



COLLINGBOURNE C OF E PRIMARY SCHOOL

Child Protection & Safeguarding

Anti-Bullying Policy

STATEMENT OF PHILOSOPHY

We believe that bullying of any kind is unacceptable. Our school is committed to providing a safe, caring and friendly environment for all staff and pupils. We believe that the best way to do this is through consultation with pupils, parents/carers, staff and governors. Parents/carers and governors have been consulted about this policy and the pupils have written their own 'child friendly' version (see Appendix 1).

DEFINITION OF BULLYING

The definition of bullying that has been adopted by Wiltshire's Anti-Bullying Steering Group and the Wiltshire Council Teaching & Learning Team is: **"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences"**. *(Also from Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Department for Education, July 2013).*

The different types of bullying can be (see Appendix 2 for further information):

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focussing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Religious – a negative or unfriendly focusing on religious difference or how somebody expresses their faith;
- Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities).

Prejudice-related incidents are to be treated separately from bullying, please see the Addressing Prejudice-Related Incidents in School Policy for further advice and guidance in this area.

AIMS AND OBJECTIVES

The aim of this anti-bullying policy is:

- To ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying arises;
- To ensure that all pupils, parents/carers, staff and governors have an understanding of what bullying is;
- To set out a co-ordinated approach to preventing and tackling bullying at school and whilst pupils travel to and from 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 unacceptable and will not be tolerated. We encourage parents and children to alert us to bullying if and when it occurs.

It is not always easy to identify those who bully and those who are bullied. These are not personality types – no child is born a bully or a victim of bullying. Rather, bullying is a type of behaviour that potentially any child can exhibit. Bullying can also be a group behaviour – it can be particularly difficult for school staff to determine what has happened in cases of bullying involving several pupils – particularly if these groups are made up of children in the same peer or friendship group.

Bullying can happen in public – such as physical assault in the playground, or it can be very subtle and hard to detect – such as the spreading of rumours or deliberate social exclusion.

The complexity of bullying makes it vital that as a school we have a clear definition of bullying and a strong anti-bullying policy that sets out how staff will respond to alleged incidents. School staff need to keep an open mind when dealing with incidents – referring to the school definition of bullying at all times.

PREVENTATIVE STRATEGIES

We believe that the most effective way to tackle bullying is through taking a whole school approach with a strong commitment from school staff and governors. Other preventative strategies that we use are outlined below:

Data Collection

It is important to collect and analyse data to make sure that our strategies for preventing and responding to bullying are effective. This will include:

- Data from pupil and/or parent/carer surveys;
- Logs of bullying incidents;
- Records of parental complaints and outcomes;
- Exclusions for bullying or related behaviour;
- Attendance figures.

The school governing body will work with the headteacher to regularly review and respond to this data.

Involving Pupils

It is vital to engage pupils in active bullying prevention. There are lots of innovative ways to educate children about bullying and issues relating to bullying, including:

- Work as part of the curriculum;
- Pupils working with staff to define bullying;
- Pupils helping to review the effectiveness of the anti-bullying policy;
- Discussing pupil involvement in bullying prevention at School Council meetings;
- Running anti-bullying events;
- Peer support (circle time, circle of friends, befriending, peer mentoring and peer mediation – see Appendix 3 for further details);
- Celebrating anti-bullying week;
- Administering and taking part in student surveys.

Working with Parents

Parents/carers are often very concerned about bullying in school. There are a number of ways that we, as a school, can work with parents/carers to prevent and respond to bullying:

- Make sure that parents/carers know who to contact if they have concerns about bullying;
- Have an agreed protocol for reporting incidents of bullying;
- Have an agreed protocol on how the school will respond to reported incidents;
- Ensure parents/carers have access to the complaints procedure;
- Ensure parents/carers have access to the behaviour and/or anti-bullying policy and are kept informed of relevant information about the school's approach to anti-bullying work via newsletters, e-mail, open days/evenings and that these events offer opportunities for consultation and feedback;
- Provide training sessions for parents on specific forms of bullying (e.g. cyberbullying);
- Involve parents/carers in focus groups to look at the school anti-bullying policy;
- Survey parents/carers to see how well the school manages bullying and giving feedback with clear actions.

RESPONSE TO BULLYING & OUTCOMES

Pupils **who have been bullied** will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or member of staff of their choice;
- Reassuring the pupil;
- Offering continuous support;
- Restoring self-esteem and confidence.

Pupils **who have bullied** will be helped by:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong doing and need to change;
- Informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can and may be taken:

- Official warnings to cease offending;
- Loss of privileges (see behaviour and discipline policy);
- Exclusion from certain areas of school premises;
- Minor fixed-term exclusion;
- Major fixed-term exclusion;
- Permanent exclusion.

SUPPORT THROUGH THE CURRICULUM

Many curriculum subjects give the opportunity to teach the individual areas of bullying including:

- Science
- Sex Education
- ICT
- PE
- PSHE & C

The school actively participates in Anti-Bullying week and bullying is a focus point of some assemblies.

SUPPORT FOR VULNERABLE GROUPS

All classes with children who need individual support have Teaching Assistants. Reception Class has a full-time Teaching Assistant. Each class has Teaching Assistants available for individual/small group work throughout the mornings for Literacy and Numeracy.

‘Nurture Groups’ are held with those children who need a little extra help in certain areas.

All children are made aware of playground friends to ensure they know who to seek out for peer support.

ROLES

Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher, depending on the level and frequency of bullying will investigate incidents (see procedure below).

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 an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and 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.

Teachers and Support Staff

All the staff in our school consider all forms of bullying are extremely serious, and seek to prevent it from taking place.

If staff witness or are informed of an act of bullying, they will investigate and deal with the matter immediately following the school procedure below. For instance this may involve bullying that has taken place between members of a class or classes. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the headteacher and special needs co-ordinator will be informed and will conduct an investigation. The child's parents or carers are invited to the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the behaviour support team and/or Social Services.

All incidents of bullying are recorded using the Bullying Incident/Concern form and Witness Statement forms (Appendix 4 & 5). These forms are stored in the School Behaviour Folder.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use feelings books for individuals, class and golden rules, drama, role-play, stories, assemblies, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. In some cases, with the help of the child, we assign a member of staff that they feel they can turn to at any time in the school day to discuss their concerns or issues. We use Anti-Bullying week to discuss bullying in more detail.

The school will not get involved in reported cases of bullying that have happened outside the school.

Parents and/or carers

Parents and carers 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 immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, for instance through the School Council Comment box, assemblies, talking to governors and pupil questionnaires.

Pupils set their own class rules at the start of each academic year.

Our School Council has developed an anti-bullying code.

SCHOOL PROCEDURE

The following steps are to be taken when dealing with incidents:

- If bullying is suspected or witnessed, it is to be reported **immediately** by the member of staff who has been approached or witnessed it.
- A clear account of the incident will be recorded on the Bullying Incident/Concern Form (Appendix 4), a copy will be given to the school office and will be recorded on the Anti-Bullying Log in the school Behaviour file.
- Any member of staff may refer an incident to the headteacher who will investigate. Normally, this would be at the point when it has been clearly established that a child has repeatedly been involved in bullying according to the definition in this policy. This would involve a meeting with the parents, class teacher and headteacher. At this point a governor may be present.
- Punitive measures will be used as appropriate and in consultation will all parties concerned. The bullying behaviour or threats of bullying will be investigated the bullying stopped quickly.
- Attempts will be made to help the bully/bullies change their behaviour.
- Support will be made available for the person being bullied.
- A record of the outcomes of the investigation will be added to the Anti-Bullying record in the School Behaviour file.
- In serious incidents the situation will be monitored by staff to ensure that the bullying has stopped permanently.

In the case that staff members are either the victim of bullying or the instigator of bullying, the above procedure will also be followed. Given the school's very strong views and ethos that bullying is unacceptable and will not be tolerated, in a case where a staff member is the instigator of bullying either informal or formal disciplinary action may be taken.

The lead officer for bullying here at Collingbourne C of E Primary School is Harriet Phillips, Headteacher, the deputy is Kirsty O'Shea, Assistant Head. The pupil welfare governor is Nicky Bamford. Any of these people will be able to help you should you have any queries regarding anti-bullying.

OUTCOMES

Bullying incidents will be monitored to ensure that the bullying is not repeated or continued. The Bullying Incident/Concern Form has an area for review dates to be diaried in and a final outcome to be recorded. Weekly and monthly review dates can be set, but the person who has been bullied will be informed and reassured that they can speak to anyone at any time.

The sanctions imposed on a child/ren who have bullied will vary depending in the severity of the incident/s. These sanctions will follow those listed in the school Behaviour and Pupil Discipline Policy. Sanctions will be applied fairly, proportionately, consistently and reasonably, taking into account any special education needs (SEN) or disabilities that pupils may have and will take into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it will be made clear to them that their actions are wrong and appropriate sanctions will be imposed. However, for a sanction to be reasonable and lawful, we will take into

account the nature of the child's disability or SEN and the extent to which the child understands and is in control of what s/he is doing.

