



The Craylands School Anti-Bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” and supporting documents “Supporting children and young people who are bullied: advice for schools”, “Cyberbullying: advice for headteachers and school staff” and “Advice for parents and carers on cyberbullying” November 2014.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1) Objectives of this Policy

This policy outlines what The Craylands School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3) Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014)

In response from parents and carers of the Craylands School and the pupils, bullying can include:

- physical or psychological abuse
- verbal abuse
- invading personal space
- 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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

5) Degree of bullying

In order to clarify whether a child’s actions can be deemed as bullying, the Craylands School uses the ‘rude, mean, bullying’ guide suggested through Project Salus.

Rude: When someone does or says something unintentionally hurtful once (this can include a knee jerk reaction in a game e.g. a rough tackle in football)

Mean: When someone does or says something intentionally hurtful once.

Bullying: When someone says or does something intentionally hurtful repeatedly and they keep doing it even when they have been asked to stop or can see that it is causing upset.

Appendix A outlines the types of actions associated with each level of unkindness and the sanctions/actions, related with the behaviour and discipline policy, used to counter act them.

6) Preventing, identifying and responding to bullying

Early Signs of Distress in a child

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- Late arrivals
- Bed-wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

Prevention is better than cure so at The Craylands Primary School we 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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.

- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

7) The role of the headteacher

- The Headteacher ensures the whole school is working towards the vision statement of ‘happy together, safe together, learning together’.
- It is the responsibility of the Headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy as part of the Headteacher’s report.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact regularly throughout the school year as part of assemblies.
- The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

8) The role of staff

- All the staff at Craylands take all forms of bullying seriously, and seek to prevent it from taking place, dealing with any issues at the earliest opportunity (see appendix C for guidance).
- Demonstrate the importance of the school vision statement.
- In line with the behaviour and discipline policy, staff record all warning cards and consequence cards issued to enable them to track and monitor behaviour associated with bullying. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a member of SL, Headteacher or Parent, Pupil Support team. Teachers and support staff do all they can to support the child who is being bullied, including informing parents and carers as appropriate.
- Incidents of bullying should be recorded on the appropriate forms (see appendix D)
- The Headteacher keeps on file all recorded incidents of bullying completing relevant forms (see appendix D).
- When any bullying takes place between members of a class, the teacher, with support from the parent and pupil support team or members of SLT, will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. The staff member will work alongside a member of SLT, the Headteacher, parent and pupil support team or the special needs coordinator to invite the child's parents into the school to discuss the situation. This meeting is followed up by a written letter. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.
- As part of staff induction, members of staff have access to training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE lessons and Circle Time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. They educate on the impact of bullying others.

- Staff will support victims of bullying, building their self-esteem and confidence through role play activities, counselling, happy charts and/or confidence building sessions amongst other methods. Staff will meet to review the situation with the victim's parents.

Role of staff on duty

- Ensure pupils are supervised at playtimes and lunchtimes
- Patrol secluded areas
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher. Monitor the buddy stops to ensure people are approaching those who are using them.
- Investigate allegations of bullying and/or refer to class teacher or member of SLT or parent and pupil support team.
- Encourage children to use the play equipment and quiet areas around the school

9) Role of pupils

- Pupils are encouraged to follow the school ethos and demonstrate respect to each other and adults within the school.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- To use the anti-bullying box if they do not feel able to tell an adult face to face.
- Use the anti-bullying box if they think one of their peers is being bullied.
- Opportunities are provided for pupils to tell us their views about a range of school issues, including bullying, through school council and in circle time.
- The school supports the national annual anti bullying week.
- Pupils and staff have developed a pupil friendly version of this policy, which is regularly reviewed.
- Understand that if they are bullying others, there will be consequences and they will work with the school which will provide support to enable them to stop bullying.

10) Role of parents/carers:

- Act as role models by reporting any incidences of bullying that they are aware of to a member of school staff e.g. class teacher, parent and pupil support team, head teacher.
- Act as role models in the way that they speak and treat other parents, other pupils and staff.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of SLT or parent pupil support team and then the Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the complaints policy on the school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Encourage their child to demonstrate respect to others at all times.
- Encourage their child to take responsibility for their actions if they are the bully, supporting the school in any sanctions that are given and accepting support that is offered to their child.
- The school will make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Parents to attend workshops offered on bullying including e-safety sessions on cyberbullying.
- Access information from organisations to support in incidences of bullying (see appendix B)

11) Role of governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing body will review the policy and make necessary changes.

- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the complaints procedure, requesting governor support in the matter. The governing body responds within ten working days to any written request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body, following the complaints procedure.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding statement and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

The named Governor with lead responsibility for this policy is:

The named member of staff with lead responsibility for this policy is: Mr Kris Hiscock

10) Monitoring & review, policy into practice

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on:

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.

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.

Appendix A

Rude— When someone does or says something unintentionally hurtful once - these would result in at least a warning card and possibly a consequence card, missing the next break time (parents informed by the slip sent home).

