

Cragside Church of England Primary School



Anti-Bullying Policy (Reflecting Flourishing for All: Anti-bullying Guidance for Church of England Schools, 2024)

Revised: May 2026

Date of next Review: May 2027 (or sooner if required)

“Treat others as you would want to be treated” (Matthew 7v
12)

Our Vision

Our Christian vision is to follow Jesus' teaching, helping us to strive for excellence in all that we do and flourish as unique individuals so that all can 'Shine Bright'. This is underpinned by Jesus teaching in Matthew's Gospel that everyone should 'Let your light shine...'

The Cragside family is special and we aim for all our members to be independent, enthusiastic learners and responsible citizens, living up to their true potential, being all that they can be by looking in, at themselves, looking out, towards others and looking up towards God and/or as part of their own spiritual journey. Throughout their time in school everyone is encouraged to have confidence in their own abilities so that they have the opportunity to achieve their potential and feel empowered to use their voice to enable themselves and others to flourish and shine. We promote mutual respect, tolerance, and understanding and encourage respect, responsibility and individuality. Positive and caring relationships are the thread which weaves through all of our school community-relationships where all are valued and all value each other. All children, staff and families in school are celebrated as unique individuals who are valued, loved, celebrated and supported. We strive to enable all to SHINE BRIGHT and flourish at Cragside.

Matthew 5:16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Looking In Looking Out and Looking Up

At Cragside we want everyone to explore their own spiritual and personal development through encounters with themselves, others and God and/or something bigger than themselves. We talk about Looking In, Looking Out and Looking Up.

Looking In	We encourage all members of our Cragside family to take time to get to know themselves, who they are and what they think. We encourage self-reflection and self-care and for every member of our community to love and value themselves as a unique child of God. We encourage everyone to explore their gifts and talents and celebrate themselves.
Looking Out	We encourage all members of our school to use their gifts and talents to look out towards others. We want all members of our school community to use their gifts and voice to show love and care for others both locally and globally. Through encounters with others we encourage children and adults in school to be advocates for change and to develop a passion for fighting social injustice.
Looking Up	We are all spiritual beings on our own spiritual journey. We encourage members of our team to explore and consider something greater than themselves. We provide opportunity for prayer, reflection and encourage children and adults in school to explore life's big questions.

Our School Values

Our school values of kindness, love, perseverance, joy, forgiveness and respect are informed by our vision and give children and adults in school ways of supporting ourselves and others to SHINE BRIGHT.

Key Personnel

Mrs Lyndsey Urwin-Clark: Nominated Member of the Leadership Team staff responsible for this policy, Mental Health Leader and PSHCE and RSE leader

Mrs Joanne Parker: Headteacher, SENDCO, Designated Safeguarding Leader, SLE, Standards and Achievement

Mrs Caroline Bilton: Deputy Headteacher, PP and vulnerable children leader, Designated Safeguarding Leader, EEF Senior Associate: Literacy and the North East, SLE, ECT and NPQ mentor

Mrs Roz Cant: Assistant Headteacher, Year 2 Class Teacher, RE and Collective Worship leader and Key Stage 1 Leader

Introduction

Cragside C of E Primary School is committed to providing a caring, friendly and safe environment for all children, young people, volunteers and staff associated with it. We pride ourselves on educating for dignity and respect, mirroring The Church of England's Vision for Education "All children deserve to love their childhood, finding space for play, exploration, imagination and creativity. They should be surrounded by loving relationships, structures and systems which release and enable life in all its fullness." Embedded within our school ethos, Religious Education and our Relationships and Health curriculum, together with our planned Collective Worship themes, we encourage all to 'Be Curious - Listen to others' stories and see the world through their eyes. Be Present - Encounter others with authenticity and confidence. Reimagine - Find hope and opportunity in places where we long to see change.'

