



# Anti-Bullying Policy

This policy was approved and adopted by  
the Local Academy Board  
on 15<sup>th</sup> December 2021

It will be reviewed in Autumn 2022



## **1. Rationale**

At Crawley Ridge we regard all forms of bullying among pupils as unacceptable behaviour and we intend to prevent all forms of bullying among pupils. We believe that by challenging bullying effectively we will improve the safety and happiness of our pupils. We will make it clear that bullying is unacceptable. We follow guidance given in the DfE document: Preventing and Tackling Bullying - July 2017.

## **2. Principles underpinning this Policy**

This policy will be shared with all members of the school community - children, parents, staff and governors. We believe that the process of working together establishing, evaluating and reviewing this document is of great importance and is necessary to ensure successful implementation. We realise that this is an aspect of school life that needs careful but firm handling. We intend to act in a balanced way, being vigilant but not overreacting, and ensuring we consider the interests of all those in our care. The strong values underpinning our vision include a positive belief in others and their potential and we will challenge ourselves to ensure that labelling does not occur. Our response to and prevention of incidents will be underpinned by the application of these values. If incidents occur we will deal effectively and sensitively with the issues.

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, eg, cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

### **2.1 Our definition of bullying**

We understand bullying to be:

- The wilful, conscious desire to hurt, threaten, humiliate or frighten someone else and/or...
- Repetitive with a pattern of behaviour towards a specific individual and/or...
- Difficult for victims to cope with or handle and/or...
- Unequal power: bullying involves the abuse of power by one or more individuals who are (perceived as) more powerful.

### **2.2 Types of bullying**

- Physical – eg: hitting, kicking, taking belongings
- Verbal – eg: name calling, insulting, making offensive remarks
- Indirect – eg: spreading nasty stories about someone, exclusion from social groups
- Cyber-bullying



### **2.3 Who is involved**

We recognise that one person may start bullying a victim, but others may be present and may have either a negative or a positive involvement. For example:

- Help the 'bully' by joining in
- Help the 'bully' by watching, laughing and shouting encouragement
- Be a bystander but, by taking no action, passively support the 'bully'
- Help the victim directly, tell the 'bullies' to stop, or fetch an adult

In addressing the issue of bullying and ensuring that we have a wide spectrum of measures, both to prevent and deal with bullying, we recognise that any child could be subjected to bullying. It is helpful to understand that any individual who stands out as being 'different' from the crowd may be vulnerable to being 'picked on' by his / her peers. Some characteristics that could give rise to bullying include those listed below.

- Lacking close friends at school
- Being shy
- An over-protective family environment
- Being from a different racial or ethnic group from the majority
- Being different in some obvious respect – such as stammering
- Having a Special Educational Need or a disability
- Behaving inappropriately, intruding or being a 'nuisance'
- Possessing additional accessories

Equally, we need to appreciate that bullying, as with any other form of anti-social behaviour, may arise from a variety of contributing factors in a child's life. For example, a child who is experiencing difficulties, who may be himself / herself subject to some form of bullying /abuse in the home or other environment, may use the school environment to 'get his/her own back'.

### **2.4 Responses**

It is important to understand that there is a wide spectrum of responses and behaviours involved in this subject. For example:

- Some victims may behave passively or submissively, signalling to others that they would not retaliate if attacked
- Some may behave aggressively and provoke others to retaliate
- A single individual could be both a victim and a 'bully' at different times

### **2.5 We believe that bullying can inhibit learning and can cause**

- Low self-esteem and negative self-image
- Unhappiness and loneliness
- Physical symptoms such as stomach aches, sleeping difficulties and sadness
- Anxiety, insecurity and lack of trust in later adult life
- Lack of trust in adults/guardians from a young age



### **3. Procedures / Guidance for Use**

#### **3.1 Preventative strategies for staff**

Children are taught about their responsibilities, emphasising that there can be no neutral response and adults should always be told if bullying is observed.

Some examples of possible strategies include the following:

- Our school ethos and attitudes to others in the school community
- Activities / strategies designed to build self-esteem
- Co-operative work across a particular year group, eg working in a group in science or art
- PSHE curriculum
- RHE curriculum
- Work on values– particularly building respect
- Teaching children to be aware of the consequences of their actions
- Promoting the principles of “Leader in Me” – 7 Habits of Highly Effective People
- Collective worship and assemblies
- Stories dealing with specific issues – eg “Elmer”, “Jamaica” and “Amazing Grace”
- Role play and drama
- Historical events – reflecting on issues and points of view – eg Guy Fawkes – Protestants and Catholics
- Circle time – focus on own feelings and those of others, listening to others and tolerating viewpoints of others, learning to take turns, discussing difficult issues using a problem solving approach, empathising
- Current affairs - discussions
- Recognise and challenge gender content within verbal unpleasantness eg ‘you can’t play football because you are a girl’
- Recognise and challenge racial issues
- Provide opportunities for pupils to express points of view
- Circle of friends
- Playtime initiatives
- Liaison between midday supervisor and the Headteacher
- Effective playground supervision both mid-morning and lunch
- School Council
- Ensuring children know who to turn to in school if they are worried
- Specific work with ELSA

