COLLIS PRIMARY SCHOOL

Anti-Bullying Policy

This policy is written with reference to Preventing and Tackling Bullying, DfE 2017 and is linked to the Behaviour Policy.

Collis Primary School
Fairfax Road, Teddington TW11 9BS

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Non-Statutory Policy

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S.T.O.P.

Bullying is if someone does something unkind to you

Several
Times
On
Purpose

If someone does bully you, you must

Start
Telling
Other
People

1. Introduction

At Collis Primary School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility is available. Bullying of any kind is unacceptable in our school. Our Anti-Bullying Policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

2. Aims

- To promote the well-being of all pupils.
- To prevent and eradicate all forms of bullying.
- To recognise that it is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

3. What Is Bullying?

Having discussed bullying with the pupils of Collis, the School Council agreed the following definition of bullying:

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically, emotionally or mentally (in person or online).

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group. We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The School uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the **'STOP'** acronym that leads to children knowing they should 'Start Telling Other People'.

The following extract is from *Preventing and Tackling Bullying, DfE 2017:*

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Collis Primary School recognises that artificial intelligence (AI) has many uses to help pupils, but may also have the potential to be used to bully others. For example, in the form of "deepfakes", where AI is used to create images, audio or video hoaxes that look real.

Collis Primary School will treat any use of AI to bully pupils in line with our school's Anti-Bullying policy.

Bullying can take these forms:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Personal – making negative comments, gestures or actions which are:
    - Racist – making fun of culture, religion, skin or hair colour
    - Homophobic – making an issue of sexuality
    - Gender related
    - Sexual – unwanted physical contact
    - Related to disability, health conditions, special educational needs (including gifted and able) or any physical feature
- Cyber – sending or posting harmful or upsetting texts, images (including upskirting) or other messages, using the internet, mobile phones or other communication technology

Bullying can also take place through third person involvement, i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware of the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head Teacher. This also includes any incidents of adult bullying by staff or parents. If the Head Teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

Bullying is not the following:

It is important to understand that bullying is not falling out with friends on the odd occasion. Children are naturally sociable; it is vital for them to select and build friendships. The forming of and breakdown of friendships is an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention is necessary. **Bullying is defined as Several Times On Purpose.**

4. Signs and Symptoms

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:

- changes their usual routine
- feels ill in the morning
- is continually sat on the friendship bench
- is unwilling to go to school
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- becomes withdrawn, anxious, or lacking in confidence
- begins to underachieve in school work
- develops a stammer
- stops eating
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
- has possessions which are damaged or "go missing"
- comes home with clothes torn or books damaged
- has unexplained cuts or bruises
- cries themselves to sleep at night or has nightmares
- begins to bully other children or siblings
- gives improbable excuses for any of the above
- attempts or threatens suicide or runs away

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

5. Prevention

At Collis we aim to help children prevent bullying. As and when appropriate, children may:

- write and sign class rules at the start of each year
- sign a behaviour contract
- write stories or poems or draw pictures about bullying
- read stories about bullying or have them read to them during a lesson or assembly
- use role play and 'hot-seating' to help create feelings of empathy
- have discussions about bullying and why it should not happen

The School has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place:

- The School has formed a group called the, "Play Team" who have been given specific training on the role of a mentor and how to deal with issues that arise in and around the playground. Children are made aware of who these children are and are reminded at regular intervals that they can seek support from these children if they wish. The peer mentors are clearly visible in the playground as they are identified by a high visibility orange vest.

- The School also has a 'friendship bench' which is a place where children can come and sit if they have nobody to play with or when they are finding playtime difficult. It is a brightly coloured landmark in the playground which is monitored closely by adults and children so that support can be given if needed. Children (particularly the Play Team) are encouraged to offer support if they see anyone sitting on the bench.
- Each half term, every class does an online safety lesson as part of their Computing unit to know how to act online; this is in conjunction with e-safety revisits that are discussed at the start of every Computing lesson.
- We also have a Well-being room that classes use each week to discuss the zones of regulation and have discussions around socially acceptable behaviour. This lesson also provides an opportunity for Circle Time to discuss any class issues that may be present.
- The School takes part in the National Anti-Bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed. The week is known as Friendship Week.
- The School also takes part in E-Safety Week each year to promote the safe and positive use of ICT. Both children and parents are made aware of how to use the internet safely and the possibilities of cyber bullying. E-Safety is also a regular part of class computing lessons. Parents and teachers receive a monthly newsletter which includes E-safety guidance.
- Regular school assemblies take place which are focussed around PSHE themes of bullying, friendship and expected behaviour.
- The School has a clear Behaviour Policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
- The School takes a pro-active stance towards challenging behaviour at lunchtime. We have lots of fun equipment, play frames and activities available to ensure all children are positively engaged and active at lunchtimes to avoid unwanted behaviour.
- Above all children are encouraged to 'Start Telling Other People' if they feel they are being bullied or if someone they know is being bullied.

