Anti-Bullying POLICY February 2022

Written by: SLT in consultation with all staff
Approved by the Finance, Premises and Safety
Committee on 3.2.2022

Our Values and Vision

At Crompton Primary School we will provide a safe and stimulating environment where diversity is celebrated, develop a lifelong love of learning, foster innovation and creativity within an exciting curriculum, celebrate individual success and support children to develop positive relationships within our nurturing school community .

Our school is a warm, friendly and welcoming community where everyone is encouraged to develop themselves to their full potential. We believe that the potential of every individual is limitless and that every minute in every lesson, every day counts. Within a supportive environment, we encourage individuals to reflect on and learn from their mistakes in order to become independent, responsible, resilient and successful.

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", "Advice for parents and carers on cyberbullying" November 2014 . It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2021

https://www.gov.uk/government/publications/preventing-and-tackling-bullying
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Policy objectives:

This policy outlines what Crompton Primary School will do to prevent and tackle all forms of 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 where no bullying of adults, children or young people will be tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere

- Utilises support from the Local Authority and other relevant organisations when appropriate.

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", 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, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

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, known as online or cyberbullying.

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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- 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.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- 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 technology, especially mobile phones and social media positively and responsibly.

Involvement of pupils

We will:

- Regularly discuss children'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.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on the school website and in the school office.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline. 8) Links with other school policies and practices

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

- Behaviour policy
- Complaints procedure
- Safeguarding and Child Protection policies
- Online Safety and Acceptable Use Policies (AUPs)
- Data Protection

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 and civil law. These may include (but are not limited to):

- 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

Responsibilities

It is the responsibility of:

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- 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: Tom Welsby
The named member of staff with lead responsibility for this policy is: Lara Beaumont

Monitoring and review, putting policy into practice:

This policy was approved by the Finance, Premises and Safety Committee on 3rd February 2022

This policy will be monitored and reviewed in: January 2023 or sooner if legislation changes

- 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

Preventative Strategies:

High levels of Supervision i.e.

Playground - two adults on the playground

Midday Supervisor for each class

Full time Teaching Assistants in Foundation Stage and KS1 plus extra support where necessary

Ensuring adequate adult/child ratio when going on school trip/walk etc. see EVC, Spencer Crossley for advice on ratios.

Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground. – use school system of rewards – see behaviour policy.

Reinforce caring for each other through Collective Worship, the school's values, the PSHE curriculum and other appropriate curriculum areas.

Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell Midday Supervisor/Classroom Assistant/Teacher straight away.

Carpet Discussion Time/ Circle time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?

Keep a record of incidents – Report a concern on CPOMS and a pastoral referral form and report verbally to Headteacher. If a pattern of behaviour is emerging or serious incident occurs school will contact parents to discuss ways of resolving the situation.

Playground Equipment and adults support - markings/games on the playground, picnic tables and lunchtime equipment (playground store-room) all help to keep children positively focused on desired behaviour as well as adult and playtime pals support for play.

Teach children how to recognise when others do not like what is happening to them e.g.sad face, crying.

Encourage children to use the playtime pals if they need a friend on the playground.