



**Collingtree  
Church of England  
Primary School**

# Anti-Bullying Policy

**Faith to believe we can all  
achieve.**

<b>Date First Issued:</b> November 2013	<b>Date Last Reviewed:</b> May 2018	<b>Review Frequency:</b> Annually
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<b>Committee Chair Signed/Date:</b>		

**Scope**

This document is applicable to the following:

✓	Parent/s & Carers	✓	Staff	✓	Community
✓	Children	✓	Governors	✓	Volunteers/Visitors
✓	Contracted external support				

## **What is bullying?**

- Bullying can be defined as 'hurtful behaviour that involves the abuse of power, and which is ongoing'.
- Bullying is meant to be hurtful and happens more than once. (The acronym 'STOP' (Several Times On Purpose) is a useful guide – and this has been adopted by pupils, parents and staff as a definition.)
- Bullying can be direct: physical attacks and/or verbal-name calling are the most common forms.
- It can also be indirect; eg leaving a child out; ostracising them from friendship groups, using others as a means of attack or intimidation, etc.
- Bullying is started purposely by an individual. He/she is not responding to nastiness from another person.
- When pupils with the same power, numbers and strength, fight or argue this is not bullying.
- Bullying can sometimes be unwitting, but the effect on the victim(s) is still the same.
- Bullying in school is not confined to children: adults may display bullying behaviour towards children and to each other. Staff members who behave in this way towards pupils or other colleagues will be subject to discipline.

## **The effects of Bullying**

Research by Childline, Kidscape and the National Children's Bureau all show that young people subjected to bullying may suffer:

- Loss of confidence, anxiety or depression;
- Diminished self esteem, emotional development and negative self image;
- Poor concentration/study skills;
- Lower academic attainment;
- Truancy, school refusal or school phobia;
- Tendencies towards self harm or suicide;
- Physical symptoms eg disrupted sleep, bedwetting, headaches, stomach pains;
- Have fewer friends, feel unhappy and lonely.

They further identify the negative effects on those who perpetrate bullying to include:

- Developing the belief that using aggression or threats is a successful strategy for achieving success in life;
- Realising they can get away with cruel behaviour so that school discipline is eroded;
- Creating an image of supremacy as leader of a 'dominant group';
- Suffering themselves as their behaviour may mask their own problems.

Potential long- term effects may include:

- Crime;
- Substance abuse;
- Parenting difficulties;
- Uncontrollable aggressive behaviours into adulthood;
- Domestic violence;
- Psychiatric disorders;
- Inability to sustain relationships.

## What does bullying look like?

In the main it consists of:

- **Physical:** hitting, kicking, pinching, extortion, stealing, hiding belongings;
- **Verbal:** name calling, mockery, sarcasm, teasing, insulting, making offensive remarks, threatening;
- **Indirect:** spreading unpleasant stories about someone, exclusion from social groups, not letting them take part in games or activities, being made the subject of malicious rumours, graffiti, defacing of property, sending nasty notes, e-mails, voice and text messages.

Other forms of bullying include:

- Racist (harassment or victimisation of someone due to their colour or race – e.g name calling; making racist jokes or comments (verbal or written); mimicry; disseminating racist literature; wearing racist insignia, etc; refusal to co-operate in work or play);
- Homophobic (victimisation motivated by someone's sexuality or perceived sexuality);
- Sexual (abusive name-calling; making sexual innuendoes; inappropriate physical contact);
- Physical harassment or victimisation due to physical disability;
- Academic victimisation (because a pupil works hard, is able or has learning difficulties. Also, taking advantage of the naivety a child with learning difficulties to lure them into wrong-doing);
- Appearance (not having the right clothes);
- Classist (person targeted for representing a perceived class or socio-economic group);
- Religious (person targeted for representing a perceived religious group).

## Where does bullying happen?

- On the way to and from school (either in open areas or on transport);
- In playgrounds, toilets, school grounds;
- In corridors;
- In classrooms;
- In dinner halls.

## Prevention

It is obviously better to have effective systems and practices which prevent incidents of bullying happening at all. We will achieve this through specific curricular approaches aimed at improving relationships and by the way the school day is structured and monitored. Also, as children's behaviour is affected by the behaviour of adults around them, the adults working in our school community will model respectful and courteous behaviour.

### a. Curriculum approaches - direct

The curriculum makes a key contribution through:

- Drama, art, history and RE;
- PSHE – including the use of resources from the SEAL programme;
- Other core subjects where appropriate;
- Assemblies;
- Protective behaviours and circle time;

### b. Curriculum approaches – indirect

- Recognising and celebrating diversity of achievement, identity and culture;
- Reinforcing high self-esteem; minimising low self-esteem;
- Differentiated work in classes.

