



# **POLICY DOCUMENT**

## **ANTI BULLYING**

**February 2020**  
**Review October 2021**

## **STATEMENT OF PRINCIPLE**

The Governors and staff of Cotherstone Primary School are committed to provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them.

Children, young people and the adults involved with them are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation.

The school aims to serve its community by providing an education of the highest quality.

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

### **Aims and purpose of the policy**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

It is important to recognize that all sorts of bullying can occur in school including racist and homophobic bullying...

The Governors and staff need to ensure that those acting on behalf of the school:

- Actively listen to children and young people
- Act appropriately on information received
- Establish a whole school climate in which diversity is valued, inclusion and equality are promoted
- Develop an environment where racist, homophobic, biphobic and transphobic abuse is not tolerated
  
- Have access to information and training
- Provide information and support for pupils
- Ensure that there are opportunities in the curriculum for learning about sexual orientation, addressing prejudice and promoting social justice and understanding that we are all different but equally valued
- Make good use of the publications, websites and appropriate agencies and ensuring pupils, where appropriate have access to them in order to ensure that a safe, secure, positive environment exists.

## **Definition of Bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.

The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive

language or threatening someone

- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**

**No form of bullying will be tolerated and all incidents will be taken seriously.** Bullying is not a phenomenon which occurs solely between children. The above definition can also be seen to characterize some adult/adult, adult/child and child/adult relationships.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially young children, without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

## **2. Reporting bullying**

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, or any other teacher
- Tell another child who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously [through our worry boxes or other methods]
- Call ChildLine to speak with someone in confidence on 0800 1111

### **Statutory Duty of Schools**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils and to bring these procedures to the attention of staff, parents and pupils.

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **Why it is important to do something about bullying**

Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

#### **Victims**

Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.

The victim's life may be characterized by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, selfharming or taking their own life.

The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.

Research evidence has shown that victims of bullying may be more likely to experience mental health problems.

## **Bullying Behaviour**

Bullying behaviour is not a natural part of growing up and should not be seen as such. Children and young people who bully are likely to experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties.

Children and young people who bully are unlikely to stop while they can continue unchallenged.

## **Others**

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullied in another.

For children transferring from primary to secondary schools, the fear of bullying is widespread.

Evidence has shown that bullying is a major concern for parents and children of all ages.

## **Aims:**

1. We try to make sure that all staff, parents, pupils and governors are aware that bullying is viewed seriously.
2. We try by our actions to reduce the likelihood of bullying occurring.
3. We try to provide a framework of actions intended to deter bullies from re-offending.

## **Awareness:**

1. Encourage a listening, telling and caring environment. All adults, children and young people should be alert for signs of bullying.
2. Discussing bullying regularly in class, assemblies etc openly and regularly.
3. Regular opportunities for class circle time.
4. School Council with representatives from each year group.
5. Buddy system.
6. Develop close links with agencies which might help reduce bullying behaviour.

## **Actions taken to reduce bullying:**

### **We use a range of measures to prevent and tackle bullying including:**

- PSHE /SEAL and Family Groups includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- Child friendly anti-bullying policy written with the children, ensuring that all pupils understand and uphold the anti-bullying policy
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through discussion, diverse displays, books and images.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies offer support to all pupils, including those who may have been the target of bullying – buddy training is provided.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups of children and the school council
- Close links with parents.

## **Responding to bullying**

### **When bullying has been reported, the following actions will be taken:**

1. Listen to victims' comments and provide access to both accommodation and adults where they feel safe.
2. Try to find independent witnesses.
3. Listen to offender.

4. Initial offence results in a serious talk with the offender. Stipulate the steps that will be taken if the offence continues.
5. Record incidents and the subsequent action taken.
6. Consider confidentiality issues.
7. Continued bullying will result in a letter to the parents informing them of the incidents plus another talk to the pupil.
8. Monitor and evaluate the actions taken.
9. The next step involves inviting the parent to a meeting with the offender and headteacher where action will be agreed upon for the future behaviour.
10. Failure to act on above will result in suspension from school.
11. Finally if nothing else works then permanent exclusion will result.

*From step seven onwards the parents will be kept fully informed and asked to assist in the process. They will also be informed of the steps to be taken if the incident doesn't stop.*

The school will try to provide appropriate training and support for victims of bullying and provide appropriate help for those involved in bullying behaviour.

The school will conduct an audit to identify where and when bullying is taking place and to use this to inform the action they take.

### **Summary of procedures for responding to homophobic incidents**

<b>Nature of Incident</b>	<b>Response</b>
Initial lower level incidents, excluding sexual assault and violence as well as the use of extreme forms of threatening or offensive language.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediate staff intervention to make clear the inappropriateness of behaviour, the reasons for this and in some cases issuing a warning.</li> </ul>
Repeated lower level incidents despite earlier interventions and warning.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incident recorded in the school in line with the established procedures for the recording of other similar types of offensive or bullying behaviour.</li> <li><input type="checkbox"/> Incident reported to the LEA using the corporate Accident/Incident Ill Health Report Form <i>Appendix 1 and 2</i>.</li> <li><input type="checkbox"/> Incident discussed with the police for advice or restorative mediation and/or reported to the police.</li> </ul>

Sexual assault and violence as well as the use of extreme forms of threatening or offensive Language.	<input type="checkbox"/> Incident reported to the LEA using the Corporate Accident/Incident/III Health Report Form <i>Appendix 1 and 2.</i> <input type="checkbox"/> Incident reported to the police.
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## Sexual orientation and homophobia in the curriculum

Information and discussion about homophobia should be included in the curriculum. There are a variety of places where this could happen, most notably within the school's sex and relationship programme or as part of PSHE and citizenship.

