Anti-Bullying Policy
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Statement of Aims and Objectives

At Crookhill, we aim to create and provide a caring, friendly and safe environment for all of our members so they can learn, grow and flourish in a secure and supportive atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. Any member of the Crookhill community: pupil, employee or volunteer, has the right to learn and work without the fear of being bullied. If bullying does occur, all incidents will be dealt with sensitively, promptly and effectively with the full co-operation of the school.

Together, as the school, home and the community, our aims are:

- for everybody to feel safe from bullying within Crookhill
- to recognise, identify and protect victims of bullying in accordance with our Child Protection and Safeguarding Policies
- to identify the different forms of bullying actions
- to understand and support Crookhill's stance against bullying
- to understand the procedure to report incidents of bullying and feel confident in doing so

Links to other polices

This policy is written in accordance and will reference to the following policies:

- Equality Policy
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- E-safety Policy
- ICT Policy
- PSHE Policy
- Allergy and Anaphylaxis policy
- Mobile phone policy

This policy was developed in consultation with Governors, the Head Teacher, school council and parents.

The overall aims of our Equality Policy are:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Definition of Terms

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically, psychologically or emotionally.

We understand that children can have disagreements and can fall out with friends for a time. This is ***not*** usually described as bullying.

All forms of bullying will be dealt with effectively and supportively. We understand that bullying can happen to anyone in our school, whether it is between pupil and pupil; between employees/volunteers and pupils; between employees/volunteers; between employees and parents/carers.

We appreciate that bullying can happen in many different forms and between different sections of the community. Bullying can take place either by individuals or groups, directly by face-to-face encounters or indirectly, by spreading rumours or using online web based media.

Bullying can be described in different categories:

Emotional being unfriendly; excluding people from groups; tormenting; taking or destroying belongings; producing offensive graffiti and notes; spreading hurtful and untruthful rumours; threatening gestures or looks and gossiping.

Physical pushing; kicking; hitting; punching; nipping; biting or any use of violence.

Verbal name-calling; sarcasm; spreading rumours; teasing; taunting; mocking; making offensive comments, using discriminatory and derogatory language (including language that is derogatory about disabled people, and homophobic and racist language)

Cyber All areas of the internet; such as email and internet chat rooms or instant messenger; through websites, apps and social networking sites; sending offensive or degrading images by phone or via the internet; making threats by text/instant messaging and calls; using associated technology, i.e. camera and video facilities.

Bullying behaviour is often motivated by prejudice against particular groups of society, it might be motivated by actual differences between children, or perceived differences.

- bullying referencing racism with racial taunts, graffiti, gestures
- bullying with a sexual content with unwanted physical contact or sexually abusive comments
- bullying related to homophobia because of, or focussing on, the issue of sexuality through homophobic taunts, graffiti, gestures
- bullying related to sexual orientation and gender reassignment
- bullying related to religion or culture because of, or focussing on, religious or cultural beliefs, clothing or traditions
- bullying related to SEN, physical or mental disabilities
- bullying relating to health conditions or appearance
- bullying relating to home circumstances, including young carers; looked-after and adopted children
- bullying related to different families and same sex relationships

Allergy Bullying and bullying related to medical needs

- mocking food allergies or dietary needs
- excluding pupils because of allergies
- threatening or joking about allergen exposure
- unsafe food-sharing or deliberate contamination risks

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 they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school, feels ill in the morning or begins to truant
- becomes withdrawn or anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide and/or self-harm or runs away
- cries themselves to sleep at night or has nightmares/bedwetting
- begins to do poorly in school work
- comes home with clothes torn, damaged possessions or they have "gone missing!
- has dinner money or other money continually "lost"
- has unexplained cuts or bruises
- 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 phones
- is nervous and jumpy when a cyber-message is received

Food allergy bullying can take many forms. Sometimes it is deliberate, such as joking with unsafe foods, and sometimes it is more subtle, like being:

- left out of trips and birthday parties
- denied safe food options
- called 'fussy' or 'overreacting'
- ignored when explaining their condition

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

Reporting and Recording Incidents

In Crookhill, bullying can reported in a number of different ways. Children can confide in any employee. However, if this is to a volunteer or non-teaching member of staff, the class teacher or Senior Leadership Team must be informed as soon as possible. Children can also write a letter if they do not want to personally tell a teacher, but a verbal conversation will be needed with the child about the incidents.

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. This can be done before or after school, as well as by appointment with the Senior Leadership Team. Reports of bullying will always be discussed with the Head Teacher.

Hate Incidents will be recorded in full and kept on file by the Head Teacher. The information that is discussed will be shared only with other appropriate members of staff to ensure that the victim of bullying and bully/bullies can be monitored to prevent further incidents. The incidents will be recorded and filed appropriately so staff can monitor the types, rates and patterns of bullying. The Local Authority also require that any Hate Incidents are reported using the LA Hate Incident Reporting form. In serious cases, parents and carers will be informed and will be asked to attend a meeting to discuss the incidents. If necessary and appropriate, the police will be consulted.