We want to shape education for 'life in all its fullness' (John 10.10). We want to enable such flourishing and ensure that each and every child, knowing they are unique and made in the image of God, will find in our school a safe environment where bullying of any kind is not tolerated. We want them to know themselves to be loved, supported and championed, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, age or sexual orientation. We pride ourselves on offering the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

We do, however, acknowledge that, as in wider society, bullying does happen from time to time and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. We have an approach of 'it could happen here' and therefore even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. In line with the Equality Act 2010, it is essential that our school:

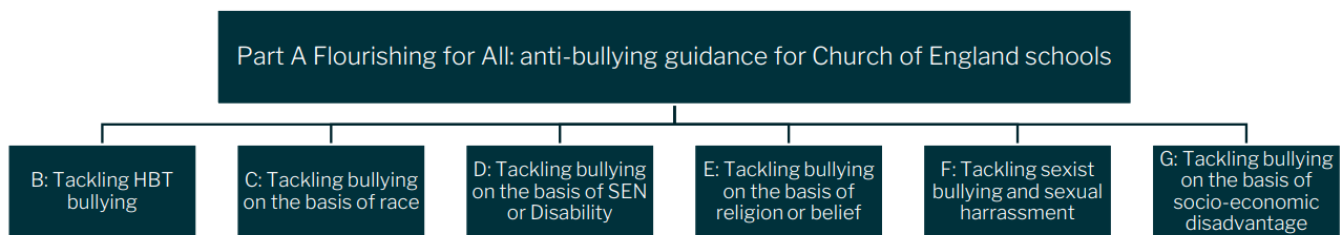
- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy is closely linked with our Special Education Needs and Disabilities – SEND Policy, Behaviour for Learning Policy, PSHCE with RSE Policy, RE Policy, Collective Worship Policy, Attendance Policy, Child Protection and Safeguarding Policy, Safeguarding and Child Protection Policy, our School’s Vision, Aims and Values and with strong reference to reflect Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024).

With reference to the Church of England Vision for Education: Deeply Christian, Serving the Common Good, we take seriously any harm caused towards our pupils, as well as the adults within the school community. We understand the importance of focusing specifically on different groups whom research has shown are at higher risk of bullying than other pupils. Our approach to protecting vulnerable pupils emanates from our Christian vision to secure **flourishing for all**.

Our Flourishing for all system



Intent of this Policy

The purpose of this policy document is to ensure that the aims, responsibilities and procedures with regard to dealing with bullying in the school are made clear to all staff, parents and Governors. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and to take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an Antibullying Policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001 and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.

- All pupils and parents/carers will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, daily Collective Worship, Anti-Bullying Week, etc) and proactive teaching strategies (PSHCE and RSE lessons, etc) will be used throughout the school to reduce the opportunities for bullying to occur and actively raise awareness.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Aims:

1. To ensure that all children are able to come to school free from the behaviours described below.
2. To make clear to parents that bullying is not tolerated in any form.
3. To give children strategies for dealing and managing difficult behaviour from other pupils including bullying.
4. To ensure that everyone in the school community understand what bullying is and what it isn't.
5. To have procedures that are clear, sufficiently detailed and relevant to tackling effectively bullying behaviour.

Bullying of any kind has no place within our school and every effort is made to eliminate it. The Vision for Education states: 'among issues especially relevant to dignity in education are safeguarding, prevention of bullying, special educational needs and disabilities.' We know that from an individual perspective, bullying damages and diminishes the preciousness of each person. From a community perspective, bullying fractures and undermines the whole since 'if one part suffers, every part suffers with it.' (1 Corinthians 12:26). Bullying also prevents belonging and inclusion for those being bullied, hinders academic and vocational progress, diminishes the ability or desire to participate in school life and disconnects them from others.

Bullying is obviously extremely harmful to the victims, but it also harms the perpetrators. Research by the Anti-bullying Alliance suggests that those who engage in bullying are 'the most likely to report poor experiences at school'. Jesus' imperative to 'love your neighbour as yourself' (Matthew 7:12) clearly applies to the way we are to treat one another with dignity and respect. We will engage with the perpetrators to understand the behaviour and work with them to put an end to it. The Bible tells us 'there is no fear in love, for perfect love casts out fear' (1 John 4:18).

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual, either physically or emotionally. Bullying often involves an imbalance of power. A single serious incident may also be treated as bullying where appropriate.

- It is premeditated and forms a pattern of behaviour repeated over time rather than an isolated incident

- It involves dominance of one pupil by another, or group of others

The main types of bullying, including online, are:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal (including indirect) – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities

Nationally, it is evident that bullying may occur for a variety of reasons. Specific types include:

- Bullying related to race, religion or culture
- Bullying through the misuse of technology e.g. Internet, email, chatrooms, mobile technology such as text messages and calls as well as misuse of associated technology such as camera and video facilities on mobile phones.
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation-i.e. homophobic
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist bullying
 - Sexual bullying

All forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Self harming
- Being easily distressed
- Damaged or incomplete work
- Changes in eating patterns

