



## Crudgington Primary School Anti-Bullying Policy 2025-2026



### Crudgington Primary School Anti-Bullying Document Status

Date of Policy Review	January 2026	✓	Named responsibility	Hannah Gharu
Date adopted by LGB	29.1.26	✓	Named responsibility	LGB
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### Introduction

The governors and staff of Crudgington Primary School fully recognise the contribution explicit antibullying work makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. We fully take on board all the expectations within statutory and non-statutory documentation, including specifically **Keeping Children Safe in Education 2025**.

#### Statutory Framework

This policy is informed by:

- Keeping Children Safe in Education (KCSIE 2025)
- DfE Preventing and Tackling Bullying Guidance (2024)
- Equality Act 2010
- Ofsted Education Inspection Framework (2025)
- Casper Briefing (2025)

This ensures Crudgington Primary School is compliant with statutory safeguarding requirements and demonstrates best practice in promoting a culture where bullying is never tolerated.

### Values & Ethos

All staff and governors believe that our School should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

All governors and staff agree that bullying will not be tolerated in any form and is defined as;

***The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.***

***Bullying can be physical, verbal or psychological. It can happen directly, indirectly or through cyberspace.***

## **Aims of the Policy**

- To promote a climate of trust and openness that allows a child, parent or member of staff to have the confidence to report any incidents of bullying.
- To support the development of children in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.
- To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
- To provide a systematic means of monitoring children known or thought to be bullies and support a change in their beliefs and thoughts.
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school, which will be followed by all members of the school community, in cases of suspected bullying abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our School who have access to children have been checked as to their suitability and make them aware that bullying has no place in or out of School.

## **Policy into Procedure**

Our school procedures for safeguarding children will be in line with the expectations of the document 'Keeping Children Safe in Education 2025 (KCSIE)', Children's Services Authority (CSA) and the Safeguarding policy. We will ensure that:

- We have a designated member of staff for Child Protection who undertakes regular training, where bullying is identified as abuse. The named person is Hannah Gharu<sup>1</sup>
- We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues. The named person is Matthew Lill
- All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse.
- All members of staff know how to respond to a pupil who discloses bullying.

- All parents/carers are made aware of the responsibilities of staff members concerning child protection procedures.
- Our procedures are regularly reviewed and updated.
- All new members of staff are given a copy of our anti-bullying policy as part of their induction into the school.

## Definitions

### How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent and can be discretely targeted.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, for example if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required regardless it being an isolated incident.

#### Baiting and Banter

Baiting can be used in bullying both on and offline. It can be used to provoke someone to get 'a rise' or reaction out of them and can be used to antagonize those who might be bullying others to pressurise them into becoming a bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively so that they get into trouble.

Banter is often justified as being just a joke. Crudgington Primary School does not accept 'banter' being used as an excuse for causing emotional harm to a pupil or member of staff.

### Bullying behaviour can be:

- Physical- pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal- name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional- isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual- unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber- posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect- Can include the exploitation of individuals.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories.'

## **Why are children and young people bullied?**

There is no hierarchy of bullying, all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Bullying Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics.'

As part of the requirement on schools to promote fundamental British values, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and deal with them appropriately, in line with our behaviour policy. Racist incidents are reported to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to physicality, appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

## **Roles and Responsibilities**

The Designated Person is responsible for:

- Adhering to the Safeguarding Partnership, CSA and school procedures concerning referring a child if there are concerns about possible bullying abuse.
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

## **Our School Curriculum**

Preventing bullying is interwoven throughout our curriculum. It is addressed explicitly through Anti Bullying Week, which educates pupils not only on the different forms bullying can take but also where children can seek advice and support should they need it. In a broader sense, preventing bullying is addressed via NSPCC informed assemblies, as well as through follow up class discussions around what constitutes as bullying, its effects and into UKS2 its potential links to peer pressure. Regular whole school assemblies follow a current theme and are used as a teaching opportunity to talk about the importance of preventing bullying.

