

Anti-Bullying Policy- September 2024

Statement of interest

Crook Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Crook Primary School will not tolerate bullying or intimidation in any, shape or form, and will provide a framework that can be used to meet the demands of all but the most particular incident. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. It is important to us that all teaching and non-teaching staff should approach each situation consistently. This policy intends to help all staff deal in a consistent and effective manner with any incidents of bullying which may occur within the school premises and/or during school activities, which may from time to time require involvement in out of school incidents.

Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and this includes pupils reporting an incident that may not be perceived by an adult to be very serious.

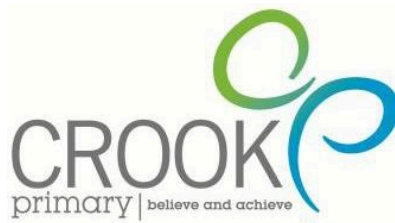
Pupils who are bullying need to learn different ways of behaving. The staff of Crook Primary School have a responsibility to respond promptly and effectively to all issues of bullying, whether relating to victim/ target, to perpetrator/ bully or to bystanders who encourage the bullying activity by watching, doing nothing to help and/or by actively supporting the bullying act through shouting encouragement, recording the activity on a mobile phone etc.

What is bullying?

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 has caring responsibilities. It might be motivated by actual difference between children, or perceived differences.

Stopped violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.



Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report others behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Procedures

Within the curriculum, bullying will be dealt with in Personal, Social and Health Education, but may also be covered in other subjects, such as English and IT.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher 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 identify and deal with the incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong, and why a pupil is being punished. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher 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.

Roles of staff

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. The staff will take action in relation to bullying that may include:

- Differentiation of curriculum/ teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.



- Taking action against acute incidents ranging from verbal reprimand to exclusion.
- Recording incidents on the Log Sheet as soon as possible. If a pattern becomes established then further action may be taken.
- Informing the Headteacher or Deputy Headteacher of any serious incidents as soon as possible and making the individual's class teacher aware of the situation.
- Making all pupils aware of the school's position on bullying and on bystanders to bullying incidents.

The role of parents

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. If they are not satisfied with the response, they should contact the headteacher. If they continue to be unsatisfied, they should follow the complaints procedure as highlighted in the complaints policy available on the school's website. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

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