



Colerne Church of England Primary School

Anti-bullying Policy

Mission Statement

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.

Statement of Intent

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?

According to the DfE as defined in July 2017-09-28, bullying 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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
- Misogyny - focussing on respect for girls and women
- Homophobic - focussing on people who are identified or perceived as being lesbian or gay
- Biphobic - focussing on people who are identified or perceived as being bisexual
- Transphobic - focussing on people who are identified or perceived as being transgender
- Non-binary phobia - focussing on people who identify themselves as not exclusively male or female (also referred to as agender, genderfluid, gender-neutral and androgyne)
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber* - all areas of internet, such as email, social networking sites & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities
- Use of AI - specifically addressing digitally altered or entirely AI generated nude/semi-nude (deepfake) imagery
- Child on child **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

It is important to respond to bullying. Bullying hurts. At **Colerne Church of England Primary School**, we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

1. To ensure all pupils, governors, teaching and non-teaching staff and parents/carers have an understanding of what bullying is.
2. 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.
3. To ensure all pupils and parents/carers know what the school policy is on bullying, and what they should do if bullying arises.
4. To ensure pupils and parents/carers are assured that they will be supported when bullying is reported.
5. 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

6. 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

7. 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

8. Positive behaviour management is a key feature of our school.
9. School and class rules are developed by the children annually and are continually revisited and reinforced by all members of the school community.
10. 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).
11. Termly assembly themes focus on 'values' and are again understood by all children.
12. The PSHE&C curriculum regularly explores units associated with bullying such as those in the Twinkl resources.
13. 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.
14. The prevention of cyber bullying is taught as part of e-safety.
15. Assemblies led by NSPCC and Charlie Waller Trust.

Roles

16. 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.

17. All members of the school community should follow the Good Behaviour Book and Behaviour Policy, which set out expectations for behaviour.
18. School staff will investigate all incidents of bullying; any serious situations will be dealt with by the Headteacher or SLT member.
19. Governors will monitor incidents of bullying through regular Headteacher reports to the Governing Body.

Procedures

20. Pupils, parents and staff should report bullying incidents to a member of staff.
21. All cases of bullying should be recorded by staff using the Behaviour Google Form 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.
22. If the incident is recognised as child on child abuse, both the victim and perpetrator(s) will be referred to IFD immediately and treated as a safeguarding concern.
23. In all cases, parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.
24. If necessary and appropriate, the police will be consulted.
25. The bullying behaviour or threats of bullying will be investigated and bullying will be stopped quickly.
26. 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.
27. Support will be available for the person being bullied.
28. The situation will be monitored by staff to ensure that the bullying has stopped permanently.

Support

Intervention - Support for pupils who are bullied

In order to best support any victims of bullying we will treat each case individually and therefore the nature and level of support will depend on the victim's circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the Headteacher, Mr Mark Solomon, Deputy Headteacher, Mrs Maura Chamberlain or SENDCO Mrs Eleanor Lockhart to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Support for staff who are bullied

At Colerne Church of England Primary School, we understand the need to prevent and tackle bullying among pupils. But it is equally important that we make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Staff who feel they may be a victim of bullying should refer to the Whistle-blowing policy and flowcharts as well as referring to the Whistle-blowing section of the Staff Behaviour Policy.

- Definitions and advice to parents and carers re: cyber bullying will be found on the school website within the policies section on the school website <https://www.colerneschool.com/page/?title=Policies&pid=55>

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (DfE July 17)

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

County Lines (Criminal Exploitation of Children and Vulnerable Adults)

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance

- Gang association or isolation from peers or social networks Self-harm or significant changes in emotional well-being

Where staff have a concern around county lines they should inform their DSL or DDSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

Reporting and Recording Incidents

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

30. The school incident spreadsheet maintains a record of all bullying incidents and the action taken. The sanctions imposed will be in-line with the 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 through restorative justice.

31. 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.

32. 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

33. 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.

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

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

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	Version 1.1 submitted to staff for comment.	Nov 2011

		behaviour book, the Personnel Committee.		
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
2.7	September 2025	No changes	September 2025	September 2026
2.8	September 2026	Changes in line with KCSiE 2026, amendment of PSHE&C scheme	September 2026	September 2027

Signed Chair of Governors

Signed

.....Headteacher

Date