Peer – on – Peer Abuse

At Cragside we make every effort to prevent child-on-child abuse. Child-on-child abuse can look like:

- Bullying (including cyber-bullying, prejudice-based or discriminatory bullying)
- Hate incidents or hate crimes (including online)
- Abuse between young people in an intimate relationship
- Physical abuse such as hitting, kicking hair pulling, or threats of physical harm
- Racism (including verbal abuse or physical attacks)
- Sexual violence (such as sexual assault)
- Sexual harassment (in person or online)
- Coercive sexual behaviour
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Upskirting
- Initiation or hazing violence or rituals
- Misogyny (prejudice towards girls and women) or misandry (prejudice towards boys and men)

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- HBT Bullying (Homophobic, biphobic and transphobic bullying) See Appendix 1
- Those suffering from health problems, including mental health

Signs of Bullying

Not all disagreements or friendship difficulties constitute bullying. Bullying is deliberate, repeated and involves a power imbalance.

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Prevention of Bullying

Every member of our school community is valued as having inherent worth, especially the most vulnerable. We want to ensure every pupil and adult is protected from harm, and we prioritise those most at risk of bullying.

Our starting point for tackling all forms of bullying is through our welcoming and inclusive culture in which all pupils and adults feel a sense of belonging. We aim to instill foundational values of inclusivity, respect, and appreciation of diversity from an early age, drawing on the teachings of Jesus to love one another and treat others with kindness and compassion. Our curriculum reinforces the inherent expectation that acceptance of and love for others are basic human characteristics that will be nurtured and grown. Our curriculum reinforces the principle that bullying of any kind has no place in the life of the school. Furthermore, worship life at Cragside and the concomitant focus on the spiritual growth of both adults and pupils, reinforces that to be made in the image of God and to be human is to be diverse. Understanding of difference, therefore, is a key element of developing as a holistic spiritual human being. We recognise that an understanding of difference removes any tendency towards bullying. Raising awareness of bullying is essential in keeping incidents in our school to a minimum.

With the constant rise of the online world, we are very aware that children and young people are often unable to escape bullying which can follow them wherever they are. At Cragside, E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. At Cragside, we have a sequential and progressive Computing and PSHCE with RSE curriculum which addresses online safety. The curriculum is complemented by planned E-Safety themed days/weeks.

All staff are aware of potential low visibility areas such as toilets, periphery of the field and cloakrooms, etc.

Collective Worship

Collective Worship is central to life at Cragside and is underpinned by our vision to 'Let your light shine...' We encourage all members of our school community to do this by looking in at themselves, looking out towards the others and looking up towards God and/or something beyond the physical. We end each act of worship by saying we will 'Look In, Look Out and Look Up as we Shine Bright today.' This is a key vehicle through which anti-bullying messages and the values of inclusivity and acceptance are promoted and celebrated. While reflecting on how each worship session will help us to achieve this by putting our beliefs into action to create change for ourselves and others. At Cragside, we recognise the key part worship can play in providing members of our school community with a firm foundation of

values, beliefs and social conscience. This is an inherent part of the whole school ethos and is underpinned through daily acts of worship where we seek to explore life's big questions about spirituality and faith. Our Collective Worship times are fully inclusive and all children are encouraged to think and reflect on the theme being conveyed in a way that is meaningful for them.

Reporting, Responding and Monitoring

- Bullying logs are reviewed termly by SLT,
- Patterns/trends are analysed,
- Governor safeguarding updates,
- Pupil voice gathered,
- Annual review of effectiveness.

When a disclosure is made, it will always be treated seriously, with appropriate discretion and carefully investigated. Low-level concerns and relational conflict will be addressed early to prevent escalation into bullying.

See Appendix 1 for Flowchart

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/LSA
- Designated Safeguarding Lead

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. It is important that children understand the impact that their behaviour choices have on others and identify what changes in their own behaviour are required to ensure that bullying stops. As such for each case of bullying that we may have to deal with, there will be a bespoke body of work/support given to both the victim and the perpetrator.

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. All concerns of bullying must be passed on to a member of SLT through CPOMS. The headteacher maintains records. Records will be securely maintained in accordance with safeguarding and data protection procedures.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

- The Designated Safeguarding Lead will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Leads (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection procedures.
- Appropriate sanctions and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed)
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including online/cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy

When responding to online bullying, the school will:

- Act swiftly as soon as an incident has been reported or identified
- Ascertain facts and gain as much information as possible
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the perpetrator, as well as ensuring access to any additional help or support they may need as well as:

- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may have in the public domain.

