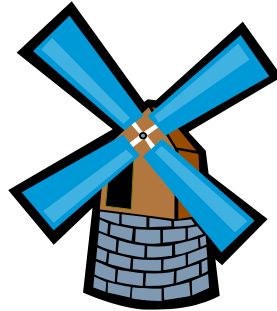


Colton Primary School

Anti-bullying Policy



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Colton are confident, independent learners who are not afraid to ask questions of themselves and others.

Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

Policy last reviewed: June 2022

Review June 2024

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

Colton Primary School Anti-Bullying Policy

OUR AIMS:

- To provide a school ethos in which all bullying is regarded as unacceptable.
- To provide a safe and secure environment for all, promoting the British Values of tolerance and respect.
- To produce a consistent school response to any bullying incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school using 'STOP' strategies.

BACKGROUND

Section 22 of the Education (No2) Act 1986 requires that the Articles of Government for every maintained school shall provide for it to be the duty of the Head teacher to determine measures to be taken with a view to:

- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour on the part of pupils.
- Securing that the standard of behaviour of pupils is acceptable and otherwise regulating the conduct of pupils

The law clearly states that Head teacher /Deputy Head teacher have a duty to take firm action to deal with all reported instances of physical or verbal bullying. If allowed to go undetected, bullying can have a damaging effect on the well being of the pupils directly concerned, with potentially serious consequences throughout the school. Bullying can create tensions and pose a threat to the maintenance of good behaviour and discipline among pupils and can undermine the authority of the staff.

WHAT DOES BULLYING LOOK LIKE?

Bullying is the intimidation of one person by another over time, with the deliberate intention of causing physical or emotional harm to the victim. *Children themselves must learn to let other children know when they feel hurt by their actions. Quite often young children are not aware that they are hurting another child because that child has not made it clear how they feel.* It is essential that all staff, children and parents are aware of how bullying manifests itself and the positive steps that need to be taken when responding to bullying.

- Bullying is 'Several Times On Purpose' - STOP!
- Bullying takes many forms. It can be short-term or continue over longer periods. Bullying can be physical, verbal or even just a look and being left out. Bullying can be open or subtle intimidation.
- Colton Primary School defines bullying as any behaviour which continues over time after a child knows and understands that what he/she is doing is hurting or upsetting another child.
- Bullying does not just affect the bullies and victims. Other children who see it happening and witness the distress of the victim may feel unhappy themselves.
- Children who are not aggressive by nature may be drawn into the taunting and tormenting of other children by group pressure.
- Bullying can include name-calling, teasing, threatening, jostling, punching, intimidation, extortion, damage to property and physical assault.
- Bullying can reference a number of characteristics such as appearance, gender, disability or SEND, age, race, religion and culture, and sexuality. (E.G. homophobia, biphobia and transphobia). Cyber bullying can include all forms of social media such as online games, instant message platforms, texting and email. **We do not tolerate bullying in any form.**
- The victim of bullying can feel fear, isolation, loneliness, insecurity, anxiety and lack of self- esteem.

It is important, therefore, that children are confronted and told that their behaviour is hurting another child. STOP – Start Telling Other People. Children are encouraged to tell the person themselves that they do not like their behaviour.

Discrimination

- Discrimination is the unjust or prejudicial treatment of different categories of people, based on characteristics such as ethnicity, gender, sexual orientation, age, disability or religion.
- Discrimination includes bullying motivated by racism, sexism, HBT (homophobia, biphobia and transphobia), religious discrimination and disablist discrimination.

Staff, children, parents and governors are expected to challenge any discriminatory behaviour.

ANTI-BULLYING PROCEDURE

It is important that all teachers and support staff know the difference between a 'fall out' and bullying. When bullying has been identified, school will use the following steps:

1. If a child bullies another child (peer on peer bullying) the Head teacher/Deputy Head teacher/Learning Mentor will become involved and take immediate (within the day if possible) action: -

- Discuss the incident with the children involved and identify the unacceptable behaviours.
 - Record the incident(s).
 - Carry out the school anti bullying survey with the class.
 - Work out suitable intervention plan / behaviour targets to support the victim and the bully.
 - Monitor the child in all areas of school and review any intervention plan after 2 weeks.
2. If the bullying continues :
- The Head teacher/Deputy Head teacher/Learning and Pastoral Mentor will meet with the child and parents to work together on an individual behaviour plan.
 - Behaviour will be monitored and a review date will be set within two weeks.
 - Inform all staff to ensure rigorous monitoring at all times of day.
 - If appropriate, introduce restorative practice techniques.
 - Support will be sought from external agencies – e.g. educational psychologist, behaviour support worker and the cluster guidance and support team.
3. If the bullying still continues the Head teacher/Deputy Head teacher/Learning / Pastoral Mentor will inform the parents that, should another incident occur, the child may be excluded for a period up to five days. The Governing Body and L.A will be informed and parents will be informed of their rights. The fixed term exclusion will depend on a case by case basis taking safeguarding of the perpetrator and the victim into account. We may also consider referral to Achieve, the Bridge or, in extreme cases, Oakwood Pupil Referral Unit with advice of an Educational Psychologist.
4. On returning to school, should the bullying continue, the child will be suspended again for a period up to five days and the Governing Body and L.E.A will be informed and the parents will be informed of their rights.
5. If the bullying continues further – evidence should be gathered and a discussion between the Governing Body and the Head teacher/Deputy Head teacher will decide whether a permanent exclusion should be approved if:
- a. The child is a danger to himself/herself
 - b. The child is a danger to others
 - c. All positive behaviour management strategies have been exhausted and are not succeeding.
6. If at any point bullying is of a violent or extremely abusive nature (e.g. homophobic or racist in nature) it may be deemed a ‘Hate Crime’ and as such it would be reported to the police. This can include cyberbullying through emails, texts and online chat rooms.

