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:	N. A Weeks
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"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/carers.
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:** Spreading rumours, excluding a child, tormenting (e.g. hiding bags or books).
- **Physical:** Pushing, kicking, hitting, punching, slapping or any form of violence.
- **Verbal:** Name-calling, teasing, threats, sarcasm.
- **Cyber:** All areas of internet/mobile misuse, such as unkind and/or threatening messages, calls or degrading images or videos. Misuse of social media, gaming websites, internet chat rooms and instant messaging.

It is important to consider the emotional wellbeing of all children involved, including those are conducting the bullying.

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 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, PSHRE, 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 and Identifying 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.
- Log any instances of bullying on the Colnbrook Behaviour System.
- Follow up any concern raised by a parent about bullying and report back on the action which has been taken. Staff should work in co-operation with parents to eradicate bulling.
- 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 for all children involved.
- 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.

- Staff should check in with pupils involved to ensure the bullying has stopped.

Refer to Appendix 1 for guidance on signs of bullying and section 9 for guidance on dealing with 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 their class teacher 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 child is accused of bullying, as the school tries to ascertain the truth.

9. Responses to bullying

The following steps may be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt as soon as possible by the member of staff who has been approached or witnessed the concern. The class teacher should be informed as soon as possible, and parents should be informed by the class teacher.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The class teacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school on CPOMS / Behaviour System. This will include recording appropriate details regarding decisions and action taken.

- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the child protection policy and data protection legislation.
- Appropriate consequences and support, for example as identified within the school's behaviour regulation policy, will be implemented. Information about a child, including consequences given, will only be shared with the parents of that particular child as well as relevant school staff.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Integrated Children Services (Kent Schools Only) or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school's behaviour regulation policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as possible after an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps, where possible, to identify the person responsible.

  This could include:

  - looking at use of the school systems
  - identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate consquences are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.
  - providing advice on blocking or removing people from contact lists.

- helping those involved to consider and manage any private information they may have in the public domain

10. Support for pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing timely pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a other appropriate member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, 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 regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Setting consequences, in line with school behaviour regulation policy. This may include:
  - official warnings
  - report card
  - internal exclusions
  - missing break / lunch times
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme, or persistent cases, suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

11.Support for adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

12.Links with Other School Policies and Practices

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

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

13.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

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