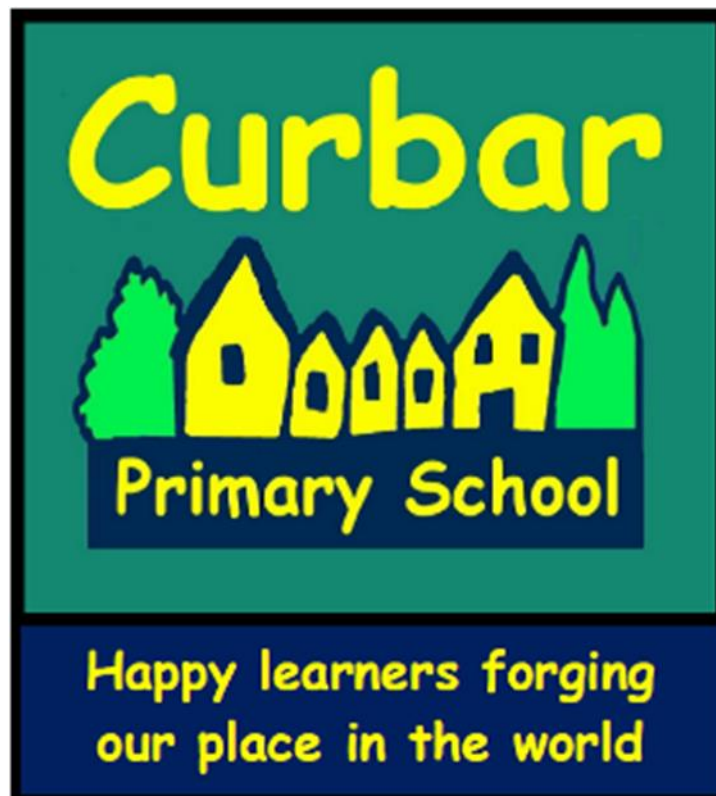

ANTI-BULLYING POLICY



Reviewed/Adopted:	January 2023
Next Review Date:	January 2025
Review Frequency:	Every two years
Reviewed By:	Standards and Curriculum

Model Anti-Bullying Policy for Schools

This policy is based on DfE guidance ["Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"](#), July 2017 and it is recommended that schools read this guidance:

1) Objectives of this Policy

This policy outlines what Curbar Primary 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.

At Curbar Primary School we strive to create a happy, safe and creative school in which everybody can be 'Happy learners forging our place in the world'. We know that everyone is important whatever their background and whatever their aspirations. Belonging to a safe and nurturing community children will thrive and develop into well-rounded individuals who are equipped to meet the challenges of our modern world with confidence. These values are embedded in all of our policies and practice.

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that we will respond promptly to known incidents of bullying. Bullying will not be tolerated. The school constantly seeks ways to counter the effects of bullying that may occur and to prevent it happening. The ethos of our school fosters high expectations of outstanding behaviour and respect for all and we will consistently challenge any behaviour that falls below this.

2) Aims of the Policy

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the headteacher.
- A separate list of any racist incidents will be kept.

3) 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

4) 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 and involves an imbalance of power”. (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 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.

5) Forms of Bullying covered by this Policy

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

- General bullying.
- 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 and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

6) Preventing, Identifying and Responding to Bullying

The 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.

- 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.

Identifying bullying examples

A child may show signs that he or she is being bullied in many different ways. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self-harms
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged

- frequently has possessions which are damaged or “go missing”
- asks for money or starts stealing money
- repeatedly “loses” money
- has unexplained cuts or bruises
- comes home hungry (money / lunch may have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, or displays changes in eating habits
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- avoids eye contact
- becomes short tempered
- exhibits a change in attitude to people at home
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

7) Dealing with Incidents

Reporting Bullying

We encourage the children to report any incidents of bullying, both low-level and high-level. They should talk to a member of staff, as soon as possible, so we can act immediately. We also encourage dialogue with parents, and will always make time to meet and discuss concerns if an issue has come to light at home.

Investigating Bullying

The following procedures should be followed. It is recognised that each incident is different, so slight variation may occur.

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
2. This member of staff will discuss the nature of the bullying with the ‘victim’ at length, recording all the facts. This will require patience and understanding.
3. A clear and precise account of the incident will be recorded and given to the Head Teacher (If the Head Teacher is unavailable, this will be delegated to the senior teacher. From this point forward in this policy, this will apply.)
4. The Head Teacher will interview all concerned and will record the incident.
5. Teachers will be kept informed.

Outcomes

1. If the bully owns up, make it understood that bullying is not acceptable at Longstone School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying and inform parents.
2. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
3. Hold separate discussions with parents of bully and victim.
4. 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.
5. 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 policy.
6. If necessary and appropriate, the police or other local services will be consulted.

Sanctions

Sanctions might include:

- withdrawal from favoured activities, for example school visit.
- loss of break times for a period to be determined by the headteacher.
- barred from school during lunchtimes for a period to be determined by the headteacher.
- fixed period of exclusion from school.

In dealing with bullying, staff at Longstone will follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

The following steps may be taken when dealing with incidents:

- 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.
- 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.

- 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.
- 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 to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- 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, removal of privileges, 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 to 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

8) Involvement of Pupils

Children are actively involved in anti-bullying work in various ways, including:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about dealing with bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

9) Liaison with Parents and Carers

We will:

- a. Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- b. Ensure that all parents/carers know who to contact if they are worried about bullying.

- c. Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- d. Ensure all parents/carers know where to access independent advice about bullying.
- e. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- f. Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

10) 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 and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies and guidance
- Searching and confiscation guidance

11) 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
- DfE (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- Power to tackle poor Behaviour Outside School

12) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is:

Mr George Wolfe

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

Mr Simon Beahan

12) 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 (George Wolfe) 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.

Signed _____ Chair of Governors _____ Date _____

Signed _____ Headteacher _____ Date _____

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.