STRATEGIES FOR VICTIMS

Colton Primary School will not tolerate bullying in any form and if bullying is allowed to go unchallenged everyone suffers. If the problem of bullying is not dealt with swiftly and firmly it can seriously harm a small minority of children who are the victims of bullying behaviour.

The parents/carers of victims will be kept informed of the actions taken by the school. It is important to remember that the Behaviour Policy in school should be followed closely when dealing with poor behaviour to try to prevent bullying manifesting itself in the first place. Our children should feel safe and be given the skills and confidence to help them deal with bullies, wherever they may appear. In this way we will help our children to be assertive, to stand up for their own rights and to feel confident to ask for help. As staff, we have written a Colton Code that we feel incorporates the ethos of our school and our high expectations for behaviour. Children are expected to follow this code at all times.

As well as our behaviour code, weekly circle time, PSHE / SEAL work, specific support, counselling and mediation is provided by the Learning Mentor for bullies and victims. As part of this children are supported to talk incidents through. We are also mindful that the bullies may need help, advice and support. The consequences of bullying must be made clear to all children and their parents/carers.

- We use STOP – Start Telling Other People
- All adults should watch for early signs of distress in pupils such as: deterioration of work, spurious illness, withdrawal, the desire to remain with adults and erratic attendance.
- We provide timely and regular training and reminders of this to all staff.
- The anti-bullying survey is carried out annually and whenever an issue arises during the year.
- Children are encouraged to inform an adult immediately if they are witness to any form of bullying.
- Parents/carers must be encouraged to contact school if they think their child is being bullied.

THE ROLE OF GOVERNORS

- The Governing Body supports the Head teacher in all attempts to eliminate incidents of bullying in our school.
- The Governing Body monitors the incidents of bullying that do occur, and reviews the effectiveness of the policy. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to them on request about the strategies the school is using to deal with these.
- The Governing Body responds to any request from a parent to investigate an incident of bullying. In such cases the Governing Body asks the Head teacher or a senior member of staff to conduct an investigation into the case and to report back to a representative of the Governing Body (see Complaints Procedure).

THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support staff) are aware of the school policy and how to deal with any incidents that arise. The Head teacher reports to the governing body about the effectiveness of the policy on request.
- The Head teacher and staff have a shared responsibility in ensuring that all pupils understand that bullying is wrong, and that it is unacceptable behaviour in our school. The attention of pupils is drawn to this concept at suitable moments in assemblies, class circle time, class council sessions and school council sessions.
- The Head teacher ensures that all staff receive sufficient training to deal with any incidents of bullying that may occur.
- The Head teacher sets a school climate and we believe that when pupils feel valued bullying is less likely to be a part of their behaviour.

THE ROLE OF THE STAFF

- Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the successes of all children, we aim to prevent incidents of bullying.
- Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of behaviour incidents involving children in their class. If staff witness an act of bullying taking place, they must record it and report it to the learning mentor or headteacher.
- Time is spent talking with the child who has been bullied and the child who carried out the bullying, explaining why their actions are unacceptable, and what we expect from them in future.
- We invite the parents of pupils found persistently bullying into school to discuss the case. The Head teacher may decide to contact external support services.
- Staff routinely attend training/updates, which enables them to deal with incidents that occur.

THE ROLE OF PARENTS

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the cause of a bullying incident, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school community.
- Organisations which offer support and advice are on our website. These include:

<https://www.anti-bullyingalliance.org.uk/>

<http://www.bullying.co.uk/>

<https://www.kidscape.org.uk/>

<https://www.nspcc.org.uk>

THE ROLE OF CHILDREN

- Be responsible for their own behaviour
- Be able to accept responsibility for their actions
- To ask for help when they need to
- To report all instances of bullying or unacceptable behaviour
- To follow the 'Peaceful Problem Solving' structure for resolving conflicts

MONITORING AND REVIEW

- This policy is monitored on a regular basis by the Head teacher, who reports to the governors about the effectiveness of the policy.
- This anti-bullying policy is the Governing Body's responsibility and they review its effectiveness. They do this by discussion with the Head teacher and examining the records of incidents that occur. Governors may analyse this information with regard to the gender, age and ethnic background of all children involved.