As a school, we recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

6. Action Against Bullying

For the child who has been bullied:

- Children need to understand the outcome of 'telling' about bullying and what will happen to the bully. They need to feel secure that their feelings will be respected and that the bullying should come to an end. Staff will make sure that the child who has been bullied feels safe and secure by responding in a calm, sensitive and reassuring manner.
- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The victim will be consulted about how to rebuild relationships with the person who has bullied them if this is something that they want to do.
- Referral to a counsellor may be considered appropriate.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

For the child who has been bullying:

- The child should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- The child is helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have been bullying are supported to modify their behaviour. This may be through structured lunchtimes including pastoral support (by the peer mentor co-ordinator) and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of break time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Inclusion Statement

The promotion of positive behaviour will support inclusion as part of our school ethos and within our teaching practice, positively embracing diversity. All children follow the School's Behaviour Policy. Where children have special educational needs, these should be given consideration and they should be treated with sensitivity in collaboration with the class teacher, Senior Leadership Team (SLT) and the SENDCo.

This could include the following:

- Social stories to help the child understand why bullying is not tolerated and how it can make others feel.
- Liaising with a key trusted adult to support the child to modify their behaviour.
- Liaison with Class Teacher/SLT/SENDCo to decide on an appropriate consequence.

For parents:

- Parents/carers of both the child who has been bullied and the child who been bullying will be kept informed throughout the process.
- Close contact will be maintained with the bullied child's parents or carers to ensure that he/she adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the School will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation:

- If appropriate the child who has been bullying will be asked at a suitable point to apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

7. Procedures – Reporting

Children

- Children are encouraged to 'Start Telling Other People'.
- They are encouraged to report possible bullying to any member of staff they trust, a peer mentor (who is clearly identified by a high visibility orange vest in the playground), a friend or a member of their family.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying to an adult.

Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.
- Teaching Assistants should report to a class teacher if they have any concerns about potential bullying.
- Lunchtime supervisors report to the lunchtime manager if there are any concerns relating to a child's behaviour. This is then fed back to the class teacher as necessary.
- All staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.

Parents

- Parents are encouraged to share any concerns with their child's class teacher.
- In serious cases parents will be informed and will be asked to come in for a meeting to discuss the issue.

8. Procedures – Recording

All staff will respond calmly and consistently to all allegations and incidents of bullying at the School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support everyone involved whilst allegations and incidents are investigated and resolved. The following procedure will be used for responding to bullying allegations or incidents:

Incidents are recorded on CPOMS (secure software). The incident is shared with the parents/carers of the child who has been bullied and the child who has been bullying to ensure all parties are informed. The class teacher informs the Head Teacher and Lead Assistant Heads. Action to be taken is mutually agreed between the class teacher, child and parent/carer. Forms are stored in the Lead Assistant Heads' office and behaviour is monitored closely by the class teacher and a member of senior management to check for patterns of behaviour. Follow up meetings may be necessary to review the situation and a member of the senior leadership team may be asked to attend. CPOMS enables us to keep a chronological record of behaviour incidents. The Head Teacher and Lead Assistant Heads monitor bullying and behaviour incidents on a regular basis to ensure appropriate action and support is put into place.

