



# Policy Document

## Cliffe Woods Primary School

# Anti-Bullying Policy

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Cliffe Woods Primary School is committed to developing an anti-bullying culture where the bullying of any member of the school community is not tolerated in any form. The school community consists of pupils, parents/guardians/carers, governors and all staff.

We work hard to ensure that through our policies, procedures and behaviours, we create an inclusive culture which helps prevent bullying from happening in the first place – we value and celebrate difference and challenge all forms of discrimination and prejudice. We will actively support all victims of bullying and take appropriate action against the perpetrators. This work will be pursued through the pastoral and academic curriculum, as well as through the reporting and disciplinary procedures created to deal with all such incidents.

All perpetrators will incur sanctions, up to and including exclusion, relative to the seriousness of their behaviour.

### **Links with other policies:**

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy

### **Links to Legislation:**

These include but are not limited to:

- The Equality Act 2010
- The Children Act 1989
- The Malicious Communications Act 1988
- Keeping Children Safe in Education 2023



## Definitions

### What is Bullying?

Bullying can be defined as: “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” (Anti-Bullying Alliance)

This hurt can be physical, mental or emotional and includes behaviour which is designed to insult, embarrass, humiliate or make the target feel 'less than' and/or unsafe. Bullying can also happen online.

We recognise bullying as a form of child-on-child abuse. It can have severe and adverse effects on a child's emotional development.

Our school recognise the seriousness of prejudice-related incidents. A prejudice-related incident is defined as:

Any incident which is perceived to be prejudice-related by the victim or any other person. (Adapted from the Stephen Lawrence Enquiry Definition of a racist incident)

This definition is designed to ensure that the school takes full account not only of what the victim says, but also the perceptions of those who have witnessed the incident, reported it or are aware of the circumstances.

This means that if any person feels that an incident is motivated by bullying then it should be recorded as such and as with all incidents, properly investigated.

By effectively dealing with and recording prejudice-related incidents, our school demonstrates to all members of its community a commitment to creating an environment where all are valued and where prejudice and discrimination are not accepted. Bullying affects all members of the school community.



## What does bullying look like, feel like, sound like?

Bullying can occur through many different types of anti-social behaviour and/or social aggression. This includes (but is not limited to):

**Physical** – hitting, kicking, pinching, sexual assault, extortion, stealing, hiding belongings.

**Verbal** – name-calling, mockery, insulting, making offensive remarks, sexual innuendo, threatening.

**Emotional** – social exclusion, making threats, undermining, spreading hurtful rumours.

**Indirect** – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, and display of pornographic, classist, disablist, homophobic, racist or sexist material.

Online bullying: this can take many of the forms listed above along with:

- Creating and sharing offensive, degrading and/or malicious messages, images or videos
- “trolling”
- Hate groups/sites, including extremist groups.
- Creating fake accounts, hijacking or stealing online identities to embarrass another pupil or cause trouble.



Cliffe Woods Primary School does not accept the dismissal of any bullying or prejudice-related incident as banter. We reinforce this with pupils by explaining it is not banter if:

You would be upset if it was said to you

- It's hurtful
- You're not friends
- Someone has asked you to stop
- The target isn't laughing
- It focuses on someone's insecurities

(Taken from the Anti-Bullying Alliance's guidance)

### Sexual Violence and Sexual harassment

Cliffe Woods Primary School does not tolerate sexual violence or sexual harassment in any form. See our Safeguarding Policy for further information on how these incidents will be dealt with.

## Who bullies?

**Anyone** has the capacity to bully.

There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.



## Who is bullied?

**Bullying can happen to anyone.**

### Prejudice-Related Incidents

If a pupil is being bullied because of one or more of their protected characteristics (including perceived characteristics), the school will record this as a prejudice-related incident, as well as a bullying incident. Protected characteristics, as outlined in the 2010 Equality Act, are disability (including SEN), gender reassignment, race, religion or belief, sex and sexual orientation. Prejudice-related incidents do not have to be intentional or repetitive. If an incident does not constitute bullying but is prejudice-related, it will be dealt with according to our 'Prejudice-Related Incident Procedure' (see Appendix 1)

We recognise that certain groups of pupils are at greater risk of being bullied, including those with SEN or young carers.

