



Approved by Governors (date) .....  
Headteacher .....  
David Jones (Chair) .....

## Castle View Primary School Anti-Bullying and Prejudiced based incidents Policy

### INTRODUCTION

At Castle View Primary School, we have a responsibility to safeguard all pupils. The aim of this document is to ensure a unified approach is practised across our school when dealing with bullying behaviour within our setting.

### OUR GOAL

Our goal at Castle View Primary School is to create a secure, safe, happy, caring environment that provides opportunity for personal growth and in which children receive a quality education. With a co-operative and restorative ethos, bullying is less likely to emerge.

We as a school recognise that Halton Children's Trust promotes the following **principles** in relation to anti-bullying:

- *We will not tolerate bullying under any circumstances and all members will challenge any bullying, prejudice and discrimination at all times recognising and respecting the difference and diversity of our community*
- *We expect good behaviour from all and expect staff to model good behaviour*
- *We value education and the right of each individual to learn and work in a safe environment*
- *We expect each individual to take responsibility for their actions, understanding how our actions affect others.*

Halton Children's Trust recommends that schools have and review their Anti-Bullying Policy, Procedure and Practice regularly. This should be updated to meet the latest guidance. We as a school do this at least annually.

### AIMS OF THE POLICY

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with pupils, parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.

### TYPES OF BULLYING

Bullying is defined as:

*'Behaviour by an individual or group, usually 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.'*

(DfE Preventing & Tackling Bullying (July 2017))

Anyone can practice bullying behaviours/be a bully. Some people know that they are bullying others and there is intent. Some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect on a person's self-esteem, confidence and well-being.

#### **Instances of bullying tend to have the following common characteristics:**

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle.
- **Intentionally harmful.** The act of bullying intends harm to another individual.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the school safeguarding procedures).

#### **Bullying can be direct or indirect and includes;**

- Verbal bullying - Name-calling, taunting, mocking, making offensive comments and teasing.
- Physical bullying - Spitting, kicking, hitting, punching, pushing, theft and pinching.
- Emotional bullying - Producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- Racial bullying - Racial taunts, graffiti, gestures.
- Sexual bullying - Unwanted physical contact or sexually abusive comments including sexuality.
- Homophobic bullying - Because of, or focussing on the issue of sexuality
- Cyber bullying - Offensive messaging, (mobile phones, social media messages, e-mail) pictures and video clips.
- SEN or Disability bullying - Name-calling, taunting, mocking, making offensive comments, teasing or excluding because of a child's learning needs or disability of any form.
- Belief / Faith / Religion / Culture bullying - Name-calling, taunting, mocking, making offensive comments, teasing or excluding because of a child's beliefs / fait / religion / cultural background or heritage.

Bullying can take place between pupils, pupils and staff; parents; parents and pupils; staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

#### **THE SIGNS OF BULLYING**

It can be difficult to spot if a person is being bullied. Staff should be vigilant in order to identify any of these physical or behavioural changes in a person as soon as possible.

The following physical and behavioural signs have been identified as indicators that bullying has or is taking place:

Significant changes in normal behaviour or attitude

Appearing upset

Anger



Being withdrawn  
Quietness  
Depression  
Appearing frightened or subdued  
Flinching at actual or anticipated physical contact  
Asking not to be hurt  
Refusal to eat  
Refusal to participate  
Starting to bully others  
Incontinence  
Vomiting  
Unexplained illness  
Claims of feeling unwell with no apparent signs or symptoms  
Bruising or other physical marks  
Torn clothing  
Unexplained loss of money or possessions  
Sleepless nights

We also recognise the importance of pupils and other individuals in reporting incidents and not taking on the role of a bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

### **STRATEGIES TO PREVENT BULLYING**

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour. These can be broadly defined in terms of:

Preventive Strategies - Strategies that aim to prevent and / or minimise incidents of bullying within the school.

Intervention Strategies - Strategies that aim to minimise the effects of bullying incidents, both for the victim and the bully.

Reactive Strategies - Strategies that are in response to a disclosure of bullying by a child.

In turn, prevention, intervention and reactive strategies can be seen at the level of the:

- Whole School
- Group
- Individual

We understand that the impact of these strategies is reliant on a consistent whole school approach for minimising bullying behaviours. All staff recognise that bullying does exist, accept responsibility for the reduction of incidents and share a common language to describe bullying behaviours.

We provide positive role models for the children in our school and are in agreement about what constitutes acceptable behaviour between people.

In all aspects of School life there is an emphasis on the importance of relationships.

Individuals in the community:

- value one another publicly;
- give frequent praise, encouragement and support;



- celebrate successes, their own and others' and share problems.

### **OUR CASTLE VIEW CURRICULUM**

Some bullying can emerge from feelings of being unloved, valueless and unable to express oneself. We ensure that in all aspects of school life there is an emphasis on the importance of positive relationships, emotional well-being and a community ethos.