Procedures for parents:

Parents are encouraged to report concerns and bullying to the school. This would normally be the class teacher or a member of SLT.

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the perpetrator or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy. All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face to face contact and online.

How do we support victims of bullying:

Being a victim of bullying is a traumatic experience and can impact a child in many different ways. A one size all model is not suitable when supporting children who may have been bullied. The child is at the centre of any support plan in place and their views are taken into consideration when devising the plan. Children who have been bullied may be supported in the following ways:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.

- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence. This could result in accessing therapeutic support
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

How do we support perpetrators of bullying:

Children who are perpetrators of bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include official warnings, detentions/internal exclusions. In extreme or repeated cases, fixed-term or permanent exclusions.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Supporting children who may have been bystanders

We recognise that for children who are bullying they can often be unintentionally influenced by others. Often children who bully have been victims of bullying, are trying to impress their peers or maintain others' expectations of them and this can be a really difficult for a child to navigate even if they want to change their behaviour. Often other children will see the bullying but feel powerless to make it stop through fear of backlash or being singled out. As part of our preventative and restorative measures, we also discuss the role of bystanders and what they can do to report bullying behaviour they have seen whilst also securing their anonymity if this is a primary concern. We place high emphasis on the importance of being an upstander to bullying.

LGBTQIA+

Data shows that pupils who are (or perceived to be) lesbian, gay, bisexual or gender questioning are particularly at risk of bullying in school. Studies indicate that almost half of pupils who are LGBTQIA+

feel unsafe at school, and are around twice as likely as their peers to be bullied. Pupils with additional protected characteristics, such as those with a disability or those from UKME/GMH backgrounds are even more likely to experience bullying. This policy has been written with reference to guidance from Valuing All God's Children, 2014. This guidance starts from the position that each person is made in the image of God, and therefore worthy of honour, value and protection from harm. We value ourselves on being proactive in guarding against and addressing these types of bullying. Our Relationships and Health Education curriculum teaches our children, from a young age, about celebrating similarities and differences.

What kind of bullying is experienced by LGB/GQ pupils, and LGBT+ adults?

HBT Bullying Homophobic, biphobic and transphobic bullying are the terms used to describe bullying which is motivated by prejudice, intolerance or hate of LGB/GQ children and young people or LGBT+ adults. It can also apply to children and young people who are perceived to be LGB/GQ or adults who are perceived to be LGBT+, even if they are not. Transphobic bullying can affect transgender adults, as well as people who identify as non-binary, pupils who are gender-questioning, pupils who have already socially transitioned at school and pupils who are not gender questioning, but who do not conform to gender stereotypes and social norms.

Use of Language

We will challenge all HBT bullying. Younger children may be particularly curious about things which are as yet unfamiliar to them, and who may want to ask questions about things they don't understand, such as:

- A young person who doesn't conform to gender norms which may relate to how they cut or style their hair, or the clothes they wear
- Different sorts of family compositions, both within their school community or encountered through stories

We will always respond warmly towards conversations which demonstrate curiosity, and nurture a child's development in meaning-making. Research shows that when children feel safe to make observations about the world around them, they both grasp key messages about themselves (which boosts self-esteem) and also learn how to 'deal well with difference' (reducing the likelihood that they will want to bully others). We know that children's curiosity, when handled well, can also provide an opportunity to teach accurate and positive usage of language in an age appropriate way.

In contrast, we will challenge remarks which are:

- Derogatory (i.e. intending to put another person down)
- Outdated terms. Where these are used accidentally, the school has a clear role to play in educating the pupils and adults who use them.
- Indiscriminate and which present being a LGB/GQ pupil or LGBT+ adult negatively (e.g. indiscriminate use of the word 'gay' to describe things we don't like)
- Dehumanising (i.e. devaluing a person or treating them as worthless)

When challenging this kind of language, we will be clear that such language cannot be considered as merely 'banter'. A joke is only a joke if both people are laughing, and even then, a person may 'laugh off' or dismiss hurtful behaviour because they are not ready to challenge it, feel unable to challenge it

or are so used to it that they are desensitised. Therefore, we focus on the sort of culture they want to create and are clear that this kind of behaviour or language is never acceptable in their environments. We know from research, that often, if a pupil is being bullied they will resist intervention for fear of reprisal, so it is essential that we advocate for them and act.

