



# Anti-Bullying Policy

## 2024-2025

Last reviewed: February 2024

Next review due: February 2025

## **Rationale**

“With ignorance comes fear – from fear comes bigotry. Education is the key to acceptance”.

*Kathleen Patel, 'The Bullying Epidemic', 2012*

Colburn Community Primary School believes that all pupils are entitled to learn in a safe supportive environment, this means being free from all forms of bullying behaviour. We strive to ensure that the personal, social and emotional development of children is at the forefront of all we do in school. Our core values of **respect, resilience, responsibility** and **fairness** underpin all our work and through these values we encourage pupils to make our school a safe and caring place. We strive to promote good decision making, pupils taking responsibility for their actions and learning about tolerance and difference as part of the school's curriculum. All staff, parents/carers and pupils work together to prevent bullying.

**There is a zero-tolerance policy for bullying at Colburn Community Primary School.**

## **What is 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', July 2017*

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: the perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- 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, leaving the victim feeling defenceless.

Bullying results in pain and distress to the victim. Bullying can be:

Emotional	being unfriendly, excluding, tormenting
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the Internet, including email and Internet chat-room misuse, mobile phone threats by text messaging and calls, misuse of associate technology, i.e. camera and video facilities

## **Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs, that may indicate other problems. Adults should always investigate if a child:

- Is frightened of walking to or from school
- Is unwilling to go to school
- Saying that they feel ill in the morning
- Becomes withdrawn, anxious, or lacking in confidence
- Has unexplained cuts or bruises
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Exhibits a change in school performance
- Becomes aggressive, disruptive or unreasonable
- Without reason lacks an appetite
- Is frightened to say what is wrong
- Is afraid to use the Internet or mobile phone
- Is bullying other children or siblings
- Gives improbable excuses for any of the above

## **Prevention**

Prevention is at the forefront of the school’s Anti-Bullying Policy. We use various methods for helping children to prevent bullying. This will include:

1. Have a listening and caring ethos
2. Encourage discussion and don’t make premature assumptions
3. Adopt a problem-solving approach
4. Explore issues through the curriculum by PSHCE, assemblies and Anti-bullying week.
5. Provide information through notice boards, posters and Child line.
6. Provide support through playground buddies, friendship groups and peer support.
7. The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so pupils are informed of the procedures
8. Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
9. Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory.
  - Staff do not ignore signs of suspected bullying.
  - Unpleasantness from one pupil towards another is always challenged and never ignored.
  - Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
  - Follow-up support is given to both the victim and the bully in the weeks/months following incidents, to ensure that all bullying has stopped.

## **Procedures for dealing with Bullying**

When investigating a bullying incident, the following procedures should be followed:

- The victim/s, alleged bully/ies and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed.
- A room is used that allows for privacy during interviews.
- A witness is used for serious incidents.
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- Premature judgements are not made as it is important not to be judgemental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- All concerned pupils are informed that they must not discuss the interview with other pupils.
- All incidents of bullying are reported to the Leadership Team and recorded on CPOMs.
- Parents' concerns about bullying are always investigated and recorded on CPOMS.
- Sanctions for bullying are decided by the SLT on a case by case basis.
- Parents are informed of bullying incidents and what action is being taken.

## **Support**

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school Pastoral Worker.
- Reassurance that it was right to report the incident and that appropriate action will be taken.
- Liaison with their parents to ensure a continuous dialogue of support.
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice about how the perpetrator might be blocked online.
- Discussion with their parents on whether police action is required.
- School staff will work with the victim to build resilience through an intervention programme.
- The Pastoral Worker will have an informal discussion with the victim, on a weekly basis, to check that the bullying has stopped.
- The Pastoral Worker will hold a formal meeting, on a monthly basis, with the victim and perpetrator, to check whether the bullying has stopped. These formal meetings will continue to take place once a month until the Pastoral Worker, class teacher and victim are confident that the bullying has stopped.

## **Follow-up support**

- The progress of both the bully and the victim are monitored by their class teachers. One-on-one sessions with the Pastoral Worker to discuss how they are progressing may be appropriate.
- If appropriate, follow-up communication is arranged with the parents one month after the incidence.
- Pupils who have been bullied are supported in the following ways:
  1. Being listened to
  2. Being reassured
  3. Being offered immediate support

4. Being offered counselling, where appropriate
- Pupils who have bullied others are supported in the following ways:
    1. Receiving a consequence for their actions
    2. Being able to discuss what happened
    3. Being helped to reflect on why they became involved
    4. Being helped to understand what they did wrong and why they need to change their behaviour
    5. Appropriate assistance from parents

### **Roles and Responsibilities**

#### **The Governing Body is responsible for:**

- Evaluating and reviewing this policy
- The overall implementation of this policy
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding are being implemented.
- Ensuring that pupils are taught how to keep themselves and others safe including online.

#### **The Headteacher is responsible for:**

- Reviewing and amending this policy, accounting for new legislation and government guidance.
- Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

#### **Teachers and Teaching Assistants are responsible for:**

- Being alert to social dynamics in their class.
- Being available for pupils who wish to talk privately to them.
- Providing follow-up support after bullying incidents.
- Being alert to possible situations, particularly exclusion from friendship groups.
- Showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying to SLT and recording on CPOMS.
- Routinely attending training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

#### **Parents are responsible for:**

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils are responsible for:**

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

**Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection and Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Keeping children safe in education' (2022)