

Coleham Primary School



Anti-Bullying Policy

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Statement of intent

Coleham Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at **Coleham Primary School**.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

1.2. This policy will be implemented in conjunction with the school's:

- Behavioural Policy
- E-safety Policy

2. Definition

2.1. For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. 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.

3. Types of bullying

3.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

3.2. Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

- 3.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 3.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4. Statutory implications

- 4.1. Under the Equality Act 2010, the school understands that it has a responsibility to eliminate 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.
- 4.2. Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- 4.3. The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 4.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
 - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes. Schools have a statutory responsibility to report hate crimes to the Local Authority.

5. Prevention

- 5.1. All reported or witnessed instances of bullying in the school are challenged by a member of staff.
- 5.2. Children in school learn about bullying and its dangers in PSHE lessons, regular assemblies and during Anti-bullying week and Family Diversity Week. The School Council also play a role in educating children in school about the dangers of bullying others.
- 5.3. Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- 5.4. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- 5.5. Changing and organising seating arrangements in class helps to prevent instances of bullying.
- 5.6. Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 5.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 5.8. All members of the school community are made aware of the school's Anti-Bullying Policy.
- 5.9. All staff members receive training on identifying and dealing with the different types of bullying.
- 5.10. A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.

6. Signs of bullying

- 6.1. Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

6.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

6.3. Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

7. Staff principles

7.1. Prevention is at the forefront of the school's Anti-Bullying Policy.

7.2. Staff treat reports of bullying very seriously.

7.3. Staff do not ignore signs of suspected bullying.

7.4. Unpleasantness from one pupil towards another is always challenged and never ignored.

7.5. Staff take action immediately; this applies to all staff, not solely teaching staff.

7.6. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.

7.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

8. Roles and responsibilities

- 8.1. The governing body evaluates and reviews this policy to ensure that it is non-discriminatory.
- 8.2. It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- 8.3. The **headteacher** reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 8.4. The **headteacher** keeps a **Bullying Record** of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected on our online system, CPOMS.
- 8.5. The **headteacher** analyses the data in the **Bullying Record** on CPOMS at **termly** intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 8.6. The **headteacher** has a statutory responsibility to report hate crimes to the Local Authority and reports hate crimes to governors termly in the headteacher's report to governors.
- 8.7. The **headteacher** arranges appropriate training for staff members.
- 8.8. Each **phase leader** corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- 8.9. **Class teachers** are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- 8.10. Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's **class teacher** of such observations.
- 8.11. All staff will avoid gender stereotyping when dealing with bullying.
- 8.12. Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- 8.13. The Pastoral Care Team, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant **phase leader** and **class teacher**.
- 8.14. Parents/carers are advised to inform their child's **class teacher** if they are concerned that their child may be bullied or be involved in bullying.
- 8.15. Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- 8.16. Pupils are taught not to make counter-threats if they are victims of bullying.

8.17. Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.

8.18. Pupils are advised to retain all evidence of cyber bullying.

9. Procedures

9.1. Minor incidents are reported to the pupil's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the phase leader of the incident and outcome.

9.2. When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- If a pupil is injured, members of staff provide first aid immediately and seek medical advice, where necessary
- A room is used that allows for privacy during interviews (e.g. PCT office)
- A witness is used for serious incidents
- If appropriate, all parties (bully, victim, 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 assumptions 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
- If the headteacher or senior member of staff concludes that bullying has taken place, this must be recorded on CPOMS and the necessary actions logged against the incident. All SLT members and Designated Safeguarding Leads must be alerted on CPOMS.
- Only Senior members of staff will log bullying incidents on CPOMS and they must categorise the bullying as one of the following:
 - Cyber Bullying
 - Disability Prejudice Incident
 - Homophobic/transphobic Incident
 - Physical Bullying
 - Verbal Bullying (Derogatory language).

10. Sanctions

10.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

10.2. The headteacher informs the pupil of the type of sanction to be used in this instance (see Behaviour Policy) and future sanctions if the bullying continues.

- 10.3. If possible, the **headteacher** will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- 10.4. The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 10.5. Parents/carers are informed of bullying incidents and what action is being taken.
- 10.6. The **phase leader and class teacher** informally monitors the pupils involved over the next half-term.

11. Support

- 11.1. The **class teacher** informally checks whether the bullying has stopped on a **weekly** basis for a **month** after the initial complaint of bullying.
- 11.2. The **phase leader** formally checks whether the bullying has stopped the week after the bullying, and again **during the same half term**.
- 11.3. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 11.4. The victim is encouraged to tell a trusted adult in school if bullying is repeated or to share their concerns via the bully box, if they do not feel they can talk to anyone in school.
- 11.5. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 11.6. Support will be provided, where necessary, to both the bully and the victim, from the Pastoral Care Team.
- 11.7. During regular behaviour supervision meetings, between the Head teacher and the Deputy Head teacher, an update will be logged on CPOMS with any necessary actions recorded.

12. Follow up support

- 12.1. The progress of both the bully and the victim are monitored by their **class teachers**. One-on-one sessions to discuss how they are progressing may be appropriate.
- 12.2. If appropriate, follow-up correspondence is arranged with parents/carers **one month** after the incident.
- 12.3. Pupils who have been bullied are supported in the following ways:
 - Being listened to

- Having an immediate opportunity to meet with their **phase leader** or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

12.4. Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers.

