Anti-bullying Policy

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

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Loving Learning,

   Striving for Success,

      Achieving Everyday

Aims

The aims of this document are:
- To provide a clear definition of bullying
- To provide whole school strategies to prevent bullying
- To provide a clear framework for the management of incidents of bullying
- To establish whole school approaches for the monitoring of incidents of bullying

This policy should be used alongside the Colegrave Behaviour Policy.

For further guidance regarding dealing with issues of bullying please refer to:
Preventing and tacking bullying: Advice for Head Teachers, staff and governing bodies (DfE 2014)

Our Commitment

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn, play and communicate in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils and adults should know that all incidents will be dealt with promptly and effectively. At Colegrave Primary School we believe that ignoring bullying is wrong. Anyone who is aware of or who witnesses an incident of bullying has a duty to intervene, to get help and to report it.

UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights

We are working together to create a school community where bullying is not tolerated. We believe that it is important that our school community:

- Discusses, monitors and reviews the school's anti-bullying policy on a regular basis
- Supports staff to identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with effectively and sensitively
- Informs parents and keeps them up to date regarding incidents of bullying related to their child
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the Local Authority and relevant statutory / voluntary organisations when appropriate.

Definition of bullying

At Colegrave Primary School we define bullying as any or all of the following:

- Repeated attempts to ridicule or humiliate other pupils using name calling, verbal abuse or teasing of any kind (in particular sexist, racist, homophobic, religious or in relation to pupils' ability/disability) which may cause long lasting fear, anxiety or harm to another person or group of people
- A repetitive series of actions by an individual or group 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.
- Verbal or physical actions which are designed to intentionally hurt and intimidate or to make the recipient feel unhappy, embarrassed or insecure about themselves.

The three main forms of bullying are:

- Physical: e.g. hitting, kicking, taking belongings
- Verbal: e.g. name calling, insulting, offensive remarks. Name calling is often the most direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality, colour or disability.
- Indirect: Cyber bullying can feature heavily in this form of bullying e.g. spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious messages, texts or emails through social networking sites and mobile phones.

  Colegrave Primary School tackles and aims to prevent all types of bullying including 'virtual.' (See appendix 1)

UNICEF Article 18: Supports an inclusive ethos of equality of opportunity

What kind of behaviour constitutes bullying behaviour?

Bullying by race, gender, sexuality or disability

Sexual bullying impacts on both genders. Sexual bullying is characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content

In racist bullying, a child is targeted for representing a group and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the injured party, but also other members from the same group and their

families. Incidents of racist bullying include:

- Verbal abuse by name calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti or written insults could relate to food, music, dress or costumes
- Refusing to co-operate in work and play
- Comments related to the religious or ethnic group that the pupil belongs to e.g. Gypsy, Roma and Traveler communities.

Special educational needs

Pupils with SEN or disabilities may not be able to articulate experiences as well as other pupils. However, they are often at greater risk of being bullied, both directly and indirectly and usually about their specific difficulties or disability. A child who may find it difficult to verbalise what is happening to them will often communicate in other ways; through, for example, changes in behaviour and attitude.

Strategies to help deal with these kinds kind of bullying include:
- Using surveys to find out the extent of the problem
- Recording of incidents
- Exploration of issues e.g. diversity, sexism and sexual bullying through the curriculum
- Recognise and challenge sexual content within verbal abuse
- Use single sex groupings to explore sensitive issues
- Ensuring that the school site is well supervised, paying attention to areas where pupils may be vulnerable
- Involvement of parents and the wider community

How do you know when a child is being bullied?

When a child is being bullied you may notice changes in their behaviour, attitude, learning and social interactions. The warning signs that someone is being bullied include:

- Not wanting to go out to play
- Deterioration in concentration
- Poor school attendance
- Unexplained changes in behaviour, learning etc.
- Having trouble with work for no apparent reason
- Pupils who seem troubled e.g. irritable, emotional or easily upset
- Pupils who are being ignored or left out
- Pupils being laughed at, teased or called names
- Pupils who present themselves at school with damaged or missing clothes,

without money they should have, or with scratches or bruises
- Pupils telling you that they or their friends are being picked on

Additionally, research has indicated that whilst any child can be an injured party of bullying, there are certain risk factors which will make the experience of bullying much more likely. These include;
- Being shy
- Lacking close friends at school
- Coming from an over protective family environment
- Being from different racial or ethnic group to the majority
- Being different in some obvious respect from the majority
- Having special educational needs
- Being a 'provocative injured party' – the child who behaves inappropriately with others, barging in on games or being a nuisance

None of the above warning signs should be ignored and immediate action must be taken.