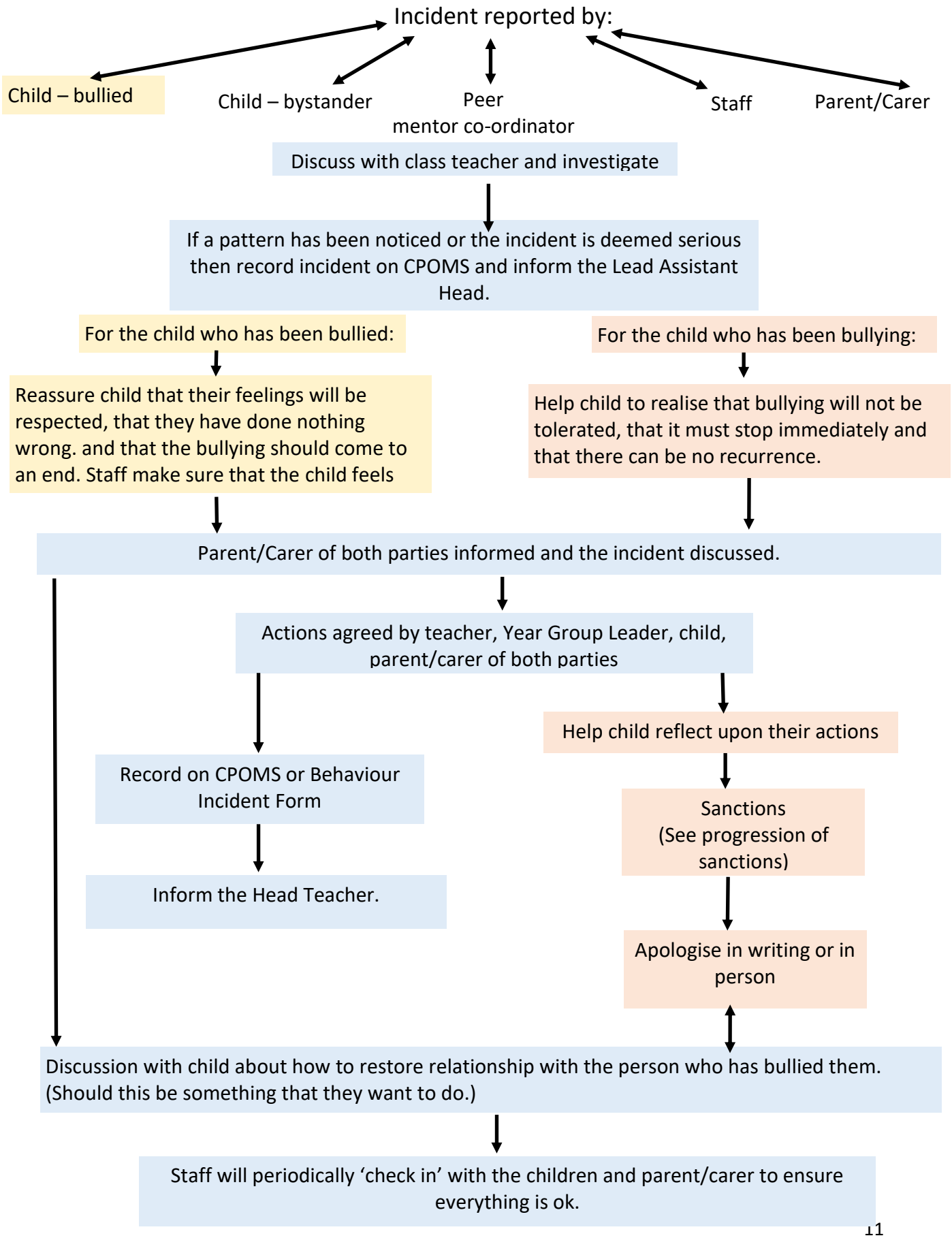
Periodic analysis of incidents, i.e. numbers of incidents, numbers of children involved, analysis of sanctions, is carried out to help measure the success of our policies.

9. Sources of Further Information, Support and Help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	**Website**
Act Against Bullying	www.actagainstbullying.org
Advisory Centre for Education (ACE)	www.ace-ed.org.uk
Anti-Bullying Alliance (ABA)	www.anti-bullyingalliance.org.uk
Anti-bullying Network	www.antibullying.net
Beatbullying	www.beatbullying.org.uk
Bully Free Zone	www.bullyfreezone.co.uk
Bullying Online	www.bullying.co.uk
Childline	www.childline.org.uk
Kidscape	www.kidscape.org.uk
NSPCC	www.nspcc.org.uk
Parentline Plus	www.parentlineplus.org.uk
The Children's Legal Centre	www.childrenslegalcentre.com

Appendix 1 – Dealing With A Bullying Incident



Appendix 2 – Sanctions

The sanctions below may be used when bullying occurs. It is important to note that incidents vary and how each case is dealt with, therefore, will differ. This 'Sanctions' are provided for guidance and should be adapted as is deemed necessary.

In addition to these sanctions, children will be helped to restore their friendships through discussions, group activities and play.

First serious incident:

- Child who has been bullying to reflect with class teacher.
- Class teacher or Deputy Head/Lead Assistant Head to meet with child who has been bullied and child who has been bullying to discuss more appropriate behaviour and how a resolution can be sought.
- Miss part of playtime/lunchtime or removal of a privilege or internal exclusion.
- Child who has been bullying, write a letter of apology.
- Parents of both parties to be informed.

Further serious incidents:

- Sanctions and actions as above.
- Involvement of Head Teacher.
- Meeting with child who has been bullied, member(s) of leadership team and parents.
- Behaviour plan set up to include supervised playtimes until behaviour is deemed appropriate.
- Short-term and permanent exclusions would be considered in more serious incidents such as where a child has been seriously affected physically or emotionally.