



# ANTI BULLYING POLICY

Policy reviewed November 2021

Next review November 2023

Our anti-bullying policy has been developed with the involvement of representatives from all of the school community; school staff, governors, parents, carers and pupils.

The policy takes into account the following documents:

Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011

Working Together to Safeguard children 2013

Keeping Children Safe in Education 2021

Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Partnership (SSCP)

Anti-Bullying Charter first signed in 2014

SSCP Child Protection Procedures 2019

### **Context**

- Bullying takes place in schools as it does in other work places and society as a whole.
- The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied.
- Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Crowmoor.
- Only if all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

### **Definition**

"Bullying is behaviour by an individual or group, usually repeated over time, that **intentionally** hurts another individual or group either physically or emotionally. "

#### *Shropshire Children's Trust and Safeguarding Children Partnership Anti-Bullying Charter 2014*

One-off incidents, whilst they may be very serious, either physically or verbally or both and will always be dealt with, following the guidance in our Behaviour Policy, do not fall within the definition of bullying.

Stopping violence and ensuring immediate physical safety is obviously, a school's first priority but schools have to make their own judgments about each specific case.

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.

Bullying is *repetitive*, deliberately hurtful behaviour, *repeated* over a period of time. Meaning that an individual conducts the same pattern of bullying behaviour towards different children or that one or

more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group.

Bullying is often motivated by prejudice against particular groups where differences can be real or perceived, It can be a subtle, highly complex behaviour which takes many forms. The most common forms include bullying linked to:

- race, religion or culture
- special educational needs or disabilities (physical or cognitive)
- appearance or health conditions
- physical (hurting others physically, including sexual harassment)
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other malicious comments/gossip or discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups) The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.' (DfE "Preventing and Tackling Bullying", July 2107)
- Emotional bullying (which can be more damaging than physical)
- Radicalisation and Extremism
- Criminal and sexual exploitation

## **UNICEF**

As a UNICEF Gold Award Right's Respecting School ,it is essential that we deliver the two essential rights directly referencing education, ensuring that bullying is actively discouraged and measures to prevent it

### 28. Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

### 29. Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

## **Those Involved**

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, between parents and staff or pupils, or between staff; by individuals or groups; face to face, indirectly; using the range

of methods above. Witnesses to bullying behaviour initiated by others have a moral and/ or professional duty to intervene and to report it.

The School Ethos and our adoption of the principles of the United Nations Convention on the Rights of the Child should help establish a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and have recognized rights and responsibilities, bullying is far less likely to be part of their behaviour.

Pupils are encouraged to report bullying in this school by discussions in the curriculum/through Healthy Schools/Safer Schools work and surveys, The annual Anti-bullying week focus in the Spring Term and production of posters and other materials developed by pupils. The use of Playground Buddies and Prefects to act as points of contact, the DSLs "Concerns Drop Box". By constant reminders to say "No" and to tell a friend or a trusted adult.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction talks, the website adopting and displaying the Anti-Bullying Charter, parental involvement in the reviews of the Behaviour Policy. If a parent suspects that their child is being bullied, they should immediately inform the school and arrange to meet with the class teacher or learning Mentor as soon as possible.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This policy is linked directly to the following policies:

Please read this policy in conjunction with the following policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (*Race Equality, Disability Equality, SEN policies, additional policies related to protected characteristics under the Equality Act 2010*)
- PSHE policy.

#### **Aims of this Policy**

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.
- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy and to react to bullying incidents in a reasonable, proportionate and consistent way



suspect may involve bullying.

- Support staff should listen carefully to concerns raised by children and make initial enquiries. They should inform the class teacher or the Head/DSL of any concerns that have been raised.

### **Action For All Teaching Staff**

- All staff should be vigilant and respond promptly to any behaviour which they suspect may involve bullying.
- Staff should listen to concerns raised by children and parents carefully.
- The class teacher if applicable should inform the Head /DSL that they are dealing with the concern. The Head may become involved at an early stage if that is deemed appropriate.
- Teachers should then investigate concerns that have been raised. They should talk with the pupils involved, listening to each account separately. They should also speak to other adults who work in school as appropriate.
- The class teacher has the responsibility with the support of Head/Deputy to decide how best to respond to the concern. A range of consequences is available to the class teacher and these will be used as appropriate
- If necessary, we will involve other local services including Early Help or children's social care if a child is at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded on CPOMS (see also Behaviour Policy) it will include recording appropriate details regarding decisions and action taken.
- The relationship between teachers and children is of the greatest importance in supporting children and resolving any difficulties that have occurred. Teachers should make use of the strong relationships that exist to resolve any difficulties that may have occurred.
- Teachers may choose to adopt a wide variety of intervention strategies. This may include working with the whole class, introducing systems of peer support and the involvement of parents. Support staff can also be used to provide support for individual pupils.