The information will be kept in the pupil behaviour log, which will be used to identify types, rates and patterns to this behaviour. This will also inform further school or class projects, based on the findings, in order to tackle all forms of bullying and negative behaviour in school.

Responding to Incidents of Bullying

Staff take all forms of bullying seriously and intervene to prevent incidents from taking place by either witnessing the incident or having it reported to them. Other children are encouraged to prevent bullying and report any incidents that they witness to an adult as quickly as possible. Children are encouraged to support each other and report incidents rather than trying to deal with it themselves.

If a teacher witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher will inform the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately through separate discussions with all of the parties involved with the incident. This may involve counselling and support for the victim of the bullying.

Consequences for the child who has carried out the bullying will be completed in accordance with the Behaviour Policy and the Head Teacher will be informed. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. If a child is repeatedly involved in bullying other children, the Head Teacher will involve parents to discuss this behaviour. Further consequences of bullying behaviour may involve privileges being removed, such as restricted playtimes.

In the case of Hate Incidents including prejudice-based bullying related to special educational needs, sex, race, religion and belief, disability, sexual orientation or gender reassignment, this must be reported to the Head Teacher, using the systems we have in place. Confirmed cases of bullying must be recorded following the school's and council's procedures and reported appropriately.

Cyber bullying and prejudice based bullying related to special education needs, sex, race, religion and belief, disability, sexual orientation and gender reassignment are not tolerated at Crookhill Primary School.

Each case of bullying will be dealt with on an individual perspective, depending on any other influences within a child's life such as home life or SEN issues, consequences and explanations will be given in accordance with this.

We then invite the children's parents into school to discuss the situation as promptly as possible. In more extreme cases, for example, where these initial discussions have proven ineffective the Head Teacher may contact external support agencies such as social services, the emotional welfare team or the police.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. Through the curriculum, the children are taught to understand and respect other cultures, traditions, faith and religions. If prejudice bullying arises, then staff are committed to dealing with the problem and educate children around the issue. By praising, rewarding and celebrating the success of all the children, we aim to prevent incidents of bullying. Teachers may also decide that an incident or series of incidents may require a class to focus in on an issue within PSHE lessons, such as conflict and resolution, celebrating differences or different families, same love.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of all forms of bullying and behaviour management in accordance with the behaviour policy.

Prevention of Bullying

At Crookhill, we use a variety of methods for helping children to prevent bullying throughout the school. This includes class and whole school assemblies, circle time, PSHE lessons, the playground helper scheme at playtimes and lunchtimes, Friendship Stops, and taking part in Anti-Bullying days/weeks and workshops. All of these things are on- going and will constantly be assessed, to see if they are working and will be adapted if needed.

Every academic year, the children are involved with different workshops about e-safety and how to stay safe online. The workshops highlight the dangers of giving out private information, meeting people online and how to stay safe when using online games. At Crookhill, we encourage the children to embrace technology but be aware of the dangers that it can bring. We strive to give them the strategies and support to deal with any cyber-bullying and other issues that may arise. E-Safety is embedded across the curriculum, and is a constant throughout the new computing curriculum. This is in accordance with our e-safety policy.

Crookhill strives to create an atmosphere where children are encouraged to have respect for each other's emotions and personal property. We have a positive behaviour reward scheme, where helpful, kind and polite behaviour is acknowledged and rewarded through house points and 'Star of the Week' awards.

To prevent prejudice-driven bullying, the whole school celebrates differences throughout the community, focusing on the differences and similarities that everybody shares. Our school promotes equality, achieving the Gateshead Inclusion Standard for our work. As part of our curriculum, we study and celebrate different cultures, religions, faiths and beliefs. In addition, these themes can form the basis of creativity weeks as such "One World, One Community", "British Sign Language week" and "Disability Awareness Week".

As part of the curriculum, staff will regularly discuss all forms bullying and discriminatory and derogatory language; this will inform children that we are serious

about dealing with all forms of bullying and lead to open conversations and increase confidence in discussing bullying. Our PSHE curriculum ensures that the Anti-bullying ethos is embedded within the curriculum, with all classes completing work through a whole school topic. The issue is also regularly raised in assemblies, led by the Anti-bullying co-ordinator, Danielle O'Shaughnessy, to ensure that the children are reminded of the support they can receive in school as well as what is acceptable and not acceptable within school.

Staff reinforce high expectations of behaviour through regular discussions. Class and school rules are displayed and referred to throughout school life. Everybody in school is expected to follow our Equality Policy. Celebrating equality and differences are a major part of our curriculum and school life, through topics, creativity weeks and school assemblies.

