



## Crofton Infants School

### Anti-bullying Policy Statement

Date	Review Date	Lead	Nominated Governor
September 2024	September 2025	C Holloway	A Eggleston

#### Rationale

At Crofton Infants School every child and adult has the right to feel happy and safe. All staff are committed to fostering and maintaining an atmosphere of mutual respect for others, cooperation and the ethos that incidences of bullying are dealt with promptly and rigorously. This policy should be read in conjunction with the school's safeguarding and behaviour policies, as well as the **Waterton Academy Trust anti-bullying policy**.

#### Aims and objectives

- Bullying is unacceptable and damaging towards the individual it is directed towards. We therefore do all we can to prevent bullying by developing a school ethos in which bullying is regarded as intolerable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying should it occur within our school.

#### Definition of Bullying (This includes cyber bullying)

Bullying is ***persistent or repeated*** behaviour that causes someone to feel unhappy or less valued. Bullying can be physical, verbal or emotional aggressive behaviour or intimidation towards another person.

Bullying is deliberate hurtful behaviour and ***repeated*** over a period of time. ***“However if two children of equal power or strength have an occasional fight or quarrel, this is not bullying”.***  
**(DfE)**

Cyber bullying is ***persistent***, deliberately hurtful behaviour, which causes distress to others using various modern day technologies such as text messages, voicemails or social media sites.

Bullying can be a very traumatic experience and can have serious consequences for all those concerned – not only for the victim(s) of bullying and their family but also for the perpetrator(s) and their family.

Bullying can take place in a variety of circumstances and can involve individuals, including vulnerable or minority groups.

## **Purposes and Guidelines**

### **1. To identify incidents of bullying and act promptly.**

All children are taught to report incidents where bullying is suspected promptly and truthfully to an adult in school, in the knowledge that any disclosure will be taken seriously and be dealt with promptly by staff. Information will be gathered from all parties involved to ascertain if bullying has taken place. Incidents of bullying must be recorded. (*See Appendix 1*)

### **2. To counsel victims of bullying incidents and bullies to ascertain facts.**

Involved staff will spend time listening to each child's account separately. Staff will then inform each child involved of what subsequent action will be taken.

All reported acts of bullying must be reported to a Senior Leader. Staff will be made aware of any children who need to be monitored.

### **3. To maintain communication with parents/carers in relation to their child.**

The Head of School or Deputy Head of School will contact in person, by phone or letter, the parent/carer of the alleged perpetrator of the bullying behaviour and advise of any action taken. They will be invited to attend school to discuss the incident (if they wish).

The parent/carer of the alleged victim(s) of the bullying behaviour will be informed by telephone or in person and be invited to attend school to discuss the incident (if they wish).

### **4. To raise awareness of bullying and how to deal with it via the curriculum.**

The Head of School/Deputy Head of School/staff will utilise ongoing whole school assemblies as an opportunity to raise awareness of bullying and anti-bullying strategies.

The Personal and Social Education (PSE) programme in school (*1Decision*) supports awareness of bullying, as well as it being a key focus during our annual 'anti-bullying' week.

Personal Social Health Education (PSHE) or *1Decision* will incorporate the consideration of issues related to bullying and promote self-worth, confidence and esteem. Each class has a system of discussing concerns e.g. Circle Time, Worry Box.

Co-operative behaviour will be encouraged at all times, through spots, stickers, praise and achievement assemblies. (See also Behaviour and Discipline Policy).

## **Roles and Responsibilities**

### **The Role of Trustees/Governors**

The Trustees and Governors of our Academy Standards Committee (ASC) have a responsibility to oversee that policy and procedures are being carried out appropriately and effectively. Governors may request to review an anonymised log of bullying incidents.

This policy statement has a clear message that the governing body / trustees will not allow bullying to take place in our school, and that any incidents of bullying that do occur will be taken extremely seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy at regular intervals. The governors require the Head of School to keep and retain accurate records of all incidents of bullying.

### **The role of the Head of School**

It is the responsibility of the Head of School to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of and familiar with the school policy and are adequately trained to deal with reported incidents of bullying.

The Head of School will report to the governing body, in regards to the effectiveness of the anti-bullying policy upon request.

The Head of School ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of School draws the attention of children to this fact at suitable moments. For example, should an incident occur, the Head of School may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and subsequent sanctions imposed.

The Head of School sets the school climate of mutual support and praise for success, therefore making instances of bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to form part of their behaviour.

### **The role of the teacher / staff**

Teachers / staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They maintain and retain their own records of all incidents that occur in their class and that they are aware of within school.

Should staff witness an act of bullying, they will do all they can to support the child alleged victim. If a child reports being bullied over a period of time, then, after consultation with the Head of School, the teacher will inform the child's parent/carer.