The Relationship and Sex Education Guidance recently issued by the DfES states that: '...teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.'

The same guidance also points out that sexual orientation is an area of concern for some parents and that it is therefore important that schools liaise closely with parents so that they can re-assure them of the content of the programme and the context in which they are presented.

This does not in any way reduce the legal responsibility of schools to address homophobia with both staff and pupils.

The Healthy Schools Programme makes substantial reference to homophobia and provides guidance for school staff and the wider school community.

Issues of rights and social justice in relation to sexual orientation should be addressed within the citizenship curriculum.

## Responding to disclosures

A more accepting approach to a range of sexual orientations may well result in both staff and young people feeling that they wish to disclose their sexuality. This can be both traumatic and, at the same time, very therapeutic. People will usually carefully select the person they disclose to and their response is critical to the well-being of the disclosing person. Staff, therefore, need to be aware of their role and sensitive to the potential dilemmas they may face.

Detailed advice is available in the documents listed below, especially from MESMAC, but generally the approach should include the following:

- Outline the confidentiality policy, including action that might need be taken if there are child protection concerns.
- Avoid being judgmental and re-assure the person that there is nothing wrong with being lesbian, gay or bisexual or with questioning their sexuality.
- Offer them an opportunity to talk about their feelings with you or another appropriate person.

- If other people in the school get to know of their declared sexuality, ensure that this is not used as a basis for discriminatory or prejudicial treatment.
- Follow child protection procedures quickly if there is evidence or suspicion of sexual abuse.

**Do not contact the parents without the consent of the young person and without careful planning of how they will be informed.**

Staff can refer to information in 'Tackling Homophobia' Guidelines for Schools and Other Educational Establishments (Durham LEA June 2005.)

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored in the head teacher's log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Racist offences will be recorded and reported to the LA and governors.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

### **How will Cyberbullying be managed?**

Regular e-safety training and information will be provided for staff, adults and children.

Cyberbullying (along with all forms of bullying) will not be tolerated in school. There will be clear procedures in place to support anyone affected by Cyberbullying

- All incidents of cyberbullying reported to the school will be recorded.
- There will be clear procedures in place to investigate incidents or allegations of Cyberbullying:
- Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

- Sanctions for those involved in Cyberbullying may include:
- The bully will be asked to remove any material deemed to be inappropriate or offensive.
- A server provider may be contacted to remove content.
- Internet access may be suspended at school for the user for a period of time.
- Parent/carers may be informed.
- The Police will be contacted if a criminal offence is suspected.

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The policy will be used alongside the Keeping Children Safe in Education Policy to ensure that pupil welfare is paramount at all times.

# **Cotherstone Primary School Child Friendly Anti Bullying Policy**

## **Our School: our intentions**

Our school is special. It is a happy school where respect is very important and everyone has a right to be themselves. It is a school where we celebrate that we are all different and are proud of our differences. We want everyone to behave in a friendly and respectful way with no bullying. This includes being racist. Everyone at our school is equal and should be treated equally. We are all friendly towards each other and everyone should have friends to help them in school.

## **Why we need to have this policy and why it is important to us**

A policy helps everyone to know what we expect at Cotherstone. It is important that the children help with the policy because we are part of the school family and everyone in the school family matters.

## **How we should behave and why**

We should behave in a respectful and appropriate way. This means we should be friendly and kind to everyone. We should be kind in everything we say and everything we do.

## **What we think bullying is**

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

**SEVERAL TIMES ON PURPOSE**

Bullying can be:

Hitting or saying you are going to hit someone

Touching someone when they don't want you to

Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people

Stealing or damaging someone else's belongings

Ignoring someone on purpose or leaving them out

Sending hurtful or unkind texts, emails or online messages to someone or about someone.

Gossiping or whispering about people.

Bullying can be about:

Race or ethnicity (racist bullying), Religion or belief,

Family and culture, Sexist bullying, which is bullying someone because of their gender.

For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'

Saying unkind or nasty things or calling someone names on purpose to be unkind or nasty to them, for example 'you're so gay!' or using other words in order to be unkind

Special educational needs or disability, What someone looks like or what they wear

Where someone lives

If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in any way, for how they act, what they look like or who their family are.

#### What we do to stop bullying from happening at Cotherstone

- Respect for each other is very important in our school.
- We have PSHE lessons where we learn how to treat other people properly and how we should expect to be treated ourselves.
- The staff always set a good example by showing us how to treat each other.
  - If we tell an adult that we think we are being bullied, they will listen to us and help us to sort it out.

#### What we can do if we feel we are being bullied

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

- Tell a teacher - your class teacher or any other teacher.
- Tell a playground buddy who will be able to help you.
- Tell any other adult staff in school - such as our lunchtime supervisors, school cook, teaching assistants or sports coach or tell an adult at home
- You can also call ChildLine at any time for free on 0800 1111.

We can always walk away from a situation. We should be brave and tell the person to leave us alone but shouldn't fight or be nasty back.

It is important to tell an adult either at home or at school if we feel that we are being bullied.

The staff at school will always take us seriously and sort out the problem.

No one deserves to be bullied and if someone decides to bully us, we must remember that it is not our fault.

#### What we can do if we feel someone else is being bullied

Be a good friend to them and encourage them to do the right thing by telling an adult. If they are too scared, then you should tell someone for them. We should never pretend to be friends with someone who is bullying other people.

#### What we promise to do

To respect everyone and treat them like we want to be treated. If we all do this we can make Cotherstone School a bullying free zone.

#### Does this include everyone?

This policy and everything in it applies to all members of our school family including, pupils, parents, staff and governors.

#### How we will know if our policy is working?

If the number of people who tell staff they are being bullied becomes less we will know our policy is working.