#### **3.2 Preventative strategies for parents**

- Showing child within family environment how to resolve difficult situations without using violence or aggression
- Encouraging positive relationships outside school
- Being clear about acceptable and non-acceptable behaviour
- Encouraging child to see difference in a positive way
- Helping child to learn how to forgive



- Giving children lots of praise and encouragement when they are co-operative or kind to other people
- Watching out for signs of being bullied or bullying others
- If you are concerned, make an appointment to see your child's teacher.

## **4. Procedures if bullying is suspected / identified**

### **4.1 Procedures for staff**

Initially for 'bully' and victim(s)

- **Listen** carefully to all pupils
- **Reassure** the victim that they have been listened to, they have done the right thing by telling an adult and that we will help them
- **Investigate** incidents / **analyse** problem and root causes
- Behavioural difficulties of any kind that are causing a difficulty for the child or others should be **noted / dated** and kept by the class teacher
- A risk assessment may be undertaken if a particular child is posing risk of harm to others
- **Decide on action.** The actual details will be decided according to the particular incident. The behaviour policy gives guidance on use of consequences, which are used for most behaviour difficulties. Some of the stages may be appropriate but if bullying is suspected / identified the victim and/or the 'bully' is likely to need further support / adult intervention. If bullying is suspected / identified this should be discussed with the Headteacher or SENCo, when further action will be agreed.
- **Implement** action
- **Monitor** to ensure improvement

Further steps to be taken with the victim

- Adults should seek to address antisocial behaviour which might make the child vulnerable to bullying (See section **2.3**). For example some pupils may find it hard to concentrate in class or they may behave in ways that irritate others.
- Selecting strategies as appropriate (See section **3.1**)
- Discussion with parents as appropriate
- A support plan for the victim may be drawn up and shared with parents
- Monitoring of situation by class teacher /senior member of staff

Further steps to be taken with the 'bully'

- Clear identification of inappropriate behaviour
- Inappropriateness made clear to child
- Adults knowing and conveying a positive belief that the situation can be changed
- Clear specific guidance and support on how to change behaviour
- Close monitoring and feedback to child



- Adults should seek to understand and address possible causes and underlying motivation
- Discussion with parents as appropriate
- Monitoring of situation by class teacher / senior member of staff

#### Accountability

- All actions above will be agreed by the Headteacher working with the class teacher, families and other senior leaders. Support plans will be reviewed and monitored by the Headteacher on a weekly basis (See section 5.)

#### 4.2 Procedures for children

If someone is bullying you:

1. Tell the person to stop
2. Go away from them
3. Tell an adult in school

All other children:

1. Tell the person to stop
2. Tell an adult

#### 4.3 Procedures for parents

If you think your child is being bullied in school, first manage your own reactions. We are all protective of our children and none more so than in this situation. An emotional protective response will not help the child to deal with the situation. However strongly we feel and however justified the complaint it is important that as adults we deal calmly and dispassionately with the problem.

- Calmly talk to your child about the incident and the actual facts
- Make a note of what your child says – who was involved, how often the bullying has occurred, where and what has happened
- Reassure your child that telling you is the right thing to do
- Ask if an adult in school has been told
- Tell your child to report further incidents to the teacher
- Make an appointment to see your child's teacher
- Explain the problems your child is experiencing

If you think your child is bullying others

- Talk to your child and explain that bullying is unacceptable and makes others unhappy
- Show your child how to relate to others in a positive way
- Make an appointment to see your child's teacher
- Consider whether other members of your family are involved in bullying behaviour or using aggression or force to get what they want
- Take active steps to discourage this behaviour



## **5. Monitoring, evaluation and review**

- Headteacher/ Senior Leader to monitor policy in action
- Headteacher to evaluate and review with all school staff and the Local Academy Board on annual basis
- The Headteacher, in conjunction with parents and children will determine review dates and any target that may be set. Cases of bullying will be closed after meetings are held with both parties (victims' family and the 'bully's' family) to discuss and agree that solutions have been found/ any targets have been met.
- If agreement is not made, the Headteacher will work with both families to develop further plans to support both children.

## **6. Relationship to other policies**

This policy should be read in conjunction with the following policies:

- PSHE
- Behaviour
- Learning Policy
- Single Equality Policy
- SEND
- Positive Touch Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- DfE document: Preventing and Tackling Bullying – July 2017