### **c. Structural strategies**

- Use of school Behaviour Policy and associated Rewards and Consequences
- Providing effective playground and lunchtime supervision;
- Providing good quality and educational use of school grounds;
- Informing parents;
- Publicising the policy.

## **Anti-bullying behaviour strategies**

Victims may often be reluctant to confide in an adult that bullying is occurring. Our policy encompasses practices which support openness and consistency and which separates behaviour from the person. Sanctions will make it explicit that, although the bullying behaviour is unacceptable, the bully should not be rejected. However, damage, injury, theft or other incidents will result in a serious response.

Some strategies to encourage reporting are:

### **a. Pro-active strategies**

- Promoting good behaviour and respect for others as the norm in school.
- Frequently reminding children that they must tell their teacher, a parent or another adult they trust if they feel they are being bullied. Also, we will promote the policy that bystanders have a responsibility to report any bullying they see.
- Teaching children, via PSHE lessons, etc, the importance of supporting friends in time of need.
- Teaching children the inappropriateness of 'ganging up' on others, or following the lead of bullies.
- Identification of 'danger spots' in the school grounds and improving supervision;
- Raising awareness through visible displays of posters, eg Childline, local youth counselling;
- Using effort marks to recognise good behaviour;
- Using 'circle time' sessions to get pupils' views and help them develop listening and empathising skills, as well as building a sense of community;
- Conducting an annual pupils survey.

### **b. Reactive aids**

- Student and class council meetings, where problems are discussed and solutions found;
- Mediation and counselling provided by teachers and support staff for bullies and victims;
- Provision of basic 'positive behaviour' and assertiveness training for victims, to ward off future problems and to restore well-being;
- Promotion of 'restorative justice' - the aim of which is for the bully or bullies to be made aware of the victim's distress, to accept responsibility for actions and to help find solutions;
- A framework of support and rewards for bullies to promote sustained positive behaviour. These may include sticker charts or giving them responsibilities.
- A framework of sanctions and punishments as described in the school's behaviour policy. These range from withdrawal of privileges for minor offences to exclusion (internal and external) for the most serious cases. (The level of sanctions applied to a bully will escalate if low-level bullying persists after initial interventions.)

## Responding to Incidents

### Members of Staff Responsible for dealing with incidents of bullying:

In the first instance, where the children involved are in the same year group:

- The Class Teacher

If the bullying persists after class teacher intervention, or where the children are from different year groups:

- Key Stage Leader, or
- Assistant Headteacher

In extreme circumstances (for example: A physical attack that could result in serious injury, or a physical attack of a racist or sexual nature would constitute extreme circumstances), or if bullying is repeated after class teacher intervention:

- Executive Headteacher, or
- Head of School

All members of staff, including teaching assistants and lunchtime supervisors, are responsible for reporting incidents of bullying to the relevant class teachers.

The Senior Leadership Team will generally deal with incidents of pupil bullying which are reported directly to them by pupils or parents, and to all incidents of staff bullying.

### Actions:

Reports of bullying should be responded to promptly – within the same school day where this is feasible, or no later than the following school day.

When incidents of bullying come to light it is important that the key member of staff who receives the information should:

- Tell the victim or referrer that they will take the bullying seriously;
- Arrange mediation between the bully and victim - identifying the unacceptable elements of behaviour, how behaviour from both parties may need to change, and drawing up a code of conduct to which both parties can agree;
- Involve both sets of parents in serious incidents (and the police in extreme cases where the behaviour may constitute a criminal offence);
- Agree with the victim which adult to talk to if any further bullying occurs;
- Keep accurate records of incidents and our responses in 'diary' format (file in HT office);
- Monitor closely for several weeks the pupils, places and times when bullying has occurred;
- Encourage victims and bullies to keep a bullying record or report;
- Inform bullies and victims they will be approached again within a given timescale to check that the bullying has stopped.

The person dealing with bullying must inform the bully's and the victim's class teachers as necessary.

Class teachers, in partnership with the Senior Leadership Team, are responsible for co-ordinating their records of bullying, analysing patterns of incidents and responding appropriately. Responses may require class teachers and other staff to take long-term action such as segregating pupils, maintaining behaviour logs, liaising with parents, etc.

Incidents of racial harassment or victimisation must be reported to NCC Education Services monthly, and serious incidents to the local Multi-Agency Group Against Racial Harassment using the pro-forma available from the Head of School.

Parents and pupils will be consulted on the effectiveness of the policy via 'stakeholder' surveys.