Incidents may include:

- verbal abuse by name-calling, offensive mimicry
- physical threats or attacks
- defacing of property
- graffiti
- inciting others to behave in a classist way
- mocking clothing and belongings
- refusing to cooperate in work and play (refusing to sit next to someone).

Whilst all the above constitute some manifestations of bullying, it should be remembered that an incident of bullying is anything that the victim or anyone else perceives to be such an incident.

## What is classist bullying?



In classist bullying, a person is targeted for representing a perceived class or socioeconomic group. This not only impacts on the person, but on their families and others perceived to be from that same group.

## **What is disablist bullying?**

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are then at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

## **What is homophobic bullying?**

In homophobic bullying, a person is targeted for being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

## **What is racist and religious bullying?**

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious group. People do not have to be of that group to suffer racist and religious bullying. This bullying not only impacts on the individual person but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

## **What is sexist bullying?**

In sexist bullying, a person is targeted for being perceived as being a member of a particular gender. This bullying impacts on the individual person and on all men and women.





## Prevention

Cliffe Woods Primary School recognise all forms of bullying, especially if not tackled, can have a devastating effect on individuals, create barriers to learning and seriously impact mental wellbeing. We want all our pupils to feel safe, learn and fulfil their potential.

We will:

- Create an inclusive environment where all adults model our core values of respect, compassion and integrity.
- Uphold and communicate these values and our school ethos to all members of the school community.
- Recognise that bullying can be perpetrated or experienced by anyone.
- Recognise that pupils with SEN and/or disabilities can be disproportionately impacted by bullying.
- Challenge and question any language or practice, including 'banter' that does not uphold our values of acceptance, non-discrimination and respect for others.
- Teach pupils about the responsible use of technology.
- Openly discuss and educate our pupils on differences or perceived differences between people that could motivate bullying; for example, looked after children or those with caring responsibilities and discussing the protected characteristics in an age-appropriate way.
- Celebrate success and achievements to build a positive school ethos.
- Use assemblies, our PSHE curriculum, displays and events such as Anti-Bullying Week to reinforce the message of inclusion and respect.
- Train pupils in roles such as Equality Ambassadors or Play Leaders to utilise pupil's voice and develop pupil-led education and support, embedding messages across the whole school.
- Ensure our pupils know how to share worries and who to speak to if they are worried about bullying.
- Educate and actively encourage pupils to be an 'upstander, not a bystander', calling out bullying and/or prejudice-related bullying when they see it.



In the promotion of the school's anti-bullying work all pastoral, academic curriculum areas, and all school staff will reflect the school's equal opportunities policy and practice in all their work.

The school will develop partnerships with outside agencies such as the local authority, local voluntary groups, theatre in education projects, victim support and the police where appropriate, both to inform pupils, staff and parents/carers/guardians of the issues and to give them support.

Assemblies, the school environment and displayed material will consistently reinforce the equal opportunity and anti-bullying policies.

## Expectations of the School Community

The school accepts that:

- every member of the school community has the right to feel comfortable, safe, secure, equally valued and respected;
- every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;
- every pupil in the school community has the right to equal access to a curriculum that meets their needs;
- learning is the entitlement and responsibility of every member of the school community;
- every member of the school community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating,
- every member of the school community has the responsibility to treat others with respect;
- it is the responsibility of every member of the school community to address and/or report all incidents of bullying.

## Action

All members of the school community will be alert to the possibility of breaches of this policy and take appropriate action.

## Supporting Pupils

Pupils who identify that the policy is not being followed will alert an adult they trust. This may be their teacher or teaching assistant. A pupil who has been bullied will be supported by:

- Reassurance and pastoral support
- The immediate opportunity to discuss their experience with a member of staff of their choice
- Receiving a clear explanation of what will happen next
- Given the opportunity to be part of deciding next steps, including restorative work if appropriate. This will only be with the agreement of the child and their parents. (See Appendix three, 'Restorative Questions')
- Informing their parents of the incident(s) and the action taken

Pupils who have bullied will be helped by:

- Discussing what happened, explaining the concern and the need to change the behaviour.
- Informing parents to support the message from the school and help change the behaviour/attitude of the young person.
- Given appropriate support and education where necessary.
- Sanctions, in line with our behaviour policy

## Online Bullying

When responding to online bullying concerns, the school will:

- Take action as soon as the incident has been reported or identified.
- Provide support for the person who has been bullied and work with the person who has bullied to ensure it does not happen again.
- Work with individuals or online service providers to remove offensive or upsetting material.
- Confiscate and search electronic devices such as mobile phones, in line with our Online Safety policy.



