

Anti-Bullying policy

Approved by the Governing Board

9th March 2021

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DOCUMENT CONTROL

Authorisation

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Date: 9th March 2021

Change History

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T Farrelly	Updated	October 2016	1.0
J. Squires N Grant	Reviewed and edited	October 2017	1.1
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Document References

	Title	Date	Version
DCSF	Safe to learn: embedding anti-bullying work in school	2007	
DCSF	Cyberbullying	2007	
	Children Act	1989	
DFE	Preventing & Tackling Bullying –	2014	
	The Equality Act	2010	

Distribution List

Name	Date	Method
Governors, staff, parents and pupils	June 2012	Fronter
Governors, staff, parents and pupils	Nov 2016	Staffroom Fronter Website
Governors, staff, parents and pupils	Nov 17	Website
Governors, staff, parents and pupils	Jan 2019	Website

INTRODUCTION

Purpose: To work towards a school free from bullying in any form

Background: To be read alongside the Good Behaviour Policy

Abbreviations

Abbreviation	Meaning
PSHE	Personal, Social and Health Education
STOP	Several Times On Purpose

POLICY

Statement of Intent

At Courtwood Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Courtwood Primary School, we acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. **Anyone** who knows that bullying is happening is expected to tell the staff.

Policy Aims and Objectives

We aim to:

- To produce a safe and secure environment where all can learn without anxiety, creating an ethos in which Courtwood Primary School is a positive experience for all.
- To produce a consistent school response to any bullying incidents.
- Make it clear that all forms of bullying are unacceptable at our Courtwood Primary School.
- To enable everyone to feel safe while at Courtwood Primary School.
- To encourage pupils and staff to report incidents of bullying, including cyber bullying and bullying outside of school.
- To deal with incidents of bullying as quickly and as effectively as possible.
- To support and protect victims of bullying ensuring they are listened.
- To help and support children displaying bullying behaviour.

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons) will be used throughout the school to reduce the opportunities for bullying to occur.

- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose)

Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion.
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments.
- **Homophobic:** because of/or focussing on the issue of sexuality.
- **Online/cyber:** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

What bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

It is bullying if it is done Several Times On Purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying, it is an isolated incident.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Roles and responsibilities

Anti-bullying is everyone's responsibility and delineating the role and responsibilities of every individual or group will help to clarify what these are.

Governors:

Ensure existence and regular review of Anti-Bullying and Equality policies. Include updates on anti-bullying and equality work in annual report. Be available to hear any parent /carers' complaints or concerns – informing them of the relevant systems.

Principal:

Ensure that anti-bullying and supporting pastoral/curricular measures are regularly reviewed and featured in school improvement planning. Ensure policies communicated to all staff, parent/carers and pupils once a year.

SLT

- Use CPOMs to record incidents.
- Monitor bullying incidents and effectiveness of strategies and make relevant adaptation.
- Provide appropriate support to staff.

Teaching staff:

- Ensure good relationships and class ethos.
- Ensure appropriate delivery of curriculum.
- Deal with incidents, referring when necessary.

Non-Teaching Staff:

- Contribute as appropriate to preventative/support strategies to develop pupils' social skills.
- Contribute to delivery of curriculum and/or extra-curricular activities as appropriate.
- Support and reinforce policy in dealings with pupils and/or parent/carers.

Pupils

- Tell someone if they are being bullied e.g. teacher, staff member, parent or relative.
- Tell someone if they see somebody being bullied and become an 'upstander as opposed to bystander'.

Parents:

Inform the school if:

- Your child is a victim.
- A friend of your child is a victim.
- Your child is involved in bullying.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Principal is empowered by law to deal with such incidents but must do so in accordance with the school's policy. School staff will take action if incidents of bullying that happen outside school are reported to them and all staff have the power to discipline pupils for misbehaving outside the school premises.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school,
- begs to be driven to school,
- changes their usual routine/route to school,
- begins truanting,
- becomes withdrawn, anxious or lacking in confidence,
- starts stammering,
- attempts or threatens suicide or runs away,
- cries themselves to sleep at night or has nightmares,
- feels ill in the morning,
- begins to underperform in schoolwork,
- comes home with clothes torn or books damaged,
- has possessions go "missing",
- asks for money or starts stealing money (to pay the bully),
- has unexplained cuts or bruises,
- comes home starving (money/snack/sandwiches have been stolen),
- becomes aggressive, disruptive or unreasonable,
- starts swearing or using aggressive language for no apparent reason,
- is bullying other children or siblings,
- stops eating,
- is frightened to say what's wrong,
- gives improbable excuses for any of the above,

