding Governors: Mrs Cousins

Date updated: November 2024

Agreed and ratified previously by Governing Body Date of next review: November 2024

#### **Policy objectives:**

- This policy outlines what Croft Church of England Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Croft Church of England Primary School are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

#### **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 is 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.

### **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 can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This 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.
- 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.

### **Forms and types of bullying covered by this policy**

- Bullying can happen to anyone.
- 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
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying
  - 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

### **School ethos**

- Croft Church of England Primary School communities 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.
- Our Community:
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures 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 anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy o Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from the Local Authority and other relevant organisations when appropriate.

### **Preventative Strategies**

Central to the curriculum for Personal, Social, Health and Relationships Education is our aim to effectively equip children with the skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions and take responsibility for themselves and their actions. Through the planned curriculum for PSHE and RSE, children are helped to acquire a range of skills that contribute towards emotional health and well-being, including:

- Being an effective and successful learner
- Making and sustaining friendships
- Dealing with and resolving conflict effectively and fairly
- Being able to solve problems with others and alone
- Managing strong feelings such as frustration, anger and anxiety
- Recovering from setbacks and persisting in the face of difficulties • Working and playing cooperatively
- Competing fairly and losing with dignity and respect for competitors
- Recognising and standing up for your rights and the rights of others

- Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own.
- Recognising that families are different and that some children have greater responsibilities at home

### **Responding 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 school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
  - A designated member of the Senior Leadership team 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 child protection and confidentiality policies.
  - 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.

Further opportunities to enhance and reinforce our ethos in which positive behaviour is promoted, and bullying considered unacceptable are provided through:

- Assemblies and collective worship
- National Anti-Bullying Week
- All subjects of the curriculum
- Adult role models
- Extra-curricular activities

- Co-operative Group Work: Children work together on shared tasks, involving co-operation and individual accountability. When this is integrated into normal classroom practice, pupils can explore issues and controversies by considering different points of view; be more tolerant of others and more willing to listen; trust those of the opposite gender and those from other ethnic groups and become better integrated into the peer group.

### **How do we deal with bullying?**

Firstly, through class discussions and assembly themes we endeavour to empower the children in a variety of ways:

- Turn, say to the person who is doing something they don't like, "STOP, I don't like it!" — Ask the person to leave you alone, whilst you are in the presence of friends.
- Tell an adult in school. If you feel uneasy about doing this on your own, ask a friend to help you or use your class 'Thought's Box'.
- If the bullying continues, tell someone again.
- If you see someone being bullied on the playground, go up and ask them if they are all right. Ask them if they want any help.
- If you don't want to approach them yourself, tell an adult that you think a child needs their help.
- All staff share the responsibility to promote the anti-bullying policy.

When a case of teasing/ unkindness etc. is reported to an adult, the adult needs to decide, by gathering all the facts and speaking to people who may have seen the incident, whether it can be dealt with through behaviour consequences or whether it is more serious and needs referring to the phase leaders or the Head. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, are encouraged to contact their child's class teacher immediately. Their concerns will be taken seriously and good practice applied. Each incidence of bullying will be investigated and dealt with based on the individual circumstances but the main processes set out below will be followed.

1. Young person tells you they are being bullied or incident is observed
2. Record incident following school procedures
3. Ensure that an appropriate adult meets with the target of the bullying.
4. Listen to other young people who may have observed the incident.
5. Ensure that appropriate adult meets with the young person alleged to be responsible.
6. If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. As we prefer to use a restorative approach provide opportunity for young person to reflect and consider how they might make amends.
7. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.
8. Inform the target of outcomes and actions taken. Provide on-going support
9. Inform the young person responsible of outcomes and actions taken. Provide on-going support
10. Contact the parent/carers of the target of the bullying. Inform them of the incident and actions taken by the school.

11. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and the consequences put into place by the school.
12. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.
13. Monitor the situation and review with all parties to ensure the bullying has stopped.
14. Review how successful your approach has been. What additional preventative measures need to be in place?

### **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.

This may include:

- looking at use of the 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:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- 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**

- 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.
  - Staff will 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 Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Pupils who have perpetrated bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - 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, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

### **Preventing bullying Environment**

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss 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.
- Challenge 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.
- Work 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. o Celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

- The school community 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.
  - 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 to ensure that they understand the school's approach and are clear about the part they play in preventing 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.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

**Involvement and liaison with parents and carers**

• We will:

- Take steps to involve parents and carers 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.
- 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.

In-line with our monitoring of behaviour, all incidents are analysed on a termly basis and the Headteacher produces an annual report on the effectiveness of the Anti-bullying Policy as part of the annual Safeguarding return to the Local Authority.

### **Supporting adults**

- 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.
  - 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 schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. o Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- 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. o Instigating disciplinary, civil or legal action as appropriate or required. Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: [www.kelsi.org.uk/child-protection-and-safeguarding/esafety](http://www.kelsi.org.uk/child-protection-and-safeguarding/esafety) 9)

### Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
  - Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
  - The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
  - Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
  - Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
  - Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
  - The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)
- SEND • Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
  - DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)  
Cyberbullying
  - Childnet: [www.childnet.com](http://www.childnet.com)
  - Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
  - Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-councilforchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-councilforchild-internet-safety-ukccis)
  - DfE 'Cyberbullying: advice for Headteachers and school staff' [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
  - Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
  - Kick it Out: [www.kickitout.org](http://www.kickitout.org)
  - Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
  - Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
  - Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
  - Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
  - Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
  - Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
  - Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
  - EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)