



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Anti-Bullying Policy

Status of Policy	Date
Reviewed	Every 2 years
Ratified by governors	February 2024
Review date:	February 2026

*Our school policies reflect our vision of
Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing compassion, honesty, trust, hope,
respect, thankfulness and courage.*



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

ANTI-BULLYING POLICY

This policy should be read in conjunction with the Behaviour Policy

Definition of Bullying

We define bullying as emotionally or physically harmful behaviour which is:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group

It is “the intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power” (Anti-Bullying Alliance).

Forms of Bullying

Bullying behaviour can present itself in a number of different forms:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; using homophobic language; insulted about race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / Cyberbullying / Online – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

The 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
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or

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laughing

- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Reasons why children may Bully

The school recognises the fact 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 wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

- 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
- Being under pressure to succeed at all costs

Implementing the Anti-Bullying Policy

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life

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- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

Reporting Incidents of Bullying – See Appendices A, B and C

The procedure and stages in responding effectively to bullying at our school are clearly set out in Appendix B: Tackling Bullying – Short term Action and Checklist.

Actions include:

1. Making sure the person being bullied is safe and feels safe.

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

2. Establishing and recording what happened by listening to the targeted child.

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately by completing the relevant section of the Bullying Incident Report Form (see Appendix A 'Bullying Incident Report Form' and Appendix C – 'Dealing with an Incident'). A record will be added to CPOMS.

When an incident of bullying is reported, the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

3. Deciding upon a response.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

A Restorative Approach

Where appropriate, and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused

- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time

The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that pupils may have and taking into consideration the needs of vulnerable pupils. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the pupil's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it

Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. 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:

1. Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
2. Adopting positive behaviour management strategies as part of the school's Behaviour Policy
3. Implementing a whole school approach to the teaching of PSHE and Citizenship and Relationships
4. Providing training on behaviour management and anti-bullying for all relevant staff
5. Providing a School Council and regular Circle Time, enabling pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
6. Providing peer support systems such as Playground Buddies/Friendship Benches
7. Participating in the annual national Positive Friendship/Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
8. 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 pupils' emotional wellbeing
9. Providing social skills groups for vulnerable individuals and groups

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10. Providing cross year group house systems
11. Providing a transition programme to support pupils moving across year groups and key stages
12. Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites
13. Working in partnership with other schools/local authority services on anti-bullying initiatives

Monitoring and recording behaviour and relationship issues.

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. Incidents are recorded accurately on CPOMS with links to other children clearly identified so that any pattern can be traced.



• CROWTHORNE CHURCH OF ENGLAND SCHOOL
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APPENDIX A – ALLEGED BULLYING INCIDENT

Logging Information

Section A: Alleged Bullying Incident	
Target:	
Name(s):	
Age:	Year Group:
Member of Staff to whom the incident was reported:	
Date of incident:	Date reported:
Time of incident:	Location of incident:
Target's Account / Concerns of Parents	
Alleged perpetrator(s)	
Names and year groups:	
Nature of incident details of any injury or damage to property etc:	
Circle any elements that apply:	
Form: Verbal	Physical Indirect Cyberbullying
Parent of alleged target(s) informed:	
Date:	Time:
Have any incidents involving the pupils named above been reported on a previous occasion?	
Check records and CPOMS– talk to teachers from lower year groups.	
If yes, What actions were taken?	
Signed:	Date:

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Section B: Accounts of those involved	
Alleged perpetrator(s) account of the incident:	
Name(s): <i>(Talk to the children individually)</i> Details	
Bystanders' / Witnesses' accounts of the incident:	
Name(s): <i>(Talk to the children individually)</i> Details:	
Parents / carers of alleged perpetrators informed:	
Date:	Time:
Section C: Action Plan	
Details of immediate action taken:	
Monitoring of action taken and details of follow up and longer term action taken:	
A COPY OF THIS FORM MUST BE GIVEN TO HEADTEACHER OR DEPUTY HEAD WITHIN 24 HOURS OF THE INCIDENT.	



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APPENDIX B - TACKLING BULLYING

SHORT TERM ACTION – Dealing with an incident.

1. Deal with the distress caused sensitively.
2. Find out the facts from all concerned. Record on Incident Forms or in yellow book (Class Pastoral Issues)
3. Victim: Reassure that the victim was right to tell.

Bully: Consider the strategy of asking the victim and alleged bully to speak to each other with an adult overseeing conversation and advising on questions and ways of speaking.
Ask what they did.
Ask for other options.
Restate what is acceptable.
Punishment should be appropriate to degree and frequency of the incident and the child e.g. Telling off, time out, apology. (Refer to sanctions in Behaviour Policy)

Peer Group: Where appropriate involve peer group in support of victim and bully, directly or indirectly e.g. P.S.H.C.E. activities, and drama.
Use 'Support Group' approach.
4. Parental Involvement: If more than one incident/professional judgement warrants it, parents are to be involved early in the process. Can be both sets of parents.
5. Review written records. Give copies to Headteacher or Deputy Head.
6. Monitor regularly.

Follow up

The member of staff who dealt with the incident will ensure the child's class teacher is fully informed regarding the incident(s). The class teacher will then monitor the situation and ask the child if there have been any further incidents or not.

CHECKLIST:

Name:

Date:

Dealing with an incident.

1. Deal with the distress caused sensitively.
2. Find out the facts from all concerned.
3. Victim: Reassure that the victim was right to tell.
Bully: Ask what they did.
Ask for other options.
Restate what is acceptable.
Punishment should be appropriate to degree and frequency of the incident and the child e.g. Telling off, time out, apology. (Refer to sanctions in Behaviour Policy.)
Peer Group: Where appropriate involve peer group in support of victim and bully, directly or indirectly e.g. P.S.H.E. activities, drama.
4. Inform the child's class teacher.
4. Parental Involvement:
If persistent, very severe or child is very distressed, either or both sets of parents should be informed.



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DEALING WITH AN INCIDENT – APPENDIX C

Name:

Class:

Date:

Who was bullying you?

What did they do?

What had happened before?

When did this happen?

What do you want to happen now?

Staff member who dealt with the incident.....

Signature of member of staff..... Date



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APPENDIX D– TYPES OF BULLYING

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools are advised to log all incidents of racist or faith-based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: "any incident which is perceived to be prejudice-related [racist] by the victim or any other person." In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

Bullying related to ethnic, cultural and religious backgrounds

Racist or faith-based bullying is bullying based on a person's ethnic background, colour, religion or cultural heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where Black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Gypsy, Roma and Traveller (GRT) children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racist and cultural dimensions in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Bullying related to gender

Sexist and sexual bullying affects all genders. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Gender stereotyping can also have a negative impact on children and young people in that it can limit their aspirations and can make them feel they should not or cannot do certain things, e.g. 'boys don't do ballet' or 'girls can't play football'. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

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Bullying related to gender identity

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (ie who identify as nonbinary), those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender can also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying.

Bullying related to sexual identity or orientation

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic and biphobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic and biphobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context; biphobic abuse such as 'don't be greedy' or 'make your mind up'; also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

Bullying related to special educational needs and disabilities (SEND)

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected

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of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.