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

These are some strategies previously suggested by children:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a lunchtime supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it.
- When you tell an adult about the bullying give them as many facts as you can, (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, 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. [Searching, Screening and Confiscation - Advice for headteachers, school staff Jan 2018](#)

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

What can you do if you see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger of being bullied:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it
- Call a helpline for some advice.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Nurture Room to be used as a safe place to go, spend time and talk,
- Sunshine session (based on the principles of theraplay) with children that have social and emotional issues,
- Emotional Literacy Support (ELSA) with children that have social and emotional issues,
- Drawing and talking with children that have social and emotional issues,
- Undertaking regular parent and children questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy,
- Each class agreeing on their own set of class rules,
- Making national anti-bullying week a high-profile event annually,
- Raise awareness through anti-bullying assemblies,
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy,
- RSE (Relationships and Sex Education) scheme of work from Reception to Year 6 used to support this policy,
- All classes have a worry box in their classroom,
- Letterbox for nurture TAs,
- Setting up of a circle of friend's support network where a small group of children volunteer to help and support an individual experiencing difficulty,
- Children writing stories and poems and drawing pictures about bullying,
- Children being read stories about bullying,
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations,
- Prominently displaying anti-bullying work produced by the children around the school,
- Consider the introduction of a confidential box where children can write and post their concerns and ideas,
- Introducing playground improvements and initiatives,
- Using praise and rewards to reinforce good behaviour,
- Encouraging the whole school community to model appropriate behaviour towards one another,
- Organising anti-bullying training for all staff,

More Vulnerable Groups

Courtwood Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, children who receive free school meal, pupil premium, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. Children with SEND receive extra support to develop strategies of communication and dealing with various social situations.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

The following sanctions may be used:

- Arrange an apology to the victim(s) verbally or in writing,
- Loss of privileges,
- Spend playtimes and lunchtimes with an adult,
- Invite Parents/carers into school to discuss the problem,
- Behaviour plan,
- Working in a different classroom,
- Report to the Principal or Deputy Head Teacher,
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum,
- Fixed term exclusion,
- Permanent exclusion,

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Courtwood Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Report all bullying allegations and incidents to staff.
- Staff will make sure the victim(s) feels safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- Lunchtime Supervisors are to keep a log in their Incident Books and report to the teacher at the end of play. Teachers to keep their own notes dated and initialled.
- The problem will be identified, and possible solutions suggested.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- The bully and the child who has been bullied may be encouraged to discuss situation and improve relationship.
- In cases of serious bullying, the incidents will be recorded by staff directly on to CPOMs.

- Teachers to consider whether parents should be informed. Raise this with the child. This could take the form of a quiet word at the school gate or a phone call.

Parents will always be informed if the incident is considered serious enough for it to be recorded onto CPOMs as a 'bullying incident'

- Teachers to consider whether to discuss the issue with a colleague, the Deputy or Principal. Does this behaviour give significant cause for concern?
- In serious cases parents will be informed and will be invited to come into the school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- When parents report bullying, request time to investigate the allegations, and invite the parents back to give a report or phone them as soon as possible. Let them know the action you are taking.
- If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parent/ carers comments posted in the confidential box and bullying incident forms will be used to gauge the effectiveness of the policy.

This policy will be updated where appropriate as a result of this review feedback. An annual report will be issued to governors, and the revised policy will be made available to parents/carers on the website.

Sources of further information, support and help There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk

Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk
UK Government Website	not available	www.direct.gov.uk

Special Educational Needs and Pupils with Disabilities.

Pupils with Special Educational Needs (SEN) and Disabilities have a range of needs, schools will have to review guidance based on the needs of their cohort of pupils. Pupils with SEN and Disabilities are also included in the prejudiced based bullying definition below.

SEN pupils have been highlighted through research e.g. national autistic society, as having higher rates of victimisation than other groups of pupils.

The school community will need to address specific issues in reporting bullying for this group of pupils to ensure that there are effective ways for SEN pupils to communicate bullying incidents based on their level of need and understanding.

The school community will also need to develop guidance when SEN pupils have been accused of bullying, and what will be the appropriate response.

Further information can be found in the DCSF guidance Bullying involving pupils with Special Educational Needs and Disabilities.

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12626>

Cyber-bullying.

Cyber-bullying is based on the use of information technology and communication devices. These would include the following:

- Mobile phones – including phone calls, text messages, and sending pictures
- E-mail and MSN
- Chat rooms/What's App
- Image distribution including photos and video footage
- Social websites such as My face, Bebo and You tube

Croydon schools already have internet usage policies to protect pupils from cyberbullying while using school equipment on the school grounds. Croydon schools have monitoring systems to detect inappropriate internet use, and can block sites and withdraw passwords for inappropriate use of computers; mobile-phones can be confiscated by schools if inappropriately used.

