



# **DOWNSVIEW PRIMARY SCHOOL ANTI-BULLYING POLICY**

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## Anti-bullying Policy

### The aims of this policy

At Downview, we want pupils to feel safe and happy to come to school. We expect all members of our community to act safely at school, ensuring that they understand the issues relating to all forms of bullying and that they can feel confident to seek support should they feel they or others are unsafe. We also want parents/carers to feel confident in the knowledge that their children are safe and cared for in school and that incidents are dealt with promptly and fairly. We regard bullying as very serious and we do not tolerate bullying. We are committed to minimising incidents of bullying, effectively dealing with any bullying that occurs and promoting acceptance and kindness throughout the school.

### National legislation influencing the policy

**UN Convention on the Rights of the Child (1989):** This protects children by setting out their basic human rights. These include children's right to protection from harmful influences, abuse and exploitation and their right to participate.

**Schools Standards and Framework Act 1998:** This requires head teachers to take steps to encourage good behaviour and respect for others, and to prevent all forms of bullying between students.

**The Race Relations (Amendment) Act 2000:** Schools must tackle racial discrimination and promote equal opportunities and good relations among people from different racial groups. They must also set out how they will deal with racist incidents within a race equality policy. Schools are required to provide reports to the local authority and their school governors about racist incidents that occur in the school.

**Education Act 2002:** Governing bodies must safeguard the welfare of students and will make arrangements for ensuring that their functions relating to the conduct of the school are exercised to safeguard and promote the welfare of children who are pupils at the school. All state schools must have a behaviour policy in place which includes measures to prevent all forms of bullying among pupils. The policy is decided by the school. Staff, parents and pupils must be made aware of it.

**Education Act 2005:** Schools are required to adopt safe practices and evaluate the extent to which learners feel safe, including whether students feel safe from bullying and racist incidents, and the extent to which they feel confident to talk to staff and others when they feel at risk.

**Racial and Religious Hatred Act 2006 (forms part of the Public Order Act 1986):** The Act makes it an arrestable offence to display threatening language, behaviour or written material in a public place, with the intention to threaten or stir up hatred.

**Childcare Act 2006:** An Act to make provision about the powers and duties of local authorities and other bodies in England about the improvement of the well-being of young children.

**Education and Inspection Act (EIA) 2006 (Amendment 2011):** This Act states that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, which includes rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

**Equality Act (Sexual Orientation) Regulation 2007:** Schools must treat bullying based on sexual orientation as seriously as that grounded in race, gender or disability. Organisations need to ensure that young people have full access to education, benefits, facilities or services, regardless of their sexual orientation or that of their parents/carers.

**Duty to Promote Community Cohesion:** Since September 2007 governing bodies have been required to promote community cohesion by ensuring that there is a common vision and sense of belonging in all communities, the diversity of people's backgrounds is appreciated and valued similar life opportunities are available to all strong, positive relationships exist and are developed.

**The school's Inclusion Statement:** In our school, we respect each other's Age, Disability, Gender, Gender Identity, Marital Status or Civil Partnership, Pregnancy, Race or Nationality, Religion or Belief and Sexual Orientation.

#### Is it Conflict or Bullying?

Although bullying and conflict share some similarities in that they both involve interpersonal interaction, there are key differences, which are:

#### Intent:

- **Bullying:** Bullying involves deliberate and repeated aggressive behaviour with the intention to harm, intimidate, or exert power and control over another person.
- **Conflict:** Conflict is a more general term that refers to disagreements, disputes, or differences in opinions, interests, or values between individuals or groups. Conflict can be a natural part of human interactions and may not necessarily involve malicious intent.

#### Duration:

- **Bullying:** Bullying typically occurs over an extended period and involves a pattern of ongoing, repetitive, and targeted behaviour. It is not a one-time event but a sustained and pervasive form of aggression.
- **Conflict:** Conflict can be a one-time event or a short-term disagreement, and it does not necessarily involve a pattern of repeated behaviour.

#### Power Imbalance:

- **Bullying:** A significant characteristic of bullying is a power imbalance, where the child/group or children causing harm has more power or influence over the victim.
- **Conflict:** Conflict can occur between individuals or groups with relatively equal power or influence. It does not inherently involve a power imbalance, although power dynamics can exacerbate or complicate conflicts.

#### Resolution:

- **Bullying:** Bullying is typically not resolved through open dialogue or negotiation, as it often requires intervention and measures to protect the victim. Stopping bullying usually involves addressing the behaviour of the child causing harm.
- **Conflict:** Conflicts can be resolved through communication, negotiation, compromise, and problem-solving. Conflicting parties can work together to find common ground and reach a resolution.

#### Emotional Impact:

- **Bullying:** Bullying can have severe and long-lasting emotional and psychological effects on the victim, leading to fear, anxiety, depression, and low self-esteem.
- **Conflict:** Conflicts may lead to negative emotions, but they do not necessarily result in the same level of emotional distress as bullying. Resolving conflicts can often lead to a sense of relief and improved relationships.

