



Carrington Primary School

Anti-Bullying Policy

Revised	February 2022
Reviewed	February 2025

Statement of Intent

At Carrington Primary we believe that no child should have to experience bullying of any kind and each of us involved in education has a role in ensuring that it is not tolerated. We know that tackling bullying in all its forms is central to ensuring the safety and welfare of all members of the school community. We also know that it is central to achieving the wider objectives of school improvement, raising attainment and attendance, and promoting equality and diversity.

Our school needs to be at the heart of a tolerant and diverse community. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying, which takes place at school, does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. (Preventing and tackling bullying, July 2017). The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

At Carrington Primary, 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 school. 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 school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Our School Community

All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

School should always be contacted in the first instance, parents should not contact the parents of the alleged bully as this may lead to further problems.

As a school we take bullying seriously. Pupils and parents and staff should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated.

What Is Bullying?

Bullying is the targeted use of aggression with the intention of hurting, humiliating or harming another person on a regular basis. Bullying can be from and to, an individual or a group. Bullying is not a one-off incident of hurting someone, it is often planned, and repeatedly occurs over a period of time. Bullying results in pain and distress to the victim.

What Bullying Isn't

We help children learn that bullying is not:

- A one-off argument or fight
- Children falling out with each other and both children being unkind at the same time
- A child who is having difficulty managing their emotions hurting children when there is a fall out

- An argument/disagreement with a friend

These incidents are dealt with under our behaviour policy, through PSHE work and specific social skills work where appropriate.

Definitions of different types of bullying

Physical bullying: Physical bullying occurs when a person uses overt bodily acts to gain power over another person. Physical bullying can include kicking, punching, hitting or other physical attacks.

Verbal bullying: Verbal bullying occurs when someone uses language to gain power. The verbal bully makes use of relentless insults and teasing to bully. Spreading rumours and gossiping are also classed as verbal bullying.

Racist bullying: Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin. This includes offensive graffiti and racial gestures.

Sexual bullying: Sexual bullying is unwanted physical contact or sexually abusive comments.

Homophobic bullying: Any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender.

Sexist / transgender bullying: Sexist, sexual and trans-phobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality

SEND Related bullying (Special Education Needs or disabled children): This is all of the above but children with SEND may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying, which makes them particularly vulnerable.

Cyber bullying: Cyber bullying includes harmful behaviours, (see below) expressed via digital devices, such as; phone, instant messenger, gaming, through websites and social media sites and apps. These behaviours include:

- Threats and Intimidation
- Harassment and Stalking
- Exclusion (of an individual from groups and sites)
- Identity theft, unauthorised access and impersonation
- Publicly posting, sending forward personal or private information or images
- Manipulation (pressure to arrange a meeting or to give out personal information).

Staff should not look at images on a phone, the designated safeguarding lead should be consulted before action is taken.

If school staff feel that an offence may have been committed, they should seek assistance from the police. Under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there

is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practical.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. This list is not exhaustive and we should be vigilant to any changes in behaviour. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- unwillingness to come to school
- begins to 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 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 snack or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- refusal to talk about the problem
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- incontinence and / or self-harm

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

Procedures

1. Discuss the matter with the child in a quiet space where they feel available to share their feelings and experience
2. Talk to the other children involved separately, in order to get the full picture
3. Inform Head Teacher, Deputy or SENCO
4. Action restorative process when the victim feels comfortable to be part of the process.
5. Fill in a bullying/racist/homophobic incident report form (see copy attached)
6. Parents of the victim and the bully/bullies should be informed and will be asked to come in to a meeting to discuss the problem
7. If necessary and appropriate, police will be consulted
8. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
9. Support will be given to help the bully (bullies) change their behaviour

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We will ensure that we make appropriate provision for our pupils needs.

Outcomes

1. The bully (bullies) will be asked to genuinely apologise upon completion of restorative process.
2. Appropriate sanctions will be put in place.
3. In serious and persistent cases, temporary or permanent exclusion will be considered by the Head Teacher.
4. If possible, the pupils will be reconciled
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Governors will be informed that a bullying incident has taken place (no personal information will be revealed).

Prevention

Our school community will:

- ✓ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- ✓ Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- ✓ Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience and confidence to have a voice
- ✓ Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- ✓ Challenge practice which does not uphold the values of tolerance, - and respect towards others
- ✓ Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and School Council.
- ✓ Regularly update and evaluate our approaches to take into account, the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour

- ✓ Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- ✓ Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- ✓ Use a variety of techniques, including restorative process and emotion coaching to resolve the issues between those who bully and those who have been bullied
- ✓ Work with other agencies and the wider school community to prevent and tackle concerns
- ✓ Raise awareness amongst parents about the dangers of social media use and cyber bullying.

Involvement of pupils

We will:

- Regularly canvas our children's views on the extent and nature of bullying and how confident they are about telling an adult.
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in school and embed messages in the wider school curriculum including computing
- Publicise the details of strategies to help themselves and help lines to call (poster in pupil toilets)
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

National bullying help line: 0845 22 55 787

Childline: www.childline.org.uk. 0800 1111

DfE: "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: "No health without mental health": <http://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>

Family Lives: www.familylives.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Kidscape: <http://www.kidscape.org.uk/resources>

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.didgizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkyouknow.co.uk

UK Safer Internet: www.saferinternet.org.uk

Cyber bullying: Advice for head teachers and school staff:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

LGBT

EACH: www.eachaction.org.uk

Pace: www.peacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: <http://gov.uk/government/publications/send-code-of-practice-0-to-25>

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk/tools-information/allabout-bullying/sen-disability

Racism and hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophate.org

Show Racism the Red Card: www.srtrc.org/educational