Online/ Cyber bullying

Cyberbullying is a prevalent form of bullying towards children and young people who are (or perceived to be) LGB/GQ. It can involve the posting or sending of abusive messages directly to victims, as well as sharing messages, videos or images to spread rumours and comments among a peer group. Due to the anonymity that social media affords, it can be very difficult to identify and permanently stop people from sending HBT bullying messages and offensive materials to LGB/GQ young people.

At Cragside, we have clear policies about mobile device usage in school. We also help inform pupils and their parents about the potential dangers and impact of smartphones on their mental wellbeing, including their use in cyberbullying.

Physical bullying

Physical harm continues to be a very real experience for some pupils who are (or perceived to be) lesbian, gay, bisexual or gender questioning. As with any child or adult, physical harm is never tolerated. It might take the form of repeated tripping, spitting, hitting or kicking – often in low visibility areas. This can happen both on school grounds, or outside of school (e.g. on the journey home). We will challenge and act on this behaviour, whether it happens at school or beyond the school gates.

Sexual Harassment and Child-on-Child Abuse

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Evidence indicates that young people who are LGB/GQ are at higher risk of sexual harm than other young people, and therefore require tailored pastoral care and protection from their school. Our staff realise and are aware that pupils who are LGB/GQ can be subjected to all forms of child-on child abuse and are intentional about safeguarding them.

Bullying towards Gender Questioning Children and Transgender Adults

We know that there are pupils who are questioning their gender. These members of our school communities are treated with the utmost dignity and respect, and are protected decisively from harm. This protection includes ensuring that they are kept safe from polarised debates about the care or place of gender questioning children and transgender people in society. Our classrooms are places of constant nurture and compassion, where all are treated with dignity, where differences are appreciated and respected, and where all are provided with the utmost standard of care and protection. This includes gender questioning children and transgender adults.

We will challenge:

- Discriminatory and dehumanising language towards gender questioning children, those who have already socially transitioned and transgender adults
- Repeated mis-naming which is deliberate and intended to cause harm

- Any physical harm or sexual harassment
- Cyberbullying towards a child or young person because they are gender questioning or an adult who is transgender

We will not wait for bullying to be reported, but we understand this is a particularly vulnerable time for that child or young person. Whenever possible, we will work with the child or young person's family.

Bullying towards LGBT+ adults

We want every adult in our school to feel safe and to be able to fully participate in the life of the school. Any personal information that is shared with pupils will be age-appropriate.

Learning to live with difference

At Cragside, we work with our community, including the church, parent body and a range of faith communities to ensure differences of faith and belief are understood, so that no one feels excluded. For pupils who are LGB/GQ or beginning to wonder whether they might be, we are particularly mindful of managing the different views people hold in order to safeguard their wellbeing. It is not appropriate within our school setting for views which denigrate or harm LGBT+ people to be shared with pupils, just as it is not acceptable to be racist.

Working with different faith communities

At Cragside, we welcome members of different world faith groups. When working with parents/ carers and pupils of different faith groups we understand, that while a variety of faith-based teaching on human sexuality, marriage and gender identity may exist, these cannot be used as justification for HBT bullying. Tolerance and respect for others are a basic principle of many faiths. In these instances, we encourage finding areas of agreement, such as the need to protect all children, young people and adults from harm as well as taking focusing on the dignity and inherent worth of each and every individual. Our Christian vision, as a Church school, begins with the understanding that all children and adults are made in the image of God.

Appendix Cragside C of E Primary School - Anti-Bullying Flowchart

1

Acts of bullying will be taken seriously and acted upon as quickly as possible.
When the allegation is made – the member of staff involved will record the allegation on CPOMs and give all details to a member Leadership Team.
The victim will be reassured, given support and advice.

2

The school will then assess the seriousness of the allegation.
After a thorough investigation, if bullying is found to have taken place the school will speak to the victim and parents will be contacted, as needed.
The following actions will then take place.

3

Ensure all children involved are aware of the behaviours which may have been inappropriate. If a sanction is used, inform the child of the reason it is being given.

4

Give feedback, as appropriate, to parents/carers.
Ensure children are aware that bullying will not be condoned.
If appropriate, use interventions such as Social Stories and Nurture Groups, etc, to add to preventative Anti-Bullying work.

5

Phase Leaders will regularly monitor CPOMs to identify patterns. This will be fed back to the Headteacher and appropriate follow up action will be taken.