- A child calls another child a name in the heat of the moment.
- A child uses inappropriate language towards another child in the heat of the moment.
- Evidence of friends falling out with one another.
- Injuries resulting from a game
- Disagreements in games e.g. Four Square, Football

Mean— When someone does or says something intentionally hurtful once - these would result in a child receiving a consequence card, missing the next break time and a conversation with parents. The victim and the perpetrator will be spoken to separately but also together to ensure an understanding of the impact this has caused.

- A child is deliberately unkind to another for no reason on a single occasion e.g. name calling, mocking, taunting, spreading rumours.
- A child deliberately uses inappropriate language towards another on a single occasion.
- A child deliberately hurts another child physically on a single occasion.
- A child intimidates another child e.g. follows them around, uses threats of violence towards them.
- Hurtful or untrue rumours being circulated on a single occasion.

Bullying— When someone says or does something intentionally hurtful repeatedly and they keep doing it even when they have been asked to stop or can see that it is causing upset - depending on the severity, this will result in at least a consequence card, a formal meeting with parents, followed by a written letter, the bully being placed on report, possible reduced lunch or break times, possible internal or external exclusions depending on the severity – the sanctions are at the head teacher's discretion. The victim and the perpetrator will be spoken to separately but also together to ensure an understanding of the impact this has caused.

- A child is deliberately unkind to another for no reason repeatedly.
- A child deliberately uses inappropriate language towards another repeatedly.
- A child deliberately hurts another child physically repeatedly.
- A child intimidates another child e.g. follows them around, uses threats of violence towards them repeatedly
- Intimidation outside of school e.g following them around the park and the streets
- Hurtful or untrue rumours being circulated repeatedly.
- The sending of unkind messages online—this only has to happen once to be considered as cyber bullying, as it has been pre-meditated.
- Racial, homophobic, transgender or comments related to a disability—this only has to happen once as it is pre-meditated.

ANY CHILD WITH ROLES AND RESPONSIBILITIES WILL HAVE THEM REMOVED PERMANENTLY.

IN ALL CASES, THE BULLIED AND THE BULLY WILL BE PROVIDED WITH APPROPRIATE SUPPORT.

Appendix B

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools”

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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 Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk

- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice--to-25>

Racism and Hate

- 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
- Show Racism the Red Card: www.srrc.org/educational

Appendix C

Additional Content

Dealing with Incidents

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
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident using the attached forms (appendix D)
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed in writing
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support

- Restoring self-esteem and confidence through the use of ‘happy charts’
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, reduced playtimes, separation from peers, removal of privileges (including online access when encountering cyberbullying concerns), internal, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults(staff and parents)who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Appendix D

The Craylands School
Anti Bullying Form (to be completed with the victim)

Name of Pupil:

Class:

Date of reported incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground Classroom Lunch hall Toilets corridor On way to school

On way home from school out of school other (please specify)

Were there any witnesses?

What if anything has been done already about it?

Comments from parents:

| Action to be taken: | | | |
|---------------------|------------|-------------|--------------|
| Action | Time frame | Lead person | Review Date: |
| | | | |
| | | | |
| | | | |

Follow up action checklist:

| | |
|---|--|
| | |
| Has the victim had a chance to explain what happened? | |
| Has the victim had an opportunity to talk to the person doing the bullying about how they feel? | |
| Has the victim been give support to make sure they feel safe and gain confidence? | |
| Has a date been set to review the situation to make sure it has been sorted out? | |
| Has the school put things in place to try to stop it happening again? | |
| Has the victim's parents/carers been involved? | |
| Will the victim be offered extra support if they need it? | |
| Has the victim been informed of the outcomes and the actions taken? | |
| If no bullying has taken place or there is insufficient evidence, are there clear actions to re-assure and meet the needs of those concerned? | |

Staff member sign:

Name:

Review Date 1:

Resolved:

Unresolved :

Further intervention needed:

Further monitoring needed:

Review Date 2:

Resolved:

Unresolved :

Further intervention needed:

Further monitoring needed:

The Craylands School
Anti Bullying Form (to be completed with the accused of bullying)

Name of Pupil:

Class:

Date of reported incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground Classroom Lunch hall Toilets corridor On way to school

On way home from school out of school other (please specify)

Were there any witnesses?

What if anything has been done already about it?

Comments from parents:

| Action to be taken: | | | |
|---------------------|------------|-------------|--------------|
| Action | Time frame | Lead person | Review Date: |
| | | | |
| | | | |
| | | | |

Follow up action checklist:

| | |
|--|--|
| | |
| Has the pupil had a chance to explain the reasons for bullying? | |
| Has the pupil been told what they are doing is wrong and that they will be given a punishment? | |
| Has the pupil been given an appropriate sanction? | |
| Has the pupil listened to how the victim feels? | |
| Has the pupil been given time to reflect? | |
| Has the pupil said sorry? | |
| Has the pupil been supported through a restorative approach to consider how they can change their behaviour? | |
| Has the pupil identified someone they trust to talk about how they are feeling? | |
| Have parents/carers been involved? | |

Staff member sign:

Name: