Colerne Church of England Primary School

Anti-bullying Policy

Statement of Intent

1.   We believe that all children can be '**A Light for All to See'** in all aspects of school life. At Colerne Church of England Primary School ALL children are given the opportunity to **shine** in their learning, **lead** where they are strong and be willing to accept help from those who can **guide** them, be it adults or peers. We believe that it is the right of every child to learn in a happy, ordered and harmonious environment. To enable each child to realise their contribution and responsibility as a member of our whole school community to make this school a place in which everyone can feel valued, respected and good about themselves. To this end, our children are encouraged, and indeed are, **welcoming** lights.

1.   Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to tell a member of staff and know that incidents will be dealt with promptly and effectively. Any bullying incidents will be taken very seriously.

What Is Bullying?

2.   The Anti-Bullying Alliance defines bullying as:

"the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace." (Tackling bullying in schools: a guide for governors; January 2011).

3.   Bullying is the use of aggression with the intention of hurting another person. The behaviour is usually repeated over a period of time and it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim.

4.   Bullying has a huge range of consequences for both the victim and the perpetrator, for those that witness the bullying, for the staff involved, for the community and for society at large.

5.   Bullying can be:

Emotional: being 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: because of, or focussing on the issue of sexuality;
        Verbal: name-calling, sarcasm, spreading rumours, teasing;
        Cyber: all areas of internet, such as email and internet chat room misuse; mobile phone threats by text messaging and calls; misuse of associated technology i.e. camera and video facilities.

6.   It is important to respond to bullying. Bullying hurts. At Colerne CE School, we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

7.   To ensure all pupils, governors, teaching and non-teaching staff and parents/carers have an understanding of what bullying is.
8.   To ensure all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
9.   To ensure all pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
10.   To ensure pupils and parents/carers are assured that they will be supported when bullying is reported.
11.   To set out a co-ordinated approach to preventing and tackling bullying at school and whilst pupils travel to and from school.

Signs and Symptoms

12.   A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

●   is frightened of walking to or from school
●   begs to be driven to school
●   changes their usual routine
●   is unwilling to go to school (school phobic)
●   begins to truant
●   becomes withdrawn anxious, or lacking in confidence
●   starts stammering
●   attempts or threatens suicide or runs away
●   cries themselves to sleep at night or has nightmares
●   feels ill in the morning
●   begins to do poorly in school work
●   comes home with clothes torn or books damaged
●   has possessions which are damaged or " go missing"
●   asks for money or starts stealing money (to pay bully)

- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

13.   These signs and behaviours could indicate other problems, such as a possible sign of abuse or neglect. However, bullying and peer on peer abuse should be considered a possibility and should be investigated.

Preventative Strategies

14.   Positive behaviour management is a key feature of our school.

15.   School and class rules are developed by the children annually and are continually revisited and reinforced by all members of the school community.

16.   The rules are closely linked to the school's rewards and sanctions which are consistently applied by members of staff and understood by all children (see Behaviour Policy).

17.   Termly assembly themes focus on 'values' and are again understood by all children.

18.   The PSHE&C curriculum regularly explores units associated with bullying such as those in the JIGSAW resources.

19.   Individual support and/or small-group work is provided for pupils who need specific help to develop social and emotional skills; help from outside agencies is sought as and when it is needed.

20.   The prevention of cyber bullying is taught as part of e-safety.

Roles

21.   All members of the school community (pupils, parents, staff and governors) have a responsibility to report incidents of bullying so they may be dealt with to prevent reoccurrence.

22.   All members of the school community should follow the Good Behaviour Book and Behaviour Policy, which set out expectations for behaviour.

23.   School staff will investigate all incidents of bullying; any serious situations will be dealt with by the Headteacher or SLT member.

24.   Governors will monitor incidents of bullying through regular Headteacher reports to the Governing Body.

Procedures

25.   Pupils, parents and staff should report bullying incidents to a member of staff.

26. All cases of bullying should be recorded by staff in the class behaviour book, which is shown to the Headteacher. All incidents will be investigated and all challenging behaviour will be seen as a possible symptom of abuse or neglect.

27. If the incident is recognised as peer on peer abuse, both the victim and perpetrator(s) will be referred to MASH immediately.

28. In serious cases, parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.

29. If necessary and appropriate, the police will be consulted.

30. The bullying behaviour or threats of bullying will be investigated and bullying will be stopped quickly.

31. Help will be given to the pupils who engage in bullying behaviour to change that behaviour and to understand the impact the bullying behaviour has had.

32. Support will be available for the person being bullied.

33. The situation will be monitored by staff to ensure that the bullying has stopped permanently.

Reporting and Recording Incidents

34. Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue and other people will get hurt.

35. The class behaviour book records all bullying incidents and the action taken. The sanctions imposed will be in-line with the school's Good Behaviour Book and Behaviour Policy and will depend on the severity of the incident/s, the age of the child or any special educational need or disability they may have. The pupils engaging in bullying behaviour may be asked to genuinely apologise. If possible, the pupils will be reconciled.

36. In very serious bullying cases, the school reserves the right to exclude a pupil who has been involved in a very serious incident/s of bullying.

37. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Monitoring and Evaluation

38. This policy will be reviewed annually by staff alongside the Good Behaviour Book and Behaviour Policy. The Governing Body will monitor the impact of this policy and the Headteacher will report regularly to the Governing Body.

39. This policy should be read in conjunction with other related policies:

- Child Protection Policy
- Good Behaviour Book
- Behaviour Policy
- Exclusion Policy
- E-Safety and Acceptable Use of the Internet Policy
- PSHE and SRE Policy
- Whistle Blowing Policy
- Equality Scheme
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Review History

Policy Issue	Date Policy Reviewed	Revisions Agreed	Date Revised Policy Agreed	Date of Next Review
1.0		Initial policy release		
1.1	21.09.11	Initial policy release reviewed by Personnel Committee working party. Minor amendments made include ref to the Good Behaviour Book, the class behaviour book, the Personnel Committee.	Version 1.1 submitted to staff for comment.	Nov 2011
1.2	13.10.11	Following staff comments, policy amended to include references to bullying behaviour rather than "bullies"; further cross references to the Good Behaviour Book.	Version 1.2 to go to November Personnel Committee	Nov 2011
1.3	15.11.11	"Behaviour Policy" inserted at all points which refer to "good Behaviour Book"; names of SLT members removed.	15.11.11	Sep 2012
1.4	25.02.13	All references to "Personnel committee" replaced with Governing Body	18.03.13	November 2014 Date amended
1.5	12.01.2014	No changes made	21.01.2014	January 2015
1.6	20.01.2015	No changes made	20.01.2015	January 2016
1.7	14.10.2016	No changes made	14.10.2016	October 2017
1.8	October 2017	Amendment to spelling on first page	October 2017	October 2018
1.9	October 2018	No amendments	October 2018	October 2019
2.0	October 2019	No amendments	October 2019	October 2020
2.1	October 2020	Minor amendments to formatting	October 2020	October 2021
2.2	September 2021	Minor amendments to PSHE provision, removal of Good Behaviour Book	September 2021	September 2022
2.3	May 2022	no changes	May 2022	September 2022
2.4	October 2022	no changes		Sept 2023
2.5	September 2023	No changes	September 2023	September 2024
2.6	September 2024	No changes	September 2024	September 2025

Signed ………………………………………………………………………………………………… Chair of Governors

Signed
…….Headteacher

Date …………………………………………………………………………..