ANTI BULLYING

Our Shared Beliefs About Bullying

Bullying damages children’s and young people’s physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children’s and young peoples’ changes of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. At Crosshall Infant School Academy Trust we believe that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children’s experience of bullying. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- There is an imbalance of power, which makes it difficult for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire CFA (Child, Families and Adult) Services definitions of bullying:

'Bullying' is behaviour by an individual group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’ DfE, July 2017.

'Bullying is the persistent, deliberate attempt to hurt or humiliate someone’. Cambridgeshire County Council 2018.
At Crosshall Infant School Academy Trust, we believe that bullying is:

Emotionally or physically harmful behaviour which is:
- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless.

For the children at our school the definition of someone who bullies is someone who:

'I am mean and unkind to another child for a long time, without thinking about their feelings.'
(School Council 2018)

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical**
- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Interference with personal property

**Verbal**
- Threats or extortion
- Taunts
- Name-calling/verbal abuse
- Innuendo
- Spreading of rumours

**Indirect**
- Spreading of rumours/stories
- Shunning/ostracism

**Electronic/cyberbullying**
- Abuse via:
  - Text message
  - Instant messenger/social network sites
  - Email
  - Images or videos posted on the internet or via mobile phones
  - Setting up or promoting inappropriate websites
Anti-bullying policy

There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying.

**Specific types of bullying**

Our school recognises that although anyone can be bullied for almost any reason or difference; some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Sexist bullying
- Homophobic bullying
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying of young carers or looked-after children or otherwise related to home circumstances

**Racist bullying**

Examples of such bullying may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture, religion or language.
- Refusal to cooperate with others on the basis of any of the above differences
- Derogatory name-calling, insults, racist jokes and language
- Stereotyping on the basis of colour, race, ethnicity.
- Racist comments
- Racist graffiti
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist bands or insignia
- Promoting offensive materials such as racist leaflets, magazines or computer software
- Attempting to recruit young people to racist organisations or groups

Racism is a very serious issue. It can be identified by the motivation of the bully, the language used or by the fact that victims are singled out because of the colour of their skin.

**Faith based bullying**

Examples of such bullying may include:

- Negative stereotyping, name-calling or ridiculing based on religion.
Anti-bullying policy

Sexual/sexist bullying
Examples of such bullying may include:
- Use of sexist language
- Negative stereotyping based on gender
- Unwanted/inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Distribution/display of pornographic material aimed at an individual

Homophobic/gender non-conformity bullying
Examples of such bullying may include:
- Name-calling based on sexual orientation
- Innuendo based on sexual orientation
- Use of homophobic language

SEN/disability bullying
Examples of such bullying may include:
- Name-calling based on disability or learning difficulties
- Name-calling based on special educational needs

The Equality Act (2010) places a duty on schools to ensure that any person with a physical or mental impairment is not subject to discrimination.

The Special Educational Needs and Disability Code of Practice (January 2015) aims to ensure that schools do not treat disabled pupils less favourably than others and that reasonable adjustments are made to avoid putting disabled pupils at a substantial disadvantage.

Gifted/Talented bullying
Examples of such bullying may include:
- Name-calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

Dealing with Bullying Behaviour

This Anti-Bullying Policy is set within the wider context of the school’s overall aims and values. At Crosshall Infant School Academy Trust we promote pupils’ self-esteem and emotional wellbeing. We help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and within the community. Our school fosters an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

As a school we recognise that we may have some degree of bullying behaviour at some time, even if only slight or infrequent. It is recognised that bullying in its
Anti-bullying policy

many manifestations as well as making students unhappy in school, can seriously affect their progress and well-being and that the impact of bullying can follow victims and perpetrators into adult life. We are therefore committed to dealing with such incidents positively and effectively whenever they occur.

The relationship between discipline and bullying is important. We believe that the effectiveness and regular evaluation of our Behaviour and Discipline Policy will enhance our whole school stance against bullying. On discovering any bullying behaviour, the procedures for monitoring and assisting behaviour will immediately come into effect (see Behaviour and Discipline Policy).

Aims

“We treat each other as we would expect to be treated ourselves”

We aim that the children in our school will:
- Develop a positive self-image and know that they and everyone around them should be treated with respect.
- Feel confident in the knowledge that bullying will not be tolerated in any shape or form.
- Know what steps to take should they feel they are being bullied (i.e. who to tell).
- Be part of a positive peer group willing to speak up in defence of a friend who may be a victim of bullying type behaviour.
- Understand the difference between what is bullying and what is not.
- Learn to apply positive social strategies such as how to say “no” nicely but firmly.
- Work against bullying and report any incidents of bullying.

Responding consistently

Bullying occurs in children from all backgrounds, cultures, races and genders, from nursery to the sixth form or adult. Once an incident of bullying has been identified, the action that is taken should be immediate and consistent throughout the school. Identifying a bullied child may not necessarily come from a report from a child or parent.

Early signs of distress can be:-
- Withdrawn behaviour;
- Deterioration of work;
- Spurious illness;
- Desire to remain with adults;
- Erratic attendance;
- General unhappiness, anxiety or fear;
- Late arrival;
- Bed-wetting or other distressing behaviour.
At Crosshall Infant School Academy Trust we also recognise that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure

**Responding to Incidents of Bullying**

By employing restorative strategies and questioning as detailed in the Behaviour Policy we will aim to deal with any incidents of bullying in the following ways:

- Listen to the children in a neutral and non-judgemental capacity, making sure there is equal attention paid to both the bully and the bullied;
- Record all aspects of the problem, findings and action taken;
- Seek support and advice of relevant members of staff, i.e. Team Leader, Assistant Head, other class teachers, as appropriate.
- Seek understanding and support of both families, if appropriate.