Anti-bullying Strategy Proactive / Preventative Strategies

The school recognises that incidents may occur in the playground. Therefore there is adult supervision in the playground and related areas (e.g. toilets, corridors). Over the course of lunchtimes there are midday supervisors and Learning Support Assistants on duty. This means that areas are supervised and that there is always an adult available to talk to.

In addition to this members of the Senior Leadership and Pastoral Team are present in the dining hall, during lunch times.

Strategies in place across the school

- Playground equipment is provided and there are play leaders to ensure there are a range of activities to maintain the pupils' interest at playtime.
- The behaviour of all pupils in the playground is monitored by those on duty. Incidents are dealt with promptly and reported to the class teacher.
- There is an SLT link member of staff for each year group who will become involved with any incidents of bullying and a full investigation will take place.

Midday supervisors

The midday supervisors meet regularly to discuss playtime management and supervision issues. In addition, this provides a forum for concerns about individual pupils to be shared and acted upon. Midday supervisors also have slips which they can complete and hand in to the class teacher, if there has been an incident that the class teacher needs to be made aware of.

Each Midday Supervisor has been given an area of responsibility to follow.

Talk Boxes

Talk boxes are included in every classroom across the school. Pupils can record a comment or draw a picture about an incident and put this in the box. The class teacher will empty the talk box at regular intervals across the week. Where the recorded incident highlights any bullying, they will inform the Year Group or Phase Leader and a full investigation will take place. It is good practice to follow up any issues that have arisen through circle time activities, especially if there are a number of similar incidents. If there are patterns of similar behaviour across the year group / key stage, then a special assembly may be called.

UNICEF Article 12: Respect for the Views of the Child includes children being given a voice to express their views

The Curriculum

Through the PSHE curriculum it is possible to explore such issues as;
- Why do people bully each other?
- What are the effects of bullying upon the bullied, the bullies and on bystanders?
- What can we do to stop bullying?

The school curriculum works to prevent bullying by;

- Developing pupils' social and emotional skills
- Developing listening skills, self-expression and communication
- Emphasising reflection and utilising opportunities for spiritual, moral development
- Creating opportunities for the development of empathy through role play, drama, literature, teamwork, games
- Create opportunities for the expression of emotions
- Giving experiences of belonging to and participating in different groups and communities
- Exploring, reflecting and celebrating diversity
- Encouraging the taking of responsibility for actions
- Encouraging and providing the opportunities for decision making with real consequences
- Encouraging participation through class / school councils
- Encouraging the development of understanding about rights and responsibilities

Teaching strategies include;

- EPIC time (Everyone Positive in Colegrave) two mornings a week
- Circle time
- Drama and role play
- Using collaborative group work
- Teaching speaking and listening skills
- Achievement assemblies

Language, literacy and communication;

- Use examples from literature to discuss and explore relationships. Many books include characters who display bullying characteristics-identify the characteristics that make up a bully. Compare these characters to other characters in books. Ask the pupils to explore through role play (hot seating) or written activities, an event from two points of view, that of the bully and that of the bullied. The pupils could describe the feelings involved and the different characters responses to each other.

- Ask pupils to design posters for an anti-bullying campaign. They could think of slogans that could be used; these could be used to create a poster or radio jingle or T.V. commercial.

PSHE and Citizenship;

- What makes someone a bully? Ask pupils to identify the key characteristics of a bully (physical and emotional aspects) See SEALs programme of work 'Getting on and falling out'.

Computing:

- Awareness of Cyber bullying can be promoted through computing (online safety) lessons. KS1 and KS2 programmes of study for computing contain many opportunities for raising awareness of bullying or making anti-bullying resources e.g. combining text and graphics to create an anti-bullying poster.

Publicity / Raising the profile / Display Opportunities:

The school recognises days such as 'Anti Bullying Day' and 'eSafety Day' and works with specialised teachers/ outside agencies to develop good practice and promote awareness around the school. Teachers take part in regular safeguarding and online safety training, both of which include aspects of cyber bullying.

Children attend weekly assemblies, where they are introduced to a theme of the week such as 'honesty' or 'doing the right thing.' These themes are then discussed in the following EPIC sessions. Assemblies and PSHE work will develop the pupils' awareness of the issue as well as providing them with positive actions they can take if they feel they are being bullied.

Monitoring

Monitoring of incidents of bullying is an important feature of this policy. Monitoring helps us to assess progress and evaluate our anti-bullying policy so we can target action where it is most needed and most effective. Teachers log all forms of bullying and harassment; this includes cyber bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment. This is logged on our online reporting system and is rigorously monitored.