The school has adopted a range of strategies to prevent this and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Problem-solving activities
- Self-esteem workshops
- Restorative approaches
- Anti-bullying Week
- Assembly time.
- Peer support – buddy systems, play leaders
- Circle time activities
- Guided reading lessons feature picture books on bullying to raise awareness, empathy and deepen understanding.
- Social and Emotional Aspects of Learning - SEAL
- Together Against Bullying – Healthy School Enhancement
- No outsiders – LGBTQ
- PSHE/RE lessons focusing on cultural differences
- Drama Workshops
- PSHE lessons supporting pupils in understanding what bullying is and how to combat it, encouraging pupils to problem solve. Children are encouraged to talk about their feelings and things that are worrying them.
- School Council used as a voice of the child.
- Assembly time.
- School Council used as a voice of the child.
- Online-safety lessons which have a focus on cyber bullying.

Our staff do not wait for bullying to be proved before it is acted against. A positive, caring ethos ensures that prevention is in operation throughout the school.

### **REPORTING INCIDENTS**

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At Castle View, log any bullying incidents on CPOMS. See Appendix 6. We also keep a record of any violent/bullying incidences that occur in class behaviour files and also log any violent behaviour on CPOMS. The child that has perpetrated the behaviour is moved to 'red' and logged on CPOMS for both the perpetrator and victim as a linked incident. This aids staff in identifying any common individuals and can prevent bullying behaviours from occurring.

If the incident is a prejudice-based incident, SLT will be informed instantly and a Halton Schools Prejudiced based incident report form will be filled in to notify the Local Authority. If necessary, the police may also be contacted.

When there is a case of bullying, our Headteacher will always be involved.

All bullying cases recorded on CPOMS will automatically alert Ms Melarangi, Miss Ord and Miss Mulholland.



Miss Mulholland (PSHE lead) will regularly monitor and review any bullying/friendship incidences, discussing with the relevant staff members anything that needs acting upon. Findings and concerns will be reported to SLT/safeguarding lead.

The Headteacher will report all incidents of bullying to Governors in the next scheduled Governor meeting.

**We will:**

- try to find out what exactly happened;
- speak to the parents of all children involved;
- feedback to the children and parents within a set time;
- use our system of rewards and consequences, counselling and support to change behaviour;
- monitor the situation closely to make sure it doesn't happen again;
- review the situation again with parents after a set period of time.

**We will also:**

- help our children to recognise bullying and reject it as totally unacceptable;
- help our children to understand the effects of bullying and how to prevent or control it in themselves and others;
- promote a climate of respect for others and actively encourage our children to resolve differences in other ways than by fighting, pushing, kicking or name-calling;
- encourage our children to talk about bullying and to offer their own ideas for dealing with it;
- help our children to stand up to a bully;
- to make sure that when they think they have been bullied they always **'tell'**.

**CONFIDENTIALITY**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation
- the degree of harm that the pupil may be experiencing
- the pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent / carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.



## PROCEDURE

We as a school recognise the need for a prompt response to an incident that appears to be bullying. We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community.

The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm.
- Discuss and log incident with victim using patience or understanding. Consider the environment that might make the victim more vulnerable.
- Listen carefully. Allow the victim or reporter of the incident to tell their story. He/she may wish to have another person present, such as a friend.
- Record events using exact wording at every stage, including actions agreed/taken.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring, who is carrying out the bullying and how the victim is responding to the bullying.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view.
- If it appears to be bullying, make the unacceptable nature of the behaviour clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position. Explain clearly the reparation.
- Inform the Headteacher or Deputy Headteacher who will have overall responsibility for overseeing the records, reports and the effectiveness of interventions of the incident.
- Log the incident on CPOMS.
- Arrange to meet/discuss with the parents/carers of all of those involved in the incident(s).
- Think ahead about supporting both victim and bully.
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school action.
- Arrange follow up discussions within an agreed timetable.

The Education Act 2011 states 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 headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This must always be checked initially with the DSL. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. At Castle View, we will endeavour to contact parents to inform them if it is deemed necessary to do so.

The types, rates and patterns of bullying, and the effectiveness of the school's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

The school aims to analyse incident logs on CPOMS, behaviour in and out of lessons, complaints, pupil/parent and other stakeholder voice, rewards and sanctions and to respond to these appropriately.



We are aware that the school has a responsibility to safeguard pupils outside school and it is our responsibility to take action, providing evidence that we have done so. We are teaching our pupils about staying safe online and internet safety and the consequences of inappropriate actions.

We as a school continually monitor and measure the effectiveness of our anti-bullying policy and practice and will make changes to bring further improvements to the procedure as appropriate.

### **TRAINING**

We as a school recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies. In addition, case studies with a particular focus on vulnerable groups are available and used to support the training of staff and Governors.