**Support the bully:**

- Find out why the behaviour is occurring, reasons may be jealousy, lack of social skills, a “grudge” being held.
- Help the bully to understand the effect that his/her behaviour is having and has had on the other child.
- Discuss appropriate future action and strategies/targets, i.e. develop whole class circle time sessions, target individual friendships, talk about ways to ask for toys, to play, discuss ways of treating our friends.
• **Support the bullied:**
  - Listen to what has been happening and how and when it has happened, i.e. playtimes, lunchtimes, which playground
  - Talk about how it has made them feel, when it is happening and afterwards
  - Develop strategies for dealing with this in the future or developing social skills to avoid the situation arising, i.e.
    - How to say “no” and mean it
    - How to talk to peers and ask for things
    - Where to play to be safe
    - How to ask for help if it should occur again
    - Building up self-esteem and confidence
  - Regular use of PSHCE resources/schemes of work as appropriate to class, groups or individual’s needs;
  - Maintain records over a period of time to evaluate and monitor future behaviour of those concerned.

All reported incidents of bullying are logged on an incident report form and kept in a file in the Headteacher's office. Any racist incidents are recorded on a separate form, which in turn is submitted via the governing body to Cambridgeshire County Council. Written records should be made within 24 hours of any incident. Logs are factual; opinions offered should only be based on factual evidence. Pupils are invited to contribute to the log where this is appropriate and should be told what will happen with this information.

Note: In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority area and county trends and enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools.

**Following up/Supporting and Monitoring**

Where the school has become aware of a bullying situation, parents/carers of both parties will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullies constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put in place to prevent the occurrence of further incidents. Follow up appointments are made with parents/carers to share these agreed measures and to monitor their success in preventing further bullying. It will not be assumed that the problem is resolved because a pupil has made no further complaints.
Anti-bullying policy

Prevention

Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- An effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the schools Behaviour and Discipline Policy
- A whole school approach to the teaching of PSHCE
- Implementing a Personal Safety Programme and specific Anti-bullying unit of work as identified in the Cambridgeshire Personal Development Programme
- Providing training on behaviour management and anti-bullying for all relevant staff including Midday Supervisors
- Providing a timetabled weekly Circle Time session, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages.

We have strategies for awareness raising and preventative work within the curriculum. Among these are encouragements of children speaking honestly and confidently on a variety of subjects (through the Cambridgeshire Personal Development Programme and developing social skills through assemblies and Circle Time). We encourage children to be assertive in what they say and the body language presented with it. Our staff are encouraged to be vigilant at all time, both in school and in the playground. All staff take part in ongoing training to ensure awareness of all forms of bullying and how to deal with these effectively.

Monitoring and Evaluating the Anti-Bullying Policy

Our school's Anti-Bullying policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the PSHCE leader and involves monitoring and evaluating anti-bullying preventative and responsive strategies to
Anti-bullying policy

ensure the schools practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, children and parents/carers using a range of methods such as:
  - Surveys and questionnaires
  - Whole school audit tools

**Resources**

Anti-Bullying units of work - Cambridgeshire Personal Development Programme

Foundation: Friends unit p23

Key stage 1: theme 4 - "bullying behaviour p77".

Whole school: "say no to bullying" SEAL theme resources.

A selection of books that are based on bullying and reinforcing the importance of being kind to one another can also be located in the corridor by the staff workroom.
Anti-bullying policy

APPENDICES

Bullying incident report form
This report should be completed within 24 hours of the incident being reported. Due consideration should be given to issues of confidentiality, including third party information.

<table>
<thead>
<tr>
<th>Alleged bullying incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student allegedly bullied</td>
</tr>
<tr>
<td>Name (s)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender M/F</th>
<th>SEN stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home language</td>
<td>looked-after child y/n</td>
<td></td>
</tr>
<tr>
<td>Date of incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of incident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of incident, identify details of any injury or damage to property, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle any elements that apply:
- Racist
- sexual/sexist
- homophobic
- Sen/disability

Member of staff to whom the incident was reported
Anti-bullying policy

Racist Incident Report Form

School/Establishment: Crosshall Infant School Academy Trust
District: Huntingdon
Type: Primary

Date and time of incident: ...........................................................
Was the incident racist, homophobic or disability/SEN related? .................................................................

<table>
<thead>
<tr>
<th>Victims name:</th>
<th>Perpetrator's name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Gender</td>
</tr>
<tr>
<td>Ethnicity (incl. Traveller or Refugee)</td>
<td>Ethnicity (incl. Traveller or Refugee)</td>
</tr>
<tr>
<td>Year Group/ Age</td>
<td>Year Group/ Age</td>
</tr>
<tr>
<td>Outside Person (s) incl. Parents/Carers</td>
<td>Outside Person (s) incl. Parents/Carers</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Teaching Staff</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Unknown</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

Nature of incident (tick any that apply)

<table>
<thead>
<tr>
<th>Racist comments and language</th>
<th>Physical assault</th>
<th>Damage to property</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession/distribution of racist material</td>
<td>Provocative behaviour</td>
<td>Verbal Abuse and threats</td>
<td></td>
</tr>
<tr>
<td>Ridicule and ostracism</td>
<td>Written abuse</td>
<td>Racist graffiti</td>
<td></td>
</tr>
</tbody>
</table>

Details of incident:

Action taken: (To be completed by designated members of staff)

Have parent(s)/carers of victim been informed? YES/NO (delete as appropriate)
Have parent(s)/carers of perpetrator been informed YES/NO (delete as appropriate)
Outcome recorded in victim's/perpetrators files YES/NO (delete as appropriate)

Record completed by ………………………………………………………………………………………………
Signature of designated member of SLT…………………………………………………………… Date:........................................