In some cases, the school reserves the right to suspend or exclude a pupil who has been involved in a very serious incident/s of bullying another pupil/member of staff.

FURTHER SUPPORT FROM OTHER ORGANISATIONS

We must strongly emphasise the fact that the school **must** be informed of all cases of bullying to enable us to deal with the situation, however, Appendix 5 lists a number of organisations who can offer further support and advice in relation to all different types of bullying.

MONITORING, EVALUATION AND REVIEW

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, prejudice related incidents or bullying directed at children with disabilities or special educational needs.

This policy was produced in line with guidance from Wiltshire's Anti-Bullying Steering Group and the Wiltshire Council Teaching & Learning Team. It will be reviewed every two years, or earlier if necessary.

This policy is linked to:

- 'What to do if you are worried a child is being abused or neglected' Wiltshire Local Safeguarding Children Board flow-chart procedure
- Code of Conduct for safe practice
- Child Protection Policy
- Child Protection Record Keeping & Management Policy
- School Complaints Procedure
- Attendance Policy
- Behaviour & Pupil Discipline Policy
- E-safety Policy
- Single Equalities Policy
- Health and Safety Policy
- Special Needs Policy
- Policy on Addressing Prejudice-related Incidents in School

Written and Adopted:	December 2010
Last Review:	February 2019
Next Review:	June 2021

If you are bullied:-**DO:-**

- ◆ Ask them to STOP if you can.
- ◆ Use eye contact and tell them to go away.
- ◆ Ignore them.
- ◆ Walk away.
- ◆ TELL SOMEONE.

**DON'T:-**

- ◆ Do what they say.
- ◆ Get angry or look upset.
- ◆ Hit them.
- ◆ Think it's your fault.
- ◆ Hide it.
- ◆ Retaliate.

What should I do if I see someone else is being bullied?

- ◆ Don't walk away and don't ignore the bullying
- ◆ Let the bully know what is happening
- ◆ Tell the bully to stop if it is safe to do so.
- ◆ Don't stay silent or the bullying will keep happening
- ◆ Don't lose your temper

The Headteacher, the Governors, the staff, the school council and the children will work together to:-

- ◆ Make our school a place where everyone can feel safe and happy. That means no bullying allowed.
- ◆ We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

Collingbourne C of E Primary School



Child Friendly Anti-Bullying Policy

February 2017
(decided by the School Council)

What is Bullying?

In our school a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.



Bullying can be.....

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting hitting, pushing.

Verbal: Being teased, name calling.

Racist: Graffiti, calling you racist names.

Cyber: saying unkind things by text, Facebook, e-mail and messenger.

Indirect: alienation, leaving people out.

When is it bullying?

Several

Times

On

Purpose



At Collingbourne C of E Primary School we promise to always treat bullying seriously.

Who can I tell?

A friend

A teacher

Your parents

An adult you trust

Headteacher

MDSAs

Police (if there is not alternative)

NSPCC or Child-line

See the who to talk to family tree



MOST IMPORTANTLY:-

If you are being bullied:

Start Telling Other People!



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TYPES OF BULLYING

Bullying includes a wide range of repetitive behaviours with the intent to cause harm. For example name calling, offensive comments, hitting, kicking and shoving, theft or harm to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion from play and isolation.

Bullying linked to prejudice and discrimination

Bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups – for example homophobic bullying, bullying children with special educational needs and disabilities, bullying related to health conditions and allergies, bullying related to race and religion, bullying of children in care, bullying of children who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).

Bullying related to appearance

We also know that children and young people can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, glasses and clothes).

Sexual bullying

Sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. For example, this could include sexual comments and name-calling, spreading of sexual rumours, use of technology to spread sexual gossip, comments or images, exposing body parts and non-consensual touch (e.g. touching body parts, pulling bra straps, raising skirts, pulling down trousers).

Is cyberbullying different?

The development of internet and mobile phone technology has provided different tools and methods for bullying others that is known as 'cyberbullying'. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. Cyberbullying can include sending or posting of harmful messages, comments and messages online or through mobile phones, exclusion from social networking sites and impersonating of others to cause harm.

Bullying and crime

There are times that bullying behaviour becomes criminal – but not all bullying behaviour is criminal. Some examples of bullying behaviour that could be considered criminal include:

- Threatening or actual physical assault
- Threatening or actual sexual assault
- The use of technology to bully and harass
- Theft
- Coercing others to commit a crime
- Hate crime (e.g. racism)

If a headteacher thinks a crime may have been committed they should contact the police for advice on appropriate action to take.



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PEER SUPPORT

Interventions that use and encourage peer support include:

Circle time

Circle time can be used in any work with children with a range of ages and abilities. The teacher facilitates as a group of students sit together in a circle and take it in turns to share their thoughts and feelings.