Our PSHE curriculum, delivered through the EC Publishing Primary PSHE & RSE resources, provides pupils with an in-depth understanding of how people and families can be different, as well as scenarios which prompt thought-provoking discussions. Through the E-safety part of our Computing curriculum, online bullying is explicitly addressed, and pupils are given opportunities to identify online bullying and ask questions. We also educate pupils about the potential misuse of generative artificial intelligence in cyberbullying and promote awareness of disinformation, misinformation, and conspiracy theories as emerging online safety risks.

All pupils, parents and carers are given clear guidance on where they can seek support for bullying, and we have open lines of communication between school and parents to address any concerns promptly.

## **Supporting Children who are being bullied**

- We recognise that a child who has intermittent or persistent abuse by bullying may find it challenging to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. Bullying will be addressed as soon as it is known or signs of it prevalent.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

## **Our School will support all pupils by:**

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and encouraging respect between others in and out of School.
- Delivering explicit and implicit anti-bullying messages across the curriculum and throughout the school day.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including, wherever possible, the School in thematic Local and National antibullying campaigns.
- Notifying Children's Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School.

## **Confidentiality**

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need-to-know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies to safeguard children. All staff must be mindful that they cannot promise a child to keep secrets. Still, a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and reassurance for the victim paramount.

## **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying or appears to be likely to suffer harm from bullying, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

## **Bullying of Staff**

- Bullying of staff by other staff, pupils or parents will not be tolerated.
- Staff should report any such incidents to the Headteacher immediately. If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.

## **Allegations of bullying against staff**

- We understand that a pupil may make an allegation of bullying against a member of staff. Crudgington will treat any allegations like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Principal Officer Child Protection for Schools & Early Years or in their absence, the Safeguarding Advisory Service.

- If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors. The Chair of Governors will consult with the Principal Officer for Schools & Early Years.

The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the School.

- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be made as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.

If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, before being referred to the Local Authority to investigate under agreed disciplinary procedures.

## **Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues

## **Racist Incidents relating to race, religion or culture**

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An essential aspect of our role is making sure every child - regardless of their race, religion, or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and School. Bullying will not be tolerated, and parents will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could be excluded from School.

## **Homophobic and Transphobia Bullying**

Homophobic, Biphobic and Transphobic bullying do not only affect lesbian, gay and bisexual transgender (LGBTQ+), young people. Anyone who is perceived as different can become a target of homophobic or transphobic bullying. Like any other form of bullying, homophobic and transphobic bullying can be distressing for a child and can affect their confidence and well-being. An essential aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and School. Parents of the victim and perpetrator will be informed immediately, and should the matter persist; the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

## Special Educational Needs and Disabilities

Bullying because of an adult or child having any form of SEN will not be tolerated. Bullying may take the form of abuse toward another adult or child because of sensory, physical, cognitive or social, emotional and behavioural needs. Bullying will not be tolerated, and parents will be informed immediately, making it clear that should the matter persist, the child could be excluded from School.

## Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether they live with both parents, have agency involvement or maybe in care. This will not be tolerated, and parents will be informed immediately, making it clear that should the matter persist, the child could be excluded from School.

## Cyberbullying

We recognise that bullying increasingly takes place in “cyber” environments, such as on the Internet and using mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises, and parents will be informed of that ruling. As such, these incidents will be treated as a Child Protection issue. Upon any incident where “cyber” bullying has taken place in or out of School and made known to us, we will take matters seriously, and action will be taken to reduce any further incidents. This will be done with The Designated Person for Child Protection and the Headteacher, and if appropriate, outside agencies.

We recognise and will act in accordance with guidelines set down by the DCFS on cyberbullying as specified on <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

## Physical Intervention

- We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that always it must be the minimal force necessary to prevent injury to another person.
- We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- This policy is in line has been adopted in line with the local authority policy on physical intervention.



## **The curriculum and Anti-bullying related activities and events**

As a school, we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying
- Ensure that children are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regard to bullying as a specific issue. Helpline numbers will be displayed and encouraged.
- Include in the curriculum every week, PSHE, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Ensure that if there are any incidents of bullying in particular classes or year groups that these are dealt with swiftly, involving the perpetrator and victim and their parents.

## **Health & Safety**

Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **Review**

This policy will be reviewed by the governing body every year.