



Crawford Village
Primary School & Nursery

Small enough to care...big enough to inspire

Anti-Bullying Policy

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Statement of Intent

At Crawford Village we are committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. Staff, pupils and parents have a responsibility to ensure that bullying does not happen.

If bullying does occur, all pupils should be able to tell a suitable person and know that incidents will be dealt with promptly and efficiently.

Definition

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group that verbally, physically, socially or emotionally harms another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent or impact:** Bullying may involve deliberate behaviour intended to cause harm. The school will also consider the impact of behaviour on the pupil experiencing it, including where intent is disputed or unclear.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

A one-off incident may not meet the school’s definition of bullying but may nevertheless constitute serious misconduct, discrimination, harassment, child-on-child abuse or a safeguarding concern and will be responded to accordingly.

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

- a) **Physical:** A child can be physically punched, kicked, hit, spat at, or injured in any other physical way.
- b) **Verbal:** This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- c) **Emotional:** A child can be bullied simply by being excluded from discussions / activities.
- d) **Damage to Property or Theft:** Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.
- e) **Cyber-bullying:** Through email, texting or social networking sites. Cyber-bullying is extremely dangerous as victims are often targeted when they are at their most vulnerable or alone at home. Peer pressure to become involved in social networking/texting makes the victims of bullying increasingly at risk.
- f) **Prejudice-based and discriminatory bullying:** Targeting a pupil because of, or in connection with, a protected characteristic or perceived difference. The school will have due regard to its duties under the Equality Act 2010, including preventing discrimination, harassment and victimisation. This includes bullying related to race, disability, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, as well as SEND and other forms of prejudice.

At Crawford Village we recognise that vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Pupils from minority ethnic backgrounds and pupils who may experience race-related prejudice or discrimination.
- Pupils with SEND.

Child-on-Child Abuse

Bullying may constitute child-on-child abuse and must be considered within the school's safeguarding procedures. All staff recognise that children can abuse other children. Incidents involving sexual harassment, sexual violence, discriminatory behaviour, prejudice-related incidents, online abuse or other harmful behaviour will be managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE) 2026.

Where any bullying incident raises a safeguarding concern, staff must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL and follow the school's Child Protection and Safeguarding Policy. Staff must not attempt to manage a safeguarding concern solely through behaviour or anti-bullying procedures. Safeguarding referral must be considered particularly where:

- There is evidence of significant harm.
- The behaviour is discriminatory.
- There are concerns regarding exploitation.
- There are concerns regarding online abuse.
- The behaviour includes sexual harassment or sexual violence.
- There is a pattern of repeated behaviour.

Cyberbullying and Online Safety

Cyberbullying includes the use of technology to intimidate, threaten, embarrass, humiliate or target another person. This may occur through:

- Social media
- Messaging platforms
- Online games
- Email
- Image or video sharing
- Artificial intelligence-generated content
- Anonymous online platforms

At Crawford Village Primary School we educate pupils about safe online behaviours and the safe and respectful use of technology. Staff will follow school safeguarding procedures where online bullying is identified whether it occurs on or off school premises if it impacts a pupil's welfare or education.

Aims

We aim to provide a vibrant, happy school where children feel valued, cared for, safe and secure.

We achieve this through:

- Governors, staff, pupils and parents to understand what bullying is and how to recognise it.
- Actively promoting anti-bullying messages through our positive, values-based approach to behaviour management, PSHE and computing curriculums.
- Staff training: Regular professional development for teaching and midday/playground staff to spot early warning signs and support vulnerable groups
- Regular assemblies and theme weeks to promote good behaviour, positive relationships and anti-bullying.
- Clear systems for tackling incidents of bullying.
- Positive behaviour management policy and procedures.
- School Council members taking an active role in the monitoring and evaluation of bullying in the school.
- A nurturing approach to behaviour management through which children have opportunities to discuss their feelings and emotions and are provided with the support to deal with difficult situations.
- A multi-agency approach to tackling bullying.
- Providing a safe and secure environment for all pupils, particularly those who may be more vulnerable, including those with additional needs. This includes the use of our 'Wellbeing Warriors Leaders,' 'Worry Boxes in class,' and 'Staff Lead Worry Warriors Club.'

When bullying occurs

Bullying can be brought to the attention of staff by the pupil experiencing it, their friend(s), parent(s)/carer(s), another pupil, a member of staff or another person. All reported incidents will be taken seriously and investigated appropriately. Pupils may report concerns to any trusted adult, including their class teacher, teaching assistant, Headteacher/DSL, or through the school's established wellbeing and worry-box systems. Pupils with SEND or communication needs will be given appropriate support and reasonable adjustments so that they can report concerns and be heard.

