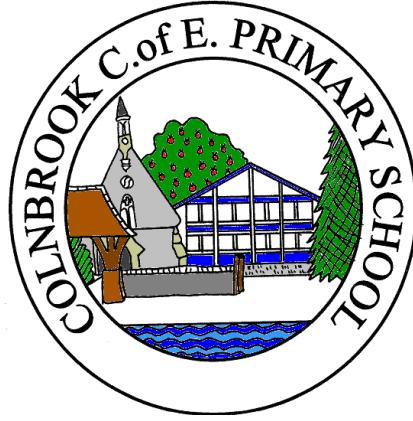



**The Slough and East Berkshire C. of E.
Multi Academy Trust
Colnbrook C. of E. Primary School**



Anti-Bullying Policy

Owner:	Assistant Headteacher
Ratified by Governing Body:	
Date Ratified:	28/09/2023
Date Policy to be reviewed:	September 2024

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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1. Our Values and Vision

At Colnbrook C. of E. Primary School, we uphold and nurture our Christian ethos by encouraging the six values of Aspiration, Resilience, Respect, Responsibility, Community and Compassion within our school community. We are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a relaxed and secure atmosphere.

2. Objectives of this Policy

Colnbrook C. of E. Primary School Anti-Bullying Policy outlines what our school will do to prevent and tackle bullying. We will endeavour to promote a holistic understanding of bullying with all members of the school community promoting an anti-bullying culture whereby no form of bullying will be tolerated. This policy aims to:

1. Create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
2. Raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
3. Develop procedures for noting and reporting incidents of bullying behaviour.
4. Develop procedures for investigating and dealing with bullying behaviour.
5. Develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

3. Definition of Bullying

Bullying is **“Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”** (DfE “Preventing and Tackling Bullying”, October 2014).

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times

on purpose (STOP). Bullying can take many forms and is often motivated by prejudice against particular groups. For example:

- Bullying related to gender, race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to being of a higher ability
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic, biphobic and transphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology – for instance, cyber-bullying via text messages or the internet.

Bullying generally takes one of four forms:

- **Indirect:** Being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books).
- **Physical:** Pushing, kicking, hitting, punching, slapping or any form of violence.
- **Verbal:** Name-calling, teasing, threats, sarcasm, spreading rumours.
- **Cyber:** All areas of internet/mobile misuse, such as unkind and/or threatening messages, calls or degrading images or videos.
Misuse of blogs, gaming websites, internet chat rooms and instant messaging.

4. Cyber-bullying

Cyber-bullying can be defined as “the use of electronic communication (particularly mobile phones) to deliberately upset, intimidate or threaten someone else.” Cyber bullying can take a number of different forms:

- Sending messages of an intimidating or threatening nature
- Harassment or ‘cyber stalking’
- Sexting
- Impersonation and ‘trolling’
- Use of artificial intelligence (AI) to create images, audio or video hoaxes
- It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

At Colnbrook C. of E. Primary School, we believe that every single child should be taught how to protect themselves in the online world, including beyond the school environment.

We acknowledge that:

- ✓ Many mobile devices and games consoles offer broadband connections.
- ✓ Increasingly, pupils have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

We aim to:

- ✓ Safeguard pupils by educating them how to protect themselves in both the real and virtual world. We do this through the Computing curriculum, PSHE, all lessons where IT is used, assemblies, displays, Internet safety awareness events and informing parents via updates through newsletters. This is everyone’s responsibility and all staff should be aware of this.

- ✓ Make pupils aware of what to do if they have any Computing safeguarding concerns.

5. Preventing, Identifying and Responding to Bullying

5.1 A Collective, Community Responsibility

We will monitor and review our anti-bullying policy and practice on a regular basis, ensuring that all governors and staff know what the school policy is on bullying, and follow it should bullying be reported. Education to prevent bullying will be provided to all pupils during their time at Colnbrook C. of E. Primary School and appropriate behaviour will be reinforced during lessons and around the school. Curriculum opportunities will be used to address bullying through:

- Subject areas e.g. PSRHE and RE;
- Whole school assemblies;
- Class collective worship;
- Circle time;
- National Anti-Bullying Week;
- National Safer Internet Day.

6. The Responsibilities of Staff

Our staff will:

- Foster in our pupils, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to our Designated Safeguarding Lead (DSL) or Deputy DSLs.
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience and self-esteem.
- Consider all opportunities for addressing bullying such as through the curriculum, displays, peer support, the e-safety curriculum and the School Council.
- All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Refer to Appendix 1 for guidance on signs of bullying.

7. The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Report any bullying that has happened to them. Never suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

8. The Responsibilities of Parents

We ask our parents to support their children and the School by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to the school's designated teacher for child protection and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Informing the School of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, as those in position try to ascertain the truth.

9. The Responsibilities of All

Everyone should:

- Work together to combat and eradicate bullying.

All concerns about bullying will be taken seriously and investigated thoroughly.

Refer to Appendices 2 and 3 for additional guidance for dealing with bullying and information on supporting organisations.

10. Links with Other School Policies and Practices

This policy links with a number of other school policies, practices and action plans, including our:

- Therapeutic Behaviour Regulation Policy;
- Complaints Policy;
- Child Protection and Safeguarding Policy;
- Online safety Policy;
- Home/School Agreement

11. Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Computer Misuse Act 1990

Appendix 1

Signs of Bullying

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.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins truanting.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- 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 go 'missing.'
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually 'lost.'
- Has unexplained cuts or bruises.
- 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.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2

Additional Guidance for Dealing with Bullying

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the Headteacher and/or safeguarding leads.
- The Headteacher/safeguarding leads will interview all concerned and will record the incident.
- Teachers will be kept informed.
- When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site, then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

Appendix 3

Supporting Organisations and Guidance

- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” (July 2017) and “Mental Health and Behaviour in Schools” (November 2018)
- Anti-Bullying Alliance
- Beat Bullying
- Childline
- Family Lives
- Kidscape
- MindEd
- Restorative Justice Council
- The Dian Award
- Victim Support
- Young Minds
- Young Carers

Cyberbullying

- Childnet International
- Digizen
- Internet Watch Foundation
- Think U Know
- UK Safer Internet Centre

LGBT

- EACH
- Pace
- Schools Out
- Stonewall

SEND

- Changing Faces
- Mencap
- DfE: SEND code of practice

Racism and Hate

- Anne Frank Trust
- Kick it Out
- Report it
- Stop Hate
- Show Racism the Red Card