



## **Curdridge Primary School ANTI-BULLYING POLICY**

### **Definition**

Bullying can be defined as "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (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.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Staff, parents/carers and children at Curdridge Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, through the use of technology or face-to-face, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

The victim(s), their friend(s), their parents/carers or other interested people may bring bullying to the attention of any member of staff.

### **Related Documents**

Core Values

SEND Information Report

Local Offer Report

Hampshire / DfE guidelines on Exclusion

DfE Use of Reasonable Force in Schools guidance

Equality and diversity policy

Safeguarding policy

### **Aims**

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil 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/carers 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.

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- ◆ To take appropriate action, including exclusion in cases of severe bullying.
  - ◆ To monitor incidents of bullying during the school year by the Headteacher.

### **Strategy for Dealing with Bullying**

In dealing with bullying, staff at Curdridge Primary School 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.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep records of any incidents (this may be in the Incident/Diary Book kept in the Headteacher's Office.)

Strategies have been introduced at Curdridge Primary School to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

All complaints of bullying will be fully investigated and detailed sanctions applied where appropriate. The Headteacher or a member of the Management Team will apply the following procedures.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Curdridge Primary 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.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents/carers of bully and victim.
8. Sanctions for the bully include:
  - withdrawal from favoured activities, for example school visit
  - loss of breaktimes/lunchtimes for an appropriate period of time
  - barred from school during lunchtimes for an appropriate period of time
  - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying

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can have on individuals. A mentor/named person will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils. We listen, believe, and act.

### **Bullying off the School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local area of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of public, the police should always be informed.

### **Cyber-bullying**

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms. This includes unacceptable behaviours expressed online, sometimes called online or cyberbullying. It can be: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that children are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that children are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated at Curdridge Primary School.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively.

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The key differences are:

- Impact – the scale and scope of cyber-bullying can be greater than other forms of bullying.
- Targets and perpetrators – the people involved may have a different profile to traditional bullies and their targets.
- Location – the any time and any place nature of cyber-bullying.
- Anonymity – the person being bullied will not always know who is attacking them.
- Motivation – some students may not be aware that what they are doing is bullying.
- Evidence – unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

We seek to instil values in all members of the school, which should, ideally, preclude all bullying. These are reinforced by an E-safety programme which includes teachers spending time talking about cyber-bullying and its effects and consequences. It is crucial to the school's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

### **Bullying Directed Towards Race, Gender, or Disability**

We will not tolerate bullying against anyone because of his or her race, gender, or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

### **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and on LA forms. We have a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHCE/PDL and Religious Education lessons.

Curdrige Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

### **Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

We make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend is appointed for the pupil to confide in.

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If the bullying is serious, we undertake a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents/carers. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

In implementing this policy we will:

- Involve pupils
- Involve parents
- Regularly evaluate
- Implement disciplinary procedures
- Openly discuss differences between people that could motivate bullying
- Use specific organisations or resources for help with particular problems
- Provide effective staff training
- Work with the wider community where necessary
- Make it easy for pupils to report bullying
- Create an inclusive environment
- Celebrate success.