We have several peer led initiatives in Crookhill. The ''Playground helper scheme' is part of this where KS2 children play different playground games in different areas of the yard and include younger children in these games. They are then 'on-duty' during playtimes and lunchtimes with brightly coloured hats and bibs so that they are easily identified. Younger children can then spot them to play or to talk with. This scheme gives some of our Key Stage Two children the responsibility of helping to keep our playground a calm, peaceful and friendly environment for all of our children. The children have been trained in ways to help diffuse any conflicting behaviour between friends in games and play.

There are several strategies to prevent bullying in all areas of the school, including increased training of teachers, support staff and lunchtime staff to identify problem areas. Lunchtime staff have completed training on playground games so that appropriate play can be supported at lunchtime. Areas that are monitored around school are the playground, dinner hall, classrooms, corridors, toilets and other common areas.

The anti bullying co-ordinator has been trained by Stonewall and completed a Train the Trainer course. All staff have been trained in tackling homophobic bullying and Crookhill now has a stock response to bullying so that every member of staff can deal with and tackle bullying appropriately and confidently. Every member of staff has a copy of the stock response and knows the procedures that we follow as a school should this type of bullying occur. Every member of staff is aware of how to report such incidents.

The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate all bullying from our school. This policy statement makes it very clear that the governing body does not allow any bullying to take place in our school, and that any incidents of bullying which do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying which occur and reviews the effectiveness of the school policy regularly (at least once a year). The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks them to conduct an investigation into the case and report back to a representative of the governing body.

The link Governors responsible for Inclusion and Wellbeing (including Anti-bullying) are Anna Lucas and Jon Innerdale. A link governor report about Inclusion and Wellbeing is presented at termly governor meetings.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying (stock response, incident report forms). The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour is wrong, and why a pupil is being punished.

The Head Teacher and co-ordinator ensure that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

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

The Role of the Teacher

Teachers in our school take all forms of bullying seriously. Any incidents that are witnessed are intervened in and then reported immediately, following the school's system.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim or perpetrator of the bullying, and the punishment for those responsible. We spend time talking to the child who has been bullied, explain why the action was wrong and offer support. We also support the child whom perpetrated the bullying,

endeavouring to help the child to change their behaviour and hope to uncover any underlying issues that led to the bullying.

Teachers routinely attend training, which enables them to become equipped to deal with all incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the successes and differences of all children, we aim to prevent incidents of bullying.

Teachers also have a responsibility to deliver Crookhill's PSHE curriculum. Through this curriculum children will learn to celebrate differences as well as how to deal with all forms of bullying and understand what behaviour is acceptable and what is not tolerated in school.

The Anti-bullying co-ordinator is Danielle O'Shaughnessy.

The Role of Parents and Carers

Parents and carers who are concerned that their child might be bullied, or who suspects that their child might be the perpetrator of bullying, should contact their child's class teacher immediately. Parents and carers will be invited into school for a meeting with the class teacher to discuss the issue and the next steps to resolve the issue.

Contacting the parents and carers to report incidents of bullying will be prompt and discussed within a safe and secure environment. Responses will be dealt with in a sensitive manner when dealing with personal issues such as special needs and family problems.

Parents and carers should know that the school will not tolerate any forms of bullying and that the school will take positive steps to prevent the issues. Parents and carers will be involved with the process of preventing bullying with their own child.

Parents and 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. Parents and carers are encouraged to a review group that has consulted on the policy and are part of the consultancy process.

Monitoring the Policy

The Head Teacher, Senior Leadership Team and Anti-bullying co-ordinator will review any reports of bullying and consider the measures that were taken, reflecting on effective intervention. This can then be used to improve the policy and identify training

for members of staff within the school. Any types, rates and patterns of reported bullying can then be identified and acted upon and resolved quickly.

The results of anti-bullying surveys completed in school are reviewed and discussed. Any specific issues can be addressed with children and amendments in policies or procedures can be dealt with. Any whole school issues can then be dealt with in groups, class, or whole school situations, such as assemblies, to prevent the issue progressing.

We aim to celebrate our successes and continue our work to make Crookhill a healthy and happy environment for children to flourish in. We celebrate our achievements in assemblies and through our display work of awards in the school foyer.

Developing the Policy

The policy is developed through different methods within our school such as:

- playground friend schemes
- circle time
- PSHE lessons
- school council
- friendship signs/posters
- bullying intervention group

Reviewing the Policy

The Anti-bullying policy will be reviewed annually by the Head Teacher, Governors and Anti-bullying co-ordinator. Parents will also be invited to review the policy and suggest appropriate changes. Any issues that arise during the year may result in a review that would benefit the school and members of the community.

Parents will be consulted by information sent home through leaflets and letters. Parents are welcome in school to review the policy as well as an electronic copy being available through the website.

The children will be included in reviewing the school policy, School Councillor's usually get given the task of asking the children in their year group about any possible changes/worries they have. These suggestions will then be taken into consideration when reviewing the policy.

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