### **COMMUNICATION**

We as a school are aware of the need for open communication. All sections of the school organisation must understand its role and responsibilities. Parents/carers are made aware of the school's policy at the induction and it is available on our school website for reference. Parents receive regular information about what bullying is and how to act in response - early intervention is crucial. Our Home/School agreement seeks to establish an active partnership between parents, staff and governors. Parents know that the School acts to prevent bullying and not just deal with bullying incidents.

New intakes are reassured that bullying is not permitted and it is a warning to potential bullies that such behaviour is unacceptable from the outset.

### **SUPPORTING DOCUMENTATION**

- Keeping Children Safe in Education; Statutory guidance for schools and colleges
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused
- Safe to Learn, DCSF Guidance
- Whistleblowing Policy
- Code of Conduct
- Complaints Policy
- School's Behaviour Policy
- Online-Safety Acceptable User Policy
- Equality & Diversity Policy
- Safeguarding and Child Protection Policy

Last reviewed and updated: June 2023

Next review: June 2024



## Appendix 1 – Useful Information

We as a school follow the latest information, advice, legislation and guidance in all our work around bullying.

### A. Legislation

- The Education Act 2011
- Education and Inspections ('measures to encourage good behaviour and prevent all forms of bullying amongst pupils')
- Equality Act 2010 (Covers 8 protected characteristics. Schools as public bodies have a duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations)

### B. Advice and Guidance

- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies'
- DfE 'Behaviour and Discipline in Schools Guidance'
- DfE 'Research Use and Effectiveness of Anti-Bullying Strategies in Schools'
- DfE 'Reducing Bullying Amongst the Worst Affected'
- Ofsted Survey of Pupils' Experiences of Bullying
- Ofsted Good Practice Examples – Homophobic Bullying
- Anti-Bullying Alliance
  - Website - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
  - Self-Assessment Toolkit
  - Tackling Bullying in Schools: Mapping Approaches Literature Review
- NSPCC School Anti-Bullying Checklist

### C. Key Ofsted Documents

- Framework for School Inspection
- Evaluation schedule for inspection of maintained schools and academies
- Conducting school inspections
- Grade descriptors for judgements
- Guidance grade descriptors and supplementary subject-specific guidance
- Sample self-evaluation form based on 2012 Framework
- Ofsted judgements related to bullying
- Behaviour and safety of pupils at the school
- Quality of leadership and management of the school





## Appendix 2 - School Incident Report Form

The CPOMS Report should include details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

Bullying Incident Records can be used to:

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify 'vulnerable pupils' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, pupils and local authorities.

## Appendix 3 – Advice and Guidance for Parents relating to Bullying Behaviour

- Watch for signs of distress in your child, e.g.
  - unwillingness to attend school
  - pattern of headaches or stomach aches
  - equipment that has gone missing
  - request for extra pocket money
  - damaged clothing
  - bruising
- Take an active interest in your child's social life – discuss friendships, how playtime is spent and the journey to and from school.
- If you think your child is being bullied in School inform staff immediately and ask for a meeting with your child's class teacher.
- When discussing the problem with your son or daughter follow the advice given for victims.
- Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding Who, What, Where and When.
- With the class teacher, devise strategies that will help your child and provide him/her with support.
- If you require further assistance, make arrangements to meet with the Headteacher or Deputy Headteacher.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature and contrary to the ethos of the school.
- If you are still not satisfied, arrange for a meeting with the Chair of Governors.



#### **Appendix 4 – Advice for Children relating to Bullying Behaviour**

- If you think or feel that you are being bullied by another person tell an adult that you can trust, perhaps your parent or teacher. In school everything is handled sensitively and discreetly.
- If someone else is being bullied or distressed, take action. Watching and doing nothing can suggest support for the bullying. Tell an adult.
- Never try to 'buy the bully off' with sweets or other 'presents', and do not give them money. Say "No" to the bully.
- Work out a plan of action with an adult that you trust.

**IF YOU THINK OR FEEL THAT YOU ARE BEING BULLIED, TELL SOMEONE THAT YOU CAN TRUST, KEEP TELLING UNTIL SOMEONE HELPS**



### Appendix 5- Prejudice based incident report form.

This is now an online form shared with Head teachers and Designated Safeguarding Leads.

### Appendix 6- CPOMS reporting a bullying incident.

Student

Incident


Categories

Attendance  
  Behaviour Related Log  
  Bullying / Friendship Related Issues  
 Cause for Concern  
  Child Contact  
  Child Protection  
 Home Issues / Parenting Issues  
  Parental Contact  
  Safeguarding  
  SEND  
 Team Teach Incident

Linked student(s)

Type a student's name to link them to this incident.

Maps



Date/Time

Status

Assign to

Files

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved