Anti-Bullying Policy

Francis Askew Primary School

Approved by:	Laura Martin	**Date:**	21.09.2026
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Introduction

At Francis Askew we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Francis Askew is a Rights Respecting School. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We will, as a school, do all we can to protect pupils' rights to come to a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to our relentless drive towards the eradication of bullying in our school.

1. Policy Objectives

- This policy outlines what Francis Askew Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Francis Askew Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Legislation and guidance

The policy has been developed in accordance with the following legislation and statutory guidance (including but not limited to):

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Children Act 1989 and 2004
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education (KCSIE) (current version)
- Working Together to Safeguard Children (current version)
- DfE Preventing and Tackling Bullying Guidance
- DfE Behaviour in Schools Guidance
- SEND Code of Practice: 0 to 25 Years

3. Links with other policies

This policy links with several school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Child Protection Policy
- Curriculum Policies

4. Responsibilities

The Role of Governors

- The governing body supports the headteacher in the school's drive to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any reported incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing body responds quickly to reported incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to the governing body
- Mike Smith is the named governor with responsibility for safeguarding and anti-bullying will receive regular updates regarding: bullying incidents; trends and patterns; actions taken; the effectiveness of preventative strategies.

The Role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy.
- Incidents of bullying are first dealt with usually through the class teacher who will notify a senior leader and the Head is then notified. The Head teacher will deal with most incidents using the 'No blame approach'. If necessary parents will be notified and asked to come in and discuss the situation.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Anti-Bullying Lead

Matthew Dale (Deputy Head) is the designated Anti-Bullying Lead and is responsible for:

- overseeing the implementation of this policy;
- ensuring concerns are recorded and monitored appropriately;
- identifying patterns and trends in bullying incidents;
- reporting bullying data to governors;
- ensuring staff receive appropriate training.

The Role of All Adults (in conjunction with the school's Child Protection policy)

- All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They provide a record of all incidents to be kept in the HT's office. If teachers or other adults witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being

bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

- If, as adults within the school, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a 'no-blame approach' for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, head teacher and the special needs co-ordinator will be kept informed. Parents are invited to the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact relevant agencies for support.

The Role of Parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, a senior leader or the Head teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
- Parents are encouraged to help the school see the signs and symptoms of bullying by referring to a checklist referred to annually at themed weeks.
- Does your child…….
  - ▪Come home with torn, damaged, or missing pieces of clothing, books, or other belongings;
  - ▪ Have unexplained cuts, bruises, and scratches;
  - ▪ Have few, if any friends, with whom he or she spends time;
  - ▪ Seem afraid of going to school, walking to and from school,
  - ▪ Takes a long, "illogical" route when walking to or from school;
  - ▪ Has lost interest in school work or suddenly begins to do poorly in school;
  - ▪ Appears sad, moody, teary, or depressed when he or she comes home;
  - ▪ Complains frequently of headaches, stomach aches, or other physical ailments;
  - ▪ Has trouble sleeping or has frequent bad dreams;
  - ▪ Experiences a loss of appetite; or
  - ▪ Appears anxious and suffers from low self-esteem

The Role of Pupils

- We expect that pupils will;

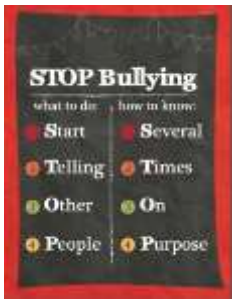
• support the headteacher and staff in the implementation of the policy

• will respect the rights of others by not bullying anybody, encourage or support bullying by others

• will protect their own rights by telling an adult if they are being bullied

• will respect the rights of others by preventing bullying wherever possible. This includes 'doing something about it' if they see or know bullying is occurring. This is namely telling an adult.

5. Definition of Bullying



Bullying can be defined as 'behaviour by an individual or a group, repeated over time that

intentionally hurts another individual either physically or emotionally'. *DfE 'Preventing and Tackling Bullying*.

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Francis Askew Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Francis Askew Primary School as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that 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.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

What Bullying Is Not

While all incidents of unacceptable behaviour are taken seriously, not all conflict or friendship issues constitute bullying.

Bullying is behaviour that:

- is deliberate;
- is repeated over time;
- involves an imbalance of power.

Single incidents of unkindness, disagreements between friends, accidental hurt or isolated conflicts will be addressed appropriately through the school's behaviour policy but may not be classified as bullying.

6. Forms and Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics)

7. Prejudice-Related Incidents

Francis Askew Primary School recognises that prejudice-related incidents can have a significant impact on children and the wider school community.

Such incidents may relate to:

- race;
- religion or belief;
- disability;
- special educational needs;
- sexual orientation;
- gender reassignment;
- sex;
- other protected characteristics.

The school will record and investigate prejudice-related incidents regardless of whether they meet the definition of bullying.

Repeated prejudice-related incidents may constitute bullying and will be dealt with under this policy.

8. School Ethos

Francis Askew Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

9. Responding to Bullying Concerns

Francis Askew Primary School will use a range of educational, restorative and disciplinary approaches when responding to bullying concerns. Responses will be determined by the nature, severity, frequency and impact of the behaviour.

Francis Askew recognises that some incidents require restorative support while others may require sanctions in line with the Relational Behaviour Policy.

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. This will be logged as 'alleged bullying' and a period of monitoring will take place.
- 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 DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (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 policy.

In instances where alleged bullying is confirmed:

- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, 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, or Early Help if a child is felt to be at risk.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- 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.
  - 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 bully, as well as ensuring access to any additional help or support they may need.
- 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.

Sexual Harassment and Harmful Sexual Behaviour

The school recognises that sexual harassment, sexual violence and harmful sexual behaviour are forms of child-on-child abuse.

Such behaviour will never be dismissed as:

- banter;
- part of growing up;
- harmless teasing.

All concerns will be addressed promptly and in line with the school's Child Protection and Safeguarding Policy and relevant safeguarding procedures.

Supporting Pupils

Pupils who have been bullied will be supported by:

- 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.
- 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; this could include support through
- Early Help support through the Children and Adolescent's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped 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 or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Relational Behaviour Policy. This may include:
    - official warnings
    - detentions/internal exclusions
    - removal of privileges (including online access when encountering cyberbullying concerns)
    - 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; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Adolescent's Mental Health Service (CAMHS).

The school recognises that some pupils with SEND may:

- experience bullying at higher rates than their peers;
- find it more difficult to identify bullying;
- have difficulty reporting concerns;
- require additional support to understand relationships and social interactions.

Reasonable adjustments and appropriate support will be provided to ensure pupils can access help and feel safe.

Supporting Adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
    - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
    - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
    - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance

with the schools' behaviour and discipline policy.

• Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

• Reassuring and offering appropriate support.

• Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- Adults who have perpetrated the bullying will be helped by:

  • Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.

  • Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.

  • If online, requesting that content be removed.

  • Instigating disciplinary, civil or legal action as appropriate or required

10. Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the school's attention, which involves or effects pupils, even when they are not on school premises; for example, when travelling to and from school or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Reporting Concerns

Children, parents and staff can report bullying concerns through:

- speaking directly to any trusted adult;
- class teachers;
- senior leaders;
- the Designated Safeguarding Lead;
- school pastoral systems;
- worry boxes or other reporting mechanisms established by the school.
- All concerns will be taken seriously and followed up appropriately.

Bullying Beyond the School Day

The school recognises that bullying can occur:

- online;

- whilst travelling to and from school;
- during extracurricular activities;
- in the wider community.

Where such incidents impact the safety, wellbeing or education of pupils, the school will investigate and take appropriate action in line with this policy and the Relational Behaviour Policy.

12. Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11. Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12. Monitoring and Review: Putting Policy into Practice

Francis Askew will regularly monitor and evaluate the implementation and effectiveness of this policy.

Bullying records will be reviewed termly in order to:

- identify trends and patterns;
- monitor vulnerable groups;

- evaluate the effectiveness of interventions;
- inform staff training and curriculum development;
- improve preventative strategies.

The Headteacher will report:

- the number and nature of incidents;
- outcomes;
- emerging themes;
- actions taken

to governors on a regular basis.

- Any issues identified will be incorporated into the School Development Plan and safeguarding action planning.
- The named governor for anti-bullying will receive regular updates regarding incidents, trends and outcomes.

13. Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

• Childline: www.childline.org.uk

• Family Lives: www.familylives.org.uk

• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk

• NSPCC: www.nspcc.org.uk

• PSHE Association: www.pshe-association.org.uk

• Restorative Justice Council: www.restorativejustice.org.uk

• The Diana Award: www.diana-award.org.uk

• Victim Support: www.victimsupport.org.uk

• Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net

Cyberbullying

• Childnet: www.childnet.com

• Internet Watch Foundation: www.iwf.org.uk

• Report Harmful Content: https://reportharmfulcontent.com/

• UK Safer Internet Centre: www.saferinternet.org.uk

• The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk□council-for-internet-safety

• DfE 'Cyberbullying: advice for headteachers and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

• DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and

disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at risk-groups/sen-disabilitytheeducationpeople.org

• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-

to-25

Race, Religion and Nationality

• Anne Frank Trust: www.annefrank.org.uk

• Kick it Out: www.kickitout.org

• Report it: www.report-it.org.uk

• Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org

• Educate against Hate: www.educateagainsthate.com

• Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

• Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

• Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk

• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk

• Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

• NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk

• Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign posters

• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

• Anti-bullying Alliance: advice for school staff and professionals about developing effective

anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding sexual

• Childnet Project DeShame (Online Sexual Harassment and Bullying):

www.childnet.com/our-projects/project-desham