- Inform the police if a criminal offence has been committed.

Staff have a particular responsibility in addressing all forms of bullying. A failure to do so will be perceived as consent. The school ensures staff receive training on identifying and responding to bullying, including cyberbullying.

All allegations of breaches of the policy will be investigated thoroughly and sensitively. If a teacher is unsure how to deal with the incident, he or she will seek advice from more senior staff.

Incidents and allegations will be investigated and the outcome recorded on Arbor and CPOMs. Prejudice-related incidents will be recorded using the Prejudice-Related Incident form and linked to the protected characteristic when added to CPOMs. This will enable us to track incidents and identify where further work is required.

A supportive script is provided for staff to help them complete an initial investigation into an allegation of bullying, (See appendix two)

Feedback will always be provided to individuals who have made the allegations or complaints.

Parents/carers/guardians are very important to the school and in particular, they have much to contribute to our anti-bullying work.

The school, in return, commits itself to investigate any allegations of any form of bullying from parents/carers/guardians promptly and to feed back the outcome of such investigations. All incidents reported by parents/carers/guardians will be recorded as mentioned above.

The school will also discuss with parents/carers/guardians any incidents of bullying in which their child has been involved, either as victim or perpetrator. Any



incidents of prejudice-based bullying will be shared with the parents/carers of those involved within 24 hours of the incident being reported to staff.

The school will monitor the impact of any bullying on both the victim and perpetrator and will ensure we continue to support pupils through pastoral support and regular check-ins.



## Appendix One

### Cliffe Woods Prejudice-Related Incident Procedure

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person.

#### Incidents amongst pupils

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

1. The incident should be logged by the member of staff who first becomes aware of it on a prejudice-related incident form, which can be found in the pastoral office or attached to the Anti-Bullying policy and the Behaviour policy.
2. Incidents should be ranked on the following scale:
  1. No offence was intended or taken.
  2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
  3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.
  4. Substantial hurt or distress was caused and/or the behaviour was based on substantial hostility and prejudice and/or the behaviour may be repeated.

This form should be shared with a member of the SLT and/or safeguarding team then scanned and added to the incident record on CPOMs.

A member of the senior leadership team will investigate incidents at Level 2 or 3. The incident will be reported to the parents/carers of all involved within 24 hours or as soon as practically possible.



If the incident is at Level 4, it needs to be investigated immediately, the child should be taken to the Head of School or Deputy Head straight away.

It will be decided as to whether restorative justice or another form of education or consequence is best for the perpetrator. The response will be communicated to parents and carers of both perpetrator and target.

The CPOMs/Arbor record will be updated in all cases. All incidents are to be reported to parents/carers.

Pupils should be made aware of this procedure through PSHE lessons and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.

Termly meetings are held by the Safeguarding team to discuss incidents and children that may require ongoing support or other interventions.

### **Incidents perpetrated by staff members**

All incidents should be reported to a member of the leadership team immediately. The incident will be logged and investigated by the Head of School.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.

## Appendix 2

# Supportive Script for Initial Investigation into an Allegation of Bullying

### Report number:

Student name	
Investigating staff member	
Date	

1. Describe what happened.	
2. Exactly where and when did the incident take place?	
3. Were there any other young people around at the time, if so, who?	
4. Was there an adult around at the time, if so, who?	
5. Do you know the names of the people who were involved?	
6. What were you doing before the incident took place?	
7. Can you remember exactly what happened or what was said?	
8. What happened next?	
9. Has this happened before?	
10. What would you like to happen now?	





## Appendix 3

### Restorative Questions in Response to Challenging Behaviour

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Describe what happened:

--

What were you thinking at the time?

--

Since the incident, what have you been thinking about?

--

Who has been affected by what you have done?

--

In what way do you think they have been affected?

--

What do you think you need to do to make things right?

--

Staff name: \_\_\_\_\_

Date: \_\_\_\_\_