#### Incidents deemed to be Conflict:

Where this is the case the school will work with the children to try and resolve their issues through our Restorative Justice approach. Conflict is then monitored generally by the Learning Mentor.

Downsview recognises that bullying occurs across all backgrounds, religions, cultures, races and genders and it may be experienced by child-to-child, adult-to-adult (staff or parent/ carer), adult-to-child, or child-to-adult. It can

be linked to SEN or disabilities, health conditions or appearances, sexual orientation, sexist or sexual bullying or home circumstances. Bullying can occur outside of the school day including online.

### **Types of Bullying**

#### Racist:

This refers to a range of hurtful behaviours, both physical and psychological, that make the person feel unwelcome marginalised, excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

#### Gender:

Incidents often include abusive name-calling and comments about appearance (including those that are transgender related), attractiveness and emerging puberty. Interactions involving inappropriate and uninvited touching or graffiti with sexual content can be forms of sexual bullying.

#### Gender identity:

Incidents of not accepting someone's gender identity or not being kind to someone because of who they perceive to be. Also, interactions involve deliberate misgendering or using incorrect pronouns.

#### Sexual Orientation:

Sexual bullying can also be related to sexual orientation. Some pupils may be subject to homophobic or biphobia name calling and teasing. Pupils must be encouraged to understand their inappropriate use of HBT-phobic language so they may understand the impact such discrimination may have.

#### Religious:

Incidents often include verbal abuse and name-calling, religious jokes and offensive mimicry or physical threats or attacks.

Disability: Pupils with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied. Staff must reflect on how teachers' behaviour might unintentionally trigger bullying. Avoiding undue attention to specific differences between SEN children and their peers may help reduce this.

#### Cyberbullying:

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school Behaviour Policy)

Adult bullying: If any parent or member of staff feels that they are being treated inappropriately within our school community, they must report this to the Head Teacher immediately. If the Head Teacher has behaved inappropriately, they should contact the Chair of Governors and, if substantiated, the matter would be handled by the school's Whistleblowing Procedure. If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents or children in the playground is not acceptable and could be viewed as bullying. Additionally, using social media to negatively comment on / discuss people involved in the school could also be viewed as bullying. We should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our community remains happy, safe and an enjoyable place, where everyone wants to be.

### Preventing bullying

As a school, we are committed to not only dealing with bullying but to doing all that we can to minimise and help prevent it.

This includes:

Valuing relationships: All members of the school community are expected to show respect, acceptance and trust towards each other. Through these behaviours, we will show that we value each other.

The curriculum: We provide opportunities through our - Jigsaw scheme of work (PSHCE)). In our Jigsaw lessons pupils will learn about building positive healthy relationships, conflict resolution skills, and their rights and responsibilities. Circle discussions and activities/role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated or felt harmed themselves.

Opportunities outside the classroom: We recognise that one of the most successful ways to combat bullying is to have an inclusive school. We use events, such as Assemblies and Anti-Bullying Week, to share our experiences, address issues and celebrate our success.

Using the Restorative Justice Approach: This will help children reflect on their choices, the consequences of their actions and how they have affected others. As part of our restorative approach, a member of SLT will complete the 'After Care Plan' for any child who has been directly involved in an incident or series of incidents that have caused significant harm (this may be physical and/or emotional). The plan is to run throughout a period with 3 scheduled follow-up sessions to monitor the impact of the provision. Once the plan is complete and all parties are happy with the progress the plan finishes.

To help pupils support and learn from each other, we have peer-led initiatives such as Junior Governors, Play Leaders and Y5 Buddies

Questionnaires and pupil interviews: These are carried out at various times of the year to ascertain children's well-being and the impact of actions taken.

Training sessions: These are held at various times in the year for all teachers, administrators, school staff, pupils and parents about bullying behaviours, strategies and available resources.

### Responding to incidents of bullying

All incidents which are perceived to be bullying including cyberbullying, undergo a fact-finding process by the school. If the conclusion is that bullying was the motivation, then this information will be recorded on CPOMs as bullying.

#### Possible outcomes once the bullying incident has been through a full fact-finding process:

- The senior member of staff will attempt to contact all parents and carers involved, initially inform them and report outcomes and actions.
- The bully/bullies will receive a consequence as deemed appropriate by the Senior Leadership Team and according to our Restorative Justice Approach.

#### The severity of the consequence will depend on many aspects including:

- Age of those involved.
- Persistence/repetition of incidents.
- Knowledge of individuals' past experiences, abilities and disabilities.
- Level of distress and harm caused.
- Context of the incident.

The support from the senior leadership team will continue until the issue is resolved.

If the incident raises between children as a safeguarding concerns, then this may need to be reported to MASH in Croydon and this will be done in line with our safeguarding policy.

- If the incident involves a member of staff, then advice will be sought from the LADO and the incident may need to be reported.
- If the incident raises concern over a criminal nature, then we will work with parents on deciding the best route to report any such crime.