



## Anti-Bullying Policy

Date: September 2023

Date of next review: September 2024

### **Mission Statement**

We promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

Corsham Regis Primary Academy recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* academy. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **What Is Bullying?**

According to the DfE as defined in July 2017-09-28 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic focussing on people who are identified or perceived as being lesbian or gay
- Biphobic focussing on people who are identified or perceived as being bisexual
- Transphobic focussing on people who are identified or perceived as being transgender

- Non-binary phobia focusing on people who do not identify themselves as not exclusively male or female (also referred to as agender, genderfluid, gender-neutral and androgyne)
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber\* all areas of internet, such as email, social networking sites & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities
- Child on child **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

### **Why is it Important to Respond to Bullying?**

Everybody has the right to be treated with respect. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Bullying hurts.

The Academy has a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives:**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the academy policy is on bullying; and follow it whenever bullying is reported.
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises.
- As an academy we take bullying seriously. Pupils, parents and staff should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from academy;
- doesn't want to go on the academy / public bus;
- begs to be driven to the academy;
- changes their usual routine;
- is unwilling to go to the academy (academy phobic);
- begins to be truant;
- becomes withdrawn anxious, or lacking in confidence;

- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in their school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or " go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone or
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### **Procedures**

1. Report bullying incidents to staff
2. In all cases of bullying, the incidents will be recorded by staff on CPOMS and on a Bullying Form which is kept securely in the Headteacher's office
3. If the bullying is deemed as child-on-child abuse, this will be managed using the Child Protection Policy
4. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
7. An attempt will be made to help the bully (bullies) change their behaviour

### **Outcomes**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, fixed term exclusion or even permanent exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. All records will be kept securely in the Headteacher's office.

## **Prevention**

We will use SEAL and PSHE & C, including Wiltshire Learn4Life and Education for a Connected World resources, in deploying an all-encompassing strategy for helping children to prevent bullying. As and when appropriate, these may include:

- Revisiting the academy rules, the Golden Rules and our Acceptable Use Agreements for use of technology;
- 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 (or using SEAL role-plays);
- having discussions about bullying and why it matters;
- having a yearly whole academy focus through our Anti-bullying week in conjunction with National Anti-bullying Week. (Though this may be given a different name in order to reflect a chosen focus for that year).
- Pupil voice;
- Buddy systems and
- Pupil questionnaires.

## **Support:**

### **Intervention - Support for pupils who are bullied**

In order to best support any victims of bullying we will treat each case individually and therefore the nature and level of support will depend on the victim's circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the Headteacher, Mrs Abby Symons or SENCO Mrs Gemma Morris and Mrs Lauren Randall (maternity cover SENCO), to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Support for staff who are bullied**

At CRPA we understand the need to prevent and tackle bullying among pupils. But it is equally important that we make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Staff who feel they may be a victim of bullying should refer to the Whistle-blowing policy and flowcharts as well as referring to the Whistle-blowing section of the Staff Behaviour Policy.

- Definitions and advice to parents and carers re: cyber bullying will be found on the school website within the Safeguarding <http://www.corshamregis.wilts.sch.uk/safeguarding/>

### **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school

premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (DfE July 17)

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

### **County Lines (Criminal Exploitation of Children and Vulnerable Adults)**

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (**CCE**) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks

Self-harm or significant changes in emotional well-being

Where staff have a concern around county lines they should inform their DSL or DDSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

## Bullying report form

Date	
Time of incident	
Those involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber.)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, bi- phobic, transphobic, related to home circumstances etc)	
Brief summary of incident	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	
Follow up action (including dates)	See over leaf
Name (PRINT)	
Name (sign)	