We also carry out a survey with the pupils in the school asking them to record a variety of information, for example

- Frequency of bullying incidents
- Types of bullying e.g. verbal, physical, incidental
- Where bullying takes place
- Whom pupils tell
- What action was taken and by whom

These surveys will be conducted twice yearly.

Responding to bullying

It is important that:

- Staff take all incidents of bullying seriously and respond in a sensitive manner to pupils when they say they have been bullied
- Pupils' concerns are acted upon in every case according to an agreed procedure
- All pupils are aware of the procedures for reporting bullying and to whom they can report them to
- All pupils are encouraged to report bullying and are confident that such reports will be taken seriously by staff. This can include reports of adults bullying pupils.
- The seven stages of investigation are followed as detailed in this policy.

Safeguarding

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to the safeguarding team as a matter of urgency.

Principles for the management of incidents

Incidents of bullying should be managed in a positive and consistent manner. It is important that staff and other adults involved respond calmly and consistently. In particular we need to ensure that;

- A secure environment is provided in which incidents can be recorded confidentially.
- The pupil who has been bullied should be made to feel safe.
- All pupils should be shown that bullying is taken seriously.
- We need to remember that bullying indicates that all is not well for both the bullied and the bullying person and the emotional, social and developmental needs of both parties should be addressed.
- The school should support all parties while the issues are being resolved.
- The person who has done the bullying, and those who have colluded, should be

encouraged and supported to behave in a more acceptable way.

- Interventions should be monitored and followed up appropriately at the individual, group and whole school level.
- If a child reports an incident of bullying then this needs to be taken seriously and acted upon within 24 hours.
- The child who reported the incident should be kept informed at each stage of the proceedings, as appropriate.

If the bullying behaviour is to be averted on a long term basis, the emotional, social and developmental needs of both parties will need to be addressed. Research has shown that pupils who bully others have little capacity for empathy. Moreover, their retreat into 'non-feeling' may well be protection of sorts from abusive or painful features in their own circumstances. This means that we need to respond to bullying in ways that are not humiliating, punitive and blaming in a simplistic fashion.

Carrying out an investigation

If a pupil, or a parent/carer, reports bullying. The school will take the following actions:

Stage One: A statement is taken from the pupil and they are informed of the procedure that will follow.

Stage Two: An appropriate member of staff investigates.

Stage Three: The investigator gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and consult and staff who staff who were on duty at the time as appropriate. This is done so in a timely manner.

Stage Four: The investigator, in consultation with other members of staff, then considers the evidence and reaches a conclusion. The investigator then discusses the findings with all parties, including relevant staff and parents of the pupil being bullied and the pupil carrying out the bullying.

Stage Six: The school then decides upon an appropriate course of action. This action may include;

Reparations
- restorative meeting between all parties (see behaviour policy)
- attendance at nurture groups

Sanctions
- withholding of participation in any school events that are not an essential part of the curriculum
- internal exclusion
- fixed term exclusions

Whichever action is chosen it is important to continue to monitor both victim's and perpetrator's behaviour for an appropriate period of time. This may be through meetings and/or observations.

UNICEF Article 5: Respects the rights of parents to guide their children as they grow and develop

UNICEF Article 28: A Right to Education promotes children taking responsibility for their actions and making the right choice in order to allow others to enjoy their rights

Long term support

The above is only a short term strategy. For behaviour and attitudes to change, a variety of long term strategies need to be used. If a child is involved, as either the bullied or the bully, then it is likely that their social and emotional development is often affected. These developmental needs need to be addressed if they are to successfully change their behaviour after all there are often other underlying factors, the bully may also be experiencing bullying for example. Individual and group strategies can be set up to support the needs of both the bullied and bullying child.

Appendix 1
Cyber Bullying Guidance

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber bullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Colegrave Primary School takes cyber bullying very seriously and does not tolerate bullying of any account. Assemblies and lessons are held to ensure pupils are aware of cyber bullying, what to do if they are a victim and how to prevent cyber bullying. We have additional information about 'online safety' in our Computing Policy.

Code of conduct

- If you feel you are being bullied by email, text or online, talk to your parent, carer or teacher.

- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.

- Keep and save any bullying emails, text messages or images.

- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

- **Do not** reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.

- **Do not** give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc.   All these things can help someone who wants to harm you build up a picture about you.

- **Do not** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.

- **Do not** ever give out passwords to your mobile or email account.

- **Remember** that sending abusive or threatening messages is against the law.