### **Staff do's and don'ts:**

- Never ignore suspected bullying
  - Don't make premature assumptions
  - Listen carefully to all accounts – several children all saying the same thing does not necessarily make it true
  - Adopt a problem-solving attitude, which moves children on from simply justifying themselves
  - Follow up **repeatedly**, checking bullying has not resumed
- 
- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken promptly by the member of staff who has been approached:
  - each incident will be investigated thoroughly, sensitively and effectively
  - a clear account of the incident, actions taken and review date will be recorded on CPOMS and the head teacher/DSL informed so incidents can be monitored
  - relevant staff will be kept informed and if the bullying persists, they will record this and inform the head teacher/senior manager, and appropriate further action is taken
  - parents/carers will be kept informed appropriately
  - Teachers will use pink slips to notify parents/carers of inappropriate behaviour and will keep accurate records of bullying incidents through CPOMS.
  - Early Help and the completion of a Webstar will be organised if appropriate
  - appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour

- Class teachers will do all they can pastorally to stop further incidents in partnership with parents, pupils and outside agencies. The Head/SENDCo may put in place additional pastoral support for the pupil who has experienced inappropriate behaviour.
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

Anti-bullying measures are part of the school's overall safeguarding duties to protect all children, so this policy needs to be read in conjunction with the School's Child Protection policy. The Office maintain an electronic register for recording all Pink Slip Incidents (including Bullying which should be recorded on a Pink Slip even if a letter is sent as well) and thus a copy of all Pink Slips need to be provided to the Office. The DSLs will ensure that the records are monitored on a termly basis and reported to the SLT/Governors Health and Safety/Full Meeting each term.

The Parents/Carers of victims/aggressors will be notified of bullying incidents on the day they occur by phone or slip. It is the responsibility of the Class Teacher to ensure that this occurs regardless of where or when the incident happened. This must be completed prior to the teacher finishing for the day.

## 2. Pupil support

Possible effects of bullying on the victim:

- Stress / panic attacks
- Inability to concentrate
- Lack of motivation
- Anxiety about coming to school
- Loss of confidence / self esteem
- Food disorders
- Unhappiness / depression
- Isolation
- Self-harm
- Nightmares / enuresis
- Feelings of failure
- Changes in behaviour
- clinging to adults
- attendance

Pupils who have *been* bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up
- Victims will be reassured; offered support; and utilising the internal programmes and access to external agencies work will be attempted to ensure that their self-esteem and confidence are maintained/improved.

This will be done in the weeks/months following an incident , organised/delivered by the class teacher and regular conversations and checks will continue to be made by class teachers to ensure that the bullying has not resumed.

Pupils who **have** bullied will have their behaviour addressed by: having an immediate opportunity to discuss the incident(s) with an appropriate member of staff who will establish what behaviour was inappropriate and why the pupil became involved. Staff will clearly identify what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy). The aggressor's parents/carers will be informed of agreed actions, and how they can support changes in inappropriate behaviour by the Class teacher. Throughout this process staff will also seek to mentor the child who is behaving inappropriately. This will include considering and addressing any factors that may be contributing to the inappropriate behaviour

The staff member will arrange a review date/time to discuss outcomes and appropriate follow-up. If a child is involved in bullying other children, the child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the School may contact external support agencies such as Inclusion Services, Woodlands or engage the Early Help Process (though governors have instructed staff not to take on the role of Lead Professional) or Children's Social Care if there is a risk to the safety and well-being of the child that cannot be addressed any other way.

### **Vulnerable Pupils**

The 2017 DfE guidance states the following; 'Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

'These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others.'

The school is very aware of vulnerable children and provides support in this area. Our SENDCo plays a key role in providing systems of 'in house' support and commissions external agencies to provide support as appropriate for children identified as vulnerable. This work is often co-ordinated through the 'Early Help' process.

### **Curriculum**

Pupils must always be closely involved in any work on anti-bullying. Pupils are encouraged to report bullying in this school by telling a Pupil Buddy, Monitor or Prefect. By constant reminders in assemblies to say "NO" and to tell someone ;by posters developed by pupils, through discussions in the curriculum/through Healthy Schools/Safer Schools work. The Schools Council regularly discusses bullying as does the Safer School Committee.



Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, other subject areas and through assemblies and other school activities. The PHSE scheme and our UNICEF work is the main way the anti-bullying curriculum is delivered. We also involve outside agencies such as the Police or NSPCC in assemblies and direct work.

### **Promotion**

It is the responsibility of the governors, headteacher and all staff, pupils and parents to implement the school 's anti-bullying strategy and to ensure that all those involved with the School, are aware of the school policy and know how to deal with incidents of bullying and that bullying is wrong and how everyone has rights and responsibilities with regard to bullying incidents.

