



**Leeds East  
Primary Partnership**  
A CO-OPERATIVE TRUST

**Cross Gates  
Primary School**

# Policy and Procedure Cross Gates Primary School

## Anti-Bullying Policy

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## INTRODUCTION

At Cross Gates Primary School we are committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. We are dedicated to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Ensuring good behaviour is particularly important for this. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Cross Gates Primary. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe. Bullying of any kind is unacceptable and will not be tolerated in our school and we take all incidents of bullying seriously. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We perceive this to be part of our role in promoting British values

## AIMS

The aim of the anti-bullying policy is to ensure that pupils can learn in a supportive, caring and safe environment without fear of being bullied.

### **The aims of this policy are to:**

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

## DEFINITIONS

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

*"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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

## TYPES OF BULLYING

Bullying can occur through several types of anti-social behaviour. It can be:

**PHYSICAL** - A child can be physically punched, kicked hit, spat at etc.

**VERBAL** - Verbal abuse can take the form of name calling, teasing and taunting.

**EXCLUSION** - A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.

**DAMAGE TO PROPERTY OR THEFT** - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.

**INTIMIDATION** - Bullying can also include making rude gestures and intimidation.

**ONLINE OR CYBER-BULLYING** – unkind messages/chat through social network sites, emails or texts.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

There are various types of bullying which can be summarised as:

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- Homophobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features
- Sexual – unwanted physical contact or sexually abusive comments
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Gender – based on differences between genders
- Transgender – based on perception of gender identity
- Caring responsibilities – name calling, negative assumptions/misunderstandings about young carers
- Child on child bullying

## **SIGNS AND SYMPTOMS**

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary.

### **They may include:**

#### **At home**

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch or dinner money has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (eg torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received

#### **At school**

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Plays truant

#### **In both locations**

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above

## **ACTION TAKEN IF BULLYING IS SUSPECTED**

- Complaints are taken seriously and dealt with quickly
- The senior leadership team will investigate the complaint
- Parents will be informed
- Incidents of bullying are recorded and kept on record
- This is monitored to see if there are any patterns arising
- Close monitoring and supervision, particularly on the playground
- The bully will be dealt with following the school's behaviour management policy
- Both the victim and the bully will be made aware of the action taken
- Persistent bullies will be closely monitored and supervised
- If appropriate, the victim and the bully will receive counselling and/or support
- If appropriate, outside agencies will be involved, usually for persistent bullies
- Sometimes, victims of bullying may provoke other children. This does not excuse the bullying, but we help the victim to understand that their behaviour may be contributing to the problem
- We try our best to ensure the victim has friends s/he can rely on

## **ROLES AND RESPONSIBILITIES**

### **Head teacher**

- To ensure the policies are implemented
- To take decisions such as exclusions in the case of serious or persistent bullying
- To notify the governing body on such incidents

### **Senior Leadership Team**

- To ensure that the issue of bullying is part of the PHSE curriculum
- To investigate complaints quickly
- To follow the school's behaviour management policy and anti-bullying policy when dealing with incidents of bullying
- To notify parents
- To liaise with outside agencies where required
- Conduct assemblies on bullying (including cyberbullying) and the issues surrounding it each year, including those linked to Anti-Bullying week

### **Class Teachers**

- To carry out initial investigations if a complaint is brought to them
- To report to the senior leadership team
- To closely monitor situations where bullying is suspected, particularly on the playground
- To record incidents of bullying
- To ensure that children are taught what constitutes as bullying (including cyberbullying) and anti-bullying strategies through PSHE
- To ensure that children are taught how to access social media and gaming platforms safely and appropriately through ICT

## **Learning Mentor**

- To report to the class teacher or senior leadership team
- To closely monitor situations where bullying is suspected, particularly on the playground
- To record incidents of bullying
- To provide group or one to one support for both victims and bullies

## **Support Staff and Lunchtime Supervisors**

- To report to the class teacher or senior leadership team
- To closely monitor situations where bullying is suspected, particularly on the playground
- To record incidents of bullying
- Provide play leader supervision and equipment on the playground to keep children occupied

## **Parents**

### **If your child is being bullied**

- Ask him or her about it directly
- Remain calm
- Take the bullying seriously and find out the facts
- Talk to someone at school – this may be the class teacher, deputy head teacher, head teacher, SENCO, or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence
- Talk to your child about some of the strategies mentioned in this policy
- In the case of cyberbullying through social media, report the incident to the social media platform if appropriate

### **If your child is bullying**

- Keep calm
- Do not bully or hit the child – this will make things worse
- Try to find out the cause of your child's bullying
- Discuss your concerns with the class teacher, SENCO, deputy head teacher or head teacher
- Try to monitor where your child goes and who he or she plays with
- Set clear guidelines for the behaviour you expect
- Help your child to develop self-esteem
- Ensure that your child apologises to the victim of his or her bullying
- Monitor whether things improve or deteriorate

## **Children**

### **If it is someone else**

- Tell an adult
- Support the victim by showing that you disapprove of bullying
- Take action - don't be a bystander!

### **If it is you**

- Tell a trusted adult
- Tell a friend
- Do not agree to keep the bullying a secret
- If possible (but this is not easy), try hard not to show that you are upset
- If you can see that a situation could be dangerous, keep away
- Try to ignore the bully
- Tell the bully to stop
- Say, very firmly, 'No', and walk away
- Avoid fighting back – this often makes things worse