



# ANTI-BULLYING

| DOCUMENT HISTORY            |                                                                                |
|-----------------------------|--------------------------------------------------------------------------------|
| CREATED / REVISED:          | Revised September 2026 (Draft)                                                 |
| BY:                         | SLT                                                                            |
| REVIEW DETAILS:             | To be conducted annually in consultation with pupils, staff and Governing Body |
| REVIEW DATE:                | November 27                                                                    |
| APPROVED BY GOVERNING BODY: | October 26                                                                     |

## Introduction

This policy was developed in consultation with governors and staff and pupils. The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Keeping Children Safe in Education'.

## Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

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

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy

## Aims

Crooksbar Primary is committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We want our pupils to be **'Ready, Respectful and Safe'**. This is a key message from our behaviour policy which links closely with this document.

## Objectives

- All governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- All governors and teaching and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.

- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

### **What is bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim and can be acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful.
- Repeated often, over a period of time.
- Difficult for victims to defend themselves against.

### **Why is it important to confront bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Crooksbarrow has a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and symptoms**

#### **Signs of bullying**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### **Child-on-child abuse**

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Children’s Hub (CHUB), where the DSL deems this appropriate in the circumstances.

### **Cyberbullying**

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

### **CROOKSBARN PRIMARY PROCEDURES**

All members of staff take bullying seriously. Children are encouraged to report any incidents of bullying immediately to any member of staff so that the incident can be fully investigated – usually in the first instance by the class teacher, but where judged necessary, by a member of the SLT.

Staff should listen to the victim, bully and any other pupil with information and keep a note of the incident. They will meet and talk separately to victim and bully to discuss what happened. The bully will be informed that such behaviour is unacceptable and made aware of the consequences of their actions (in line with behaviour policy).

In most cases once a bullying incident has been reported and dealt with there will be no further incidents. If bullying persists then the SLT will be involved. Parents will be informed at all stages and encouraged to work with the school to stop this happening again. In such cases all staff will be made aware of the behaviour in order to monitor the situation effectively across school.

Any allegations of bullying are recorded on CPOMS. All incidents are to be recorded initially on under 'Alleged Bullying' and investigated further by DSL/SLT. SLT and DSL will then discuss and escalate to bullying report form if necessary (attached to policy).

### **POSSIBLE OUTCOMES**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- When an incident of bullying is investigated and bullying has taken place, the following steps will apply.

#### **First incident**

Restorative conversation between victim and perpetrator.

Perpetrator will miss a break time.

Parents informed.

#### **Second incident**

Restorative conversation between victim and perpetrator.

Buddy system set up for victim.

Perpetrator will miss a break and lunch time and will have a different seating area in the dining hall until they can be trusted with the victim again.

All staff made aware.

Letter of apology to be written.

Parents invited into school to discuss the current situation and next steps.

#### **Third incident**

Plan created for victim and perpetrator which may include use of different play space, seating areas in the classroom/dining room, etc.

Perpetrator will not be allowed on visits outside of school until they can be trusted with victim again.

Parents will be invited into school for a meeting to discuss the current situation and the next steps- which may include an Early Help Referral.

If bullying continues the above steps discussed in the parental meeting will be put into place.

### **Follow up and monitoring**

It is essential that staff 'check in' with children and families at a later date, to assess wellbeing of those involved. This will be the case even if it is clear that incidents are no longer occurring. This should be logged as a follow up action on CPOMs and used flexibly with further monitoring as and when necessary.

### **Support for Children Involved**

Victims of bullying will be encouraged to confide in a named member of staff if the bullying continues. They will be monitored by the class teacher, or in the playground by dinner supervisors. They will be reassured that they are safe and that bullying will not be tolerated. They will be encouraged to share their feelings eg in class circle time. They will be encouraged to develop positive strategies and appropriate assertive skills (through PSHCE lessons).

Bullies will be made aware of the seriousness of their actions and possible consequences. They will be given an official warning and will lose privileges (as listed above). They will be monitored in class by class teacher and in playground by dinner supervisors. Where behaviour does not improve they will have their own personal behaviour plan (involvement of SENCO). If necessary they may be referred to an outside agency e.g. Early Help.

### **Restorative approach**

This will include having a 'restorative conversation'. These conversations may happen during the school day and staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours. Examples of questions used include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

### **Teaching strategies**

Anti-Bullying Education is delivered through the PSHCE programme and assemblies.

Whole class or groups use a broad variety of teaching and learning strategies. Teachers are aware of the individual learning needs of their children. Teachers pay attention to Visual, Auditory and Kinaesthetic learning styles and adapt their inputs appropriately. Devices such as story boards, puppets, circle time and role play are incorporated into planning.

We use methods for helping children to prevent bullying. As and when appropriate, these may include:

In order to prevent bullying and deal with any incidents of bullying, we use a range of strategies:

- PSHCE lessons.
- Circle time.
- Assemblies.
- Co-operative group work.
- Playground Buddies.

- Monitoring of playground by staff on duty.
- School Council – Suggestions box.
- Displays and Posters around school.

### **Criminal Offences**

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort –

The school will acknowledge that bullying may be an indication of underlying mental health issues.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

### **Monitoring and evaluation**

The PSHCE Coordinator and SLT are responsible for the overall monitoring of anti-bullying education.

The views of pupils and teachers are essential for evaluation. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

## Bullying Report Form

| Personal details                   |  |
|------------------------------------|--|
| Name of person reporting incident: |  |
| Name of pupil being bullied:       |  |
| Parents/family aware:              |  |
| Year group:                        |  |
| Class group:                       |  |

| Incident details                           |
|--------------------------------------------|
| <b>What happened?</b>                      |
|                                            |
| <b>Where did the incident take place?</b>  |
|                                            |
| <b>When did the incident occur?</b>        |
|                                            |
| <b>Who has been suspected of bullying?</b> |
|                                            |

**Did anyone else see the incident?**

**According to the victim, how often does the bullying take place?**

**According to the victim, how long has the bullying been going on?**