



## Anti-Bullying Policy

At Coleridge we believe that children have the right to come to school and feel happy, respected and valued within a supportive, caring and safe environment without the fear of being bullied.

### Definition of bullying

'Bullying is a pattern of repeated negative behaviour to one or more children, for example, cyber bullying, malicious gossip, damaging or stealing property, pinching, kicking, teasing, intimidation, racist, sexist, homophobic comments or comments about someone's disability, creating fear in someone, putting people down, rubbishing people's views or work they have done or their appearance, excluding or ostracising people. It is action – verbal or physical – which disempowers someone else'.

Bullying affects everyone, not just the bullies and the victims. We believe bullying is not an inevitable part of school life or a necessary part of growing up. It is wrong and will not be tolerated in our school. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

### Cyber-bullying

Cyber-bullying is the use of ICT deliberately to tease, bully, threaten or upset someone else by electronic media. It can happen at any time of day (invading home/personal space) and can involve a number of people.

Cyber-bullying can take place across all age groups and can draw bystanders into being accessories.

### Core Values

There are five central and core values which underpin our Behaviours Policy and how we expect children and adults to behave at school.

1. Reflective
2. Respectful
3. Resilient
4. Caring and Considerate
5. Aspiring

Children and adults are expected to treat everyone with kindness and respect, act with thought and consideration for others, behave courteously, be polite and helpful at all times, be friendly and cooperative, be honest and truthful and treat property and the environment with respect.

We have a responsibility to take steps to prevent any member of our school community from:

- Making unkind or offensive comments
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language

- Being rude or aggressive
- Using physical aggression
- Damaging property

### **How we identify incidents of bullying**

All staff watch for early signs of distress in pupils.

All staff listen and act on reported incidents.

Incidents in the playground and inside school are monitored for repeated offensives towards individuals or particular groups.

Bus Stop Buddies are trained and supervised by members of staff to act as peer mediators and support children in the playground.

Children have opportunities to, and are encouraged to talk with an adult if they notice incidents of children being unkind.

We ask that parents communicate with staff if they have concerns about their child's well-being.

### **How we deal with bullying**

Different types and levels of behaviour are dealt with in line with our Behaviours Policy.

If a child has been the victim of bullying their parents/carer are informed and the Senior Leadership Team, class teacher and when necessary the school counsellor will be involved with the child and family.

The child or children that have been bullying will have appropriate sanctions put in place; however the emphasis is always on a caring, listening and non-confrontational approach.

We make it clear that bullying is not acceptable behaviour.

When appropriate we will use the 'No Blame – Anti Bullying approach' which is a tool to help teachers approach entrenched bullying dynamics in a class. It relies on the power of the group to take responsibility for shifting the dynamics, tapping into and heightening empathy in ALL involved (including the bullies) and not alienating the bully, while not at all condoning the behaviour.

We continue to monitor the situation by observing at playtimes/lunchtimes and having discussions with the victim, to ensure there is no repetition. Any further incidents with the same children are documented and dealt with.

### **Supporting children through the curriculum**

There is a whole-school anti-bullying ethos to which both staff and children are genuinely committed.

Through Personal, Social, Health and Emotional Well-being