The policy will be promoted and implemented throughout the school through our annual Anti-bullying Week work organised by the Safer Schools Group, weekly Rights Respecting School Rights work, assemblies and pupil survey results/parent survey results; alongside the annual Safer School Hot-spot Survey. Staff should routinely discuss bullying and how to deal with it with themselves and with their pupils.

Staff should set positive role models for pupils, treating each other with respect and attempt to support all children in their class and to establish a climate of trust and respect for all, stressing the need to recognise rights and responsibilities in all situations. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The policy will be promoted and implemented throughout the school by all.

### **Monitoring, evaluation and review**

#### **Monitoring and Review**

The school will review this policy bi-annually and assess its implementation and effectiveness regularly by the Administrator examining the record of incidents at least every term and reporting them to The Safer Schools Committee. This Anti-bullying policy may legally be the Governors' responsibility; but morally is the responsibility of all involved with our School. The Governors, Pupils, Staff and Parents should help review this policy. A Link Governor will have responsibility for Safeguarding, which will include anti-bullying. Governors should analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy was reviewed and shared with: pupils, staff, parents/carers and governors

Date ratified by the governors: 20<sup>th</sup> November 2021

Signed by: Headteacher .....

Chair of Governors .....Head Boy and Girl .....

## Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

### Section A: About the Incident/s

**What do you think motivated this incident? (indicate all relevant characteristics)**

- Race
                         
  Religion / culture
                         
  Sex
                         
  Disability
- Sexual orientation
                         
  Gender identity/presentation
                         
  Age\*
- Other (please define)

*\*age discrimination legislation does not apply to the treatment of pupils or provision of education.*

**Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):**

**When did the incident take place?**

Time  Day  Date

**Where did it happen?**

Area of school / Street name or location if outside school / via electronic media (please give details below)

**What happened?**

**What injuries were suffered (Physical? Emotional?) Please give details below:-**

**Was any property lost or damaged?**

Yes (If 'yes' please give details below)

No

**Frequency or duration of behaviour**

Once or twice

Several times a week

Persisting over one school term

Persisting for more than a year

### Section C: About the Victim

**Is the victim**  **Pupil**  **Staff member**  **Other adult**  **Other child**  
(Name of victim is not needed in this context) **Sex** M/F **Is this same as birth?**  
Y/N

**If child - Year Group /Age**

**If adult - Age Group:**  16-24  25-34  35-44  45-55  Over 55

**Please indicate in the appropriate box how you would describe the victim:**

**Religion/belief orientation**

Buddhist  Rastafarian  Don't know

Christian

Sikh

Hindu

Other

Jewish

No religion

Muslim

Prefer not to say

**Sexual**

Heterosexual

Bisexual

Gay/Lesbian

Prefer not to say

Don't know

**Ethnicity**

White British

White & Black Caribbean

Any other black

background

White & Black African

Indian

Chinese

White Irish

Pakistani

Any other ethnic background

White & Asian

Bangladeshi

Prefer not to

say

Other white background  Black Caribbean

Don't know

Any other mixed background

Black African

Eastern European

**Is the victim from a Gypsy or Traveller background?**

Yes

No

Don't know

**Disability – please describe**

Don't know

### Section D: About the offender(s)

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**

*(Name/s of offender/s not needed in this context)*

**If adult - Age Group:**

16-24

25-34

35-44

45-55

Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

### Section E: What now?

**Details of actions agreed with everyone involved** – including parents and carers where appropriate:

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

Form Completed by:

Role:

D

Date this incident was reported to the authority:

**Police involvement:**

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you

have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

Certain agencies can share **de-personalised** information without your consent.

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only       Yes       No

Personal details       Yes       No

Signature       Date

.....  
**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim:-

  
  
  
  
  
  
  
  
  
  

Perpetrator:-

  
  
  
  
  
  
  
  
  
  

This form is now available on Business World

## **APPENDIX 2**

### **The Legal Framework:**

#### **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006, provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

**The Equality Act 2010** replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership . The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

The Duty has three aims.

It requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty and additional specific duties require them; to publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

### **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the "sender.



# Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter for Action

## Crowmoor Primary School

**Together we are working to create a culture where  
any form of bullying is unacceptable.**

We define bullying as:

behaviour by an individual or group, usually repeated over time,  
that intentionally hurts another individual or group either  
physically or emotionally.

Our Service:

- discusses, monitors and reviews our anti-bullying policy and procedures regularly
- supports everyone in identifying and tackling bullying appropriately
- ensures that everyone is aware that all bullying concerns will be taken seriously and dealt with sensitively and effectively
- will learn from effective practice.

Headteacher

7<sup>th</sup> September 2015

Date

Pupil Representative

*E. Ann Hartley*  
Portfolio Holder, Children's Services,  
Shropshire Council