Outcomes: Circle time can be used to build positive relationships and raise self esteem. It also teaches good listening and communication skills. It provides a safe environment for pupils to explore their feelings.

Circle of friends

This can be used in any environment with children. Volunteers are trained to befriend and support other pupils who are identified as isolated or vulnerable to bullying.

Outcomes: Develops a creative and flexible method to forming positive relationships with peers, supports vulnerable children and increases empathic skills of befrienders.

Befriending

Pupils are trained to offer support and friendship to peers. This could be in school – such as at break times, but there are also schemes available in the wider community.

Outcomes: Supports development of peer relationships and provides support for vulnerable young people.

Peer Mentoring

Peer mentoring describes a supportive relationship between two peers, where one provides advice and encouragement to the other. Peer mentoring schemes can be set up to support pupils specifically with bullying, or at other vulnerable times such as moving to a new school or area.

Outcomes: Helps vulnerable pupils feel safe and supported by their peers.

Peer Mediation

Peer mediation involves students working together to discuss the problem or concern, identify key issues, brainstorm possible options, negotiate a plan of action, and follow up on the outcomes. Peer mediators are trained in conflict resolution and helping individuals resolve disputes.

Outcomes: Help peers work together to solve problems and come up with solutions.



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Bullying Incident/Concern Form

For completion when you become aware of or witness an incident of bullying. The anti-bullying policy lists the definitions of bullying if you are unsure. In accordance with Ofsted requirements and the schools anti-bullying policy, the headteacher, in conjunction with the relevant class teacher will monitor concerns and deal with appropriately. This information will be disclosed to school staff and parents as required.

Reported by: (Name and Job Title)	
Name and year group of the pupil/s who have been bullied:	
Name and year group of the pupil/s who have bullied:	
Date of incident/s:	
Time of incident/s:	

Location of incident:	Type of incident:	
Classroom <input type="checkbox"/>	Verbal abuse <input type="checkbox"/>	Being forced to hand over money <input type="checkbox"/>
Playground <input type="checkbox"/>	Physical abuse <input type="checkbox"/>	Spreading rumours/nasty notes <input type="checkbox"/>
Main Hall <input type="checkbox"/>	Emotional abuse <input type="checkbox"/>	Cyberbullying (includes text messages, emails, social networking sites etc) <input type="checkbox"/>
Toilets <input type="checkbox"/>	Being forced into something against their will <input type="checkbox"/>	Racist Abuse <input type="checkbox"/>
Corridor <input type="checkbox"/>	Isolation (including being ignored or left out) <input type="checkbox"/>	Sexual bullying <input type="checkbox"/>
On the way to or from School <input type="checkbox"/>	Having personal possessions taken/causing damage to personal property <input type="checkbox"/>	Homophobic Bullying <input type="checkbox"/>
Other <input type="checkbox"/>		Other <input type="checkbox"/>

Brief description of incident/s:	
Advice given/action taken or suggested by person who logged this incident:	

<p>Have the parents/carers of the pupil/s who were bullied been informed: If so, by whom and date. If not, why?</p>	<p>YES/NO</p>
<p>Have the parents/carers of the pupil/s who have bullied been informed: If so, by whom and date. If not, why?</p>	<p>YES/NO</p>
<p>Details of investigation and outcome:</p>	
<p>Further reviews required: (Check in with pupil/s who have been bullied to make sure everything is still ok)</p>	<p> <input type="checkbox"/> 1 week <input type="checkbox"/> 2 weeks <input type="checkbox"/> 1 month <input type="checkbox"/> 2 months </p>
<p>Final outcome: (With date)</p>	



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Witness Statement Form

This form is for completion in the event that you witness an episode of bullying. Please ensure that all parties who witness the incident complete a Witness Statement Form.

Date of incident:	
Your Name:	
Name/s of staff present:	
Name/s of child/ren involved:	
Details of incident:	
Signed:	
Date:	



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FURTHER SUPPORT

Useful sources of information and support for children and young people and their parents/carers:

- ask** Helpline: 08457 585072 or 01380 872915 email: info@askwiltshire.org (a Wiltshire based charity who support parents/carers) www.askwiltshire.org/info-centre
- Childline** Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
- For children who are deaf or hard of hearing textphone service: 0800 400222 www.childline.org.uk
- DirectGov** Information on different types of bullying, what to do about bullying, and information and advice for people who are bullying others and want to stop. www.gov.uk/bullying-at-school/the-law
- EACH** EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm www.eachaction.org.uk/
- Kidscape** Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) www.kidscape.org.uk/