School informs all the children of support agencies e.g. Childline through posters and flyers around school. Parents to be informed of whole community concerns e.g. issues around cyberbullying through our texting and newsletter systems.

When bullying occurs outside of school premises.

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Strategies for dealing with bullying

Staff will follow a clear, proportionate response. The emphasis is always on listening carefully, establishing what has happened, protecting pupils from further harm and addressing the behaviour effectively.

- Listen and reassure: Listen carefully to the pupil, take the concern seriously, avoid promising confidentiality and reassure them that they have done the right thing by reporting it.
- Record: Make an accurate record of the concern, including relevant dates, locations, witnesses and the pupil's own words where appropriate.
- Establish the facts: Speak separately with the pupils involved and relevant witnesses. Avoid leading questions and do not require pupils to confront one another.
- Assess safeguarding risk: Consider immediately whether the concern may constitute child-on-child abuse or otherwise raise a safeguarding concern. If so, report it immediately to the DSL or deputy DSL and follow the Child Protection and Safeguarding Policy.
- Inform relevant staff and parents/carers: The Headteacher/DSL and relevant staff will be informed. Parents/carers will normally be contacted where appropriate, taking account of safeguarding considerations.
- Support: Put appropriate support in place for the pupil experiencing bullying and for the pupil displaying bullying behaviour, taking account of individual needs, SEND and any contextual or safeguarding factors.
- Respond: Apply appropriate consequences and interventions in line with the Behaviour for Learning Policy. Responses may include restorative work where appropriate and safe, loss of privileges or other sanctions proportionate to the behaviour.
- Monitor and follow up: Continue to monitor the pupils involved, check that the behaviour has stopped and review whether support or further action is required.
- Reintegration and positive behaviour: Following consequences or restrictions, support pupils to demonstrate sustained positive behaviour and rebuild relationships where this is appropriate and safe.
- Recording: All confirmed and suspected bullying incidents will be recorded using the school's agreed behaviour recording system. Where an incident raises a safeguarding concern, it must also be recorded on the school's safeguarding recording system and reported immediately to the DSL or deputy DSL.

In order to allow for early identification of bullying and patterns of concerning behaviour, at Crawford we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils.
- All staff listen, and treat bullying seriously.
- All staff report cases of bullying (actual or suspected) to the Headteacher and report any safeguarding concern immediately to the DSL or deputy DSL.
- Anti-bullying messages are communicated regularly during assemblies, themed weeks, and in the curriculum e.g. PSHE and Online safety lessons

Support

Pupils who have experienced bullying will be supported by:

- Being given an opportunity to discuss their experience in a safe and neutral environment.
- Reassurance and continuous support. They will be encouraged to tell an adult if there is any recurrence of the bullying.
- Children involved in instances of bullying will be carefully monitored to ensure pupil safety.
- Maintaining strong links with parents or carers, including instances where concerns may have been raised by parents as a result of out of school incidents.
- Possible referral to Compass Bloom (MHST).

Pupils displaying bullying behaviour will be helped by:

- Using restorative questions to discuss the issue in a restorative meeting.
- Establishing the wrongdoing and the link to consequences.
- Attempts will be made to ensure that the child displaying bullying behaviour understands the consequences for the child who has experienced bullying and he/she will apologise, if acceptable to the child who has experienced bullying.
- Appropriate levels of consequence will be decided and implemented.
- Any incidents of racist bullying will be reported in line with the local authority procedure.
- Children can be referred to the Inclusion team for emotional/social support to help put strategies in place to help the child and to prevent similar incidents occurring in the future.

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with.
- If you feel your child may be experiencing bullying behaviour, inform school immediately. Your concern will be taken seriously and appropriate action will follow. If you believe another child has bullied your child, please do not approach that child directly or involve another child to deal with the situation. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying behaviour, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- Where a parent or carer remains dissatisfied with the school's response to a bullying concern, they should follow the school's Complaints Policy, available from the school office or school website.

Record keeping

The DSL will ensure that robust safeguarding records are kept where bullying raises a safeguarding concern. Records will include the concern, actions taken, decisions made and the rationale for those decisions, support or escalation, and the outcome. Behaviour records will be maintained through the school's agreed behaviour recording system in accordance with this policy.

The DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Monitoring and review

This policy is reviewed every year by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

This policy should be read alongside the school Behaviour Policy, Child Protection and Safeguarding Policy, Online Safety Policy, Equality Policy, SEND Policy, RSHE/PSHE Policy and Complaints Policy.

Reviewed: October 2017, 2019, 2020, 2022, 2023, 2024, 2025, 2026

Next review: September 2027