Should teachers become aware of any bullying taking place between members of a class, the matter will be dealt with immediately. This may involve counselling and support for the alleged victim(s) of the bullying, and sanctions for the alleged perpetrator(s) of the bullying. Staff will spend time talking to the child(ren) who have alleged to have been bullied, explaining why the action of the perpetrator was wrong, and endeavouring to encourage the perpetrator change their behaviours in future. If a child is repeatedly involved as a perpetrator of bullying other children the Head of School / Special Educational Needs Co-Ordinator (SENCO) will be informed. The perpetrator's parent / carers will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head of School may contact external support agencies for additional advice.

Staff make best attempts to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, incidents of bullying may be prevented.

### **The Role of Parents/Carers**

Parents/carers who suspect that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's **class teacher**.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Parents/carers should be reassured that our school consider bullying a very serious matter. We expect parents/carers to listen sensitively and patiently to their child and respond appropriately. We invite parents/carers to be mindful of the following points:

- We will always act in an honourable way and with the best of intentions
- We will listen to your child
- We will listen to the viewpoint of the alleged perpetrator
- We will listen to the comments and observations of other children involved
- We will be sympathetic
- We will not automatically apportion blame and will arrive at a fair decision

Every child will, on occasions, be selective with the truth. ***Children often only see things, or remember things selectively to support their own needs or interests at the time. This is very common, age appropriate behaviour for the children in our school:***

- Children sometimes will claim an incident took place as a method of seeking revenge or wanting to get someone 'into trouble.'
- Sometimes children remember incidents in different ways
- Sometimes children have played an initial role in events leading up to bullying. Whilst they are not guilty as perpetrators they may have to share a portion of the blame for their involvement.
- Experienced teachers have just that – experience. Try to uphold faith in their judgements and conclusions
- The Executive Headteacher/Head of School are passionate about treating everyone fairly to the best of their ability
- Honesty, truthfulness and accepting responsibility are greatly valued

Parents and Carers are asked to support the school in its wider safeguarding of pupils by reading the e-safety guidance and Policy. Additional advice for parents and carers on cyber safety and protocols are available on request from the school.

### **Prevention**

Various methods can be used to help prevent bullying. As and when appropriate (and in relation to the age of the child), these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly

- making up role-plays
- having discussions about bullying and why it matters

### **Sanctions**

Sanctions will be used where bullying is clearly proven. Sanctions relate and are equivalent to those detailed in our school Behaviour Policy.

### **Dealing with minor incidents**

Reprimand is often sufficient to deter children from name calling and teasing. Discussions with class teachers/Learning Support Assistants (LSA's)/Lunchtime Supervisors can also be useful at this stage.

### **Procedure for Dealing with a reported Incident of Bullying**

If a person reports a case of bullying to a member of staff, the staff member should:

- Investigate the reported behaviour and make every effort to stop the behaviour as quickly as possible.
- Refer and report the behaviour to a member of the Senior Leadership Team (SLT). SLT will record the incident on cpoms
- Inform parents/carers and ask them to attend the school for a meeting to discuss the issue(s)
- Make and keep accurate records of incidents and of how the school has responded

### **Records will include:**

- Who was involved or alleged to be involved
- Where and when the alleged happened
- What happened
- What action was taken
- How the incident was followed up

### **Outcomes**

- The perpetrator(s) may be asked to apologise. Other consequences / sanctions may take place.
- In serious cases exclusion will be considered
- If possible, pupils will be reconciled using a restorative practice approach
- After incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If appropriate the police or other external agencies may be consulted

### **Helpful Information**

#### **What types of bullying are there? (REPEATED and PERSISTENT)**

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)

- Cyber (all areas of internet, email and internet chat room misuse)
- Mobile threats by text messaging and calls.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)

### **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or want to change their route
- Doesn't want to go on the school
- Asks to be driven to school, when they would ordinarily arrive by other means
- Changes their usual routine
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Has dinner or other monies / possessions continually 'lost'
- Has unexplained cuts or bruises
- Begins to bully others
- Changes eating habits
- Is frightened to say what is wrong
- Gives improbable excuses for their behaviour

***These signs and behaviours could indicate other concerns; however, bullying should be considered a possibility and should be investigated***

**What causes Bullying? People bully for different reasons. The reasons could be:**

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

***These behaviours could indicate other problems or issues linked to safeguarding. (See Safeguarding & Child Protection Policy)***

### **How can we prevent Bullying?**

Our staff have a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Having an effective anti-bullying policy and practice.
- Having a safe and happy environment, with good attitudes, behaviour, and relationships which has a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Working in school which develops empathy and emotional intelligence
- Ensuring any incidents are treated seriously and dealt with immediately.

### **Support Agencies**

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent / carer section with links to recommended organisations who can help with bullying issues [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Bullying on line [www.bullying.co.uk](http://www.bullying.co.uk)

[Childline](#) – advice and stories from children who have survived bullying

Telephone: 08000 1111

[Kidscape](#) - practical support, training, and advice to challenge bullying and protect young lives

Telephone: 020 7730 3300

Parents Against Bullying

Telephone: 01928 576152

[Parentline Plus](#) – advice and links for parents

Telephone: 0808 800