Guidance on appropriate use of these technologies should be discussed with pupils and parents. Parents and carers should be advised on appropriate ways to monitor and intervene with cyber- bullying incidents.

Both schools and parents need to be aware of cyber-language which young people use (often phonetic spelling) which can conceal abusive language. E.g. mate - M8 or fink – think or 2nite – tonight.

Two key issues that arise due to cyber-bullying:

1. Cyber-bullying may be the catalyst for other forms of bullying in the school:

In one school a fight between two girls was caused by Girl A constantly abusing Girl B in various chat rooms and websites. Girl B came into school angry at what had been said and the fight started.

2. Cyber-bullying can intensify a bullying incident:

A pupil was picked on in the school, unknown to the pupil this was filmed on a mobile-phone, the footage was then sent to everyone in school.

This second type of bullying incident means that pupils have to deal with the initial bullying incident and also the embarrassment, shame and distress of other pupils knowing what has happened to them.

Cyber-bullying due to its remoteness and anonymity has a dehumanising affect, by which perpetrators often feel there is no real-world consequence to their actions in cyber-space.

Schools would need to draft adequate measures for those who record and distribute violent or malicious footage, as part of both the Internet Access policy and the Anti-Bullying policy. Schools will need to explore issues of safety and trust in cyber-space when tackling this form of bullying. For more information go to:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

Prejudice Based Bullying.

Prejudice Motivated Bullying is:

Bullying within schools and in the wider community can be a consequence of stereotyping or making judgements about the identity of an individual or group of people. For example, preconceived ideas relating to race, gender, ethnicity, sexual orientation, disability, age and religion can lead to 'prejudice-based bullying'. (Anti- Bullying Alliance 2008)

The following section addresses various types of prejudice-based bullying. Croydon Children and Young People define prejudice-based bullying as any incident which is: ***perceived as based on prejudice by the victim, or any other person.***

This definition has been developed to give clarity to the school community when tackling prejudice in various forms. The responsibility for proving that an incident is not based on prejudice shifts to the person accused on the bullying rather than the victim. This can be very important when bullying is done covertly or when the victim does not perceive the prejudice as harmful.

Homophobic Bullying.

The use of homophobic language towards pupils who are or are perceived to be Lesbian, Gay, Bi-sexual, or Trans-sexual (LGBT) is often ignored in schools. Often homophobic language is used in slang terms which adults may not recognise.

The school community will need to develop how best to address homophobic attitudes across the school. Including pupils, staff and parents and carers in the consultation is vital to tackling homophobic language and behaviour.

The National Union of Teachers has identified through research that homophobia is likely to occur in single-sex boys' schools and co-educational schools, rather than single-sex girls' schools.

Members of the school community are often targeted by perpetrators for having a characteristic that is perceived to be 'gay'; This can be linked to bullying based on gender and stereotyping and links to school's gender equality duty. Homophobia can be towards teachers and parents as well as pupils.

The school community will need to develop support for pupils who are LGBT. One Croydon secondary school has developed a support group for pupils who are coming to terms with their sexuality.

For more information go to:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

Faith (or Belief Based) Bullying.

The levels of faith-based bullying are hard to determine. However, anecdotal evidence suggests that pupils are being bullied based on their faith and also for not belonging to a particular faith. Schools can address these issues through the curriculum and Religious Education.

For more information go to

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

Racist Bullying.

Racist bullying can be defined as:

***any incident which is perceived as racist by the victim, or any other person.
(McPherson, February 1999)***

Schools have a legal obligation to report racist bullying using Racist Incident Monitoring forms (**RIMS**). Racist bullying is not restricted to White versus Black or Asian; the above definition means that where a particular incident may involve inter-ethnic bullying such as a black Afro- Caribbean pupil making comments to a black African pupil based on skin colour, this is still a racist incident.

The school community will need to develop ways to examine diversity and the basis for racism. This can be through exploring the difference between stereotyping, lack of knowledge and malicious forms of racism. The school community will also need to explore more covert forms of racism, which may underlie how particular groups feel they are treated in the school community and the wider community. For more information go to: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

Sexual and Sexist Bullying

Sexual Bullying can be defined as bullying that has an unwanted sexual link. This can involve boys or girls making sexually inappropriate comments or touching other pupils inappropriately. Generally, sexist bullying and harassment is often perpetrated by boys and men. The NUT defines sexism as:

"Behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'" (NUT Policy Statement on sexual bullying & harassment).

Sexist attitudes can be reinforced in by narrow views of gender in the school community. It is important that the school community works in partnership across the curriculum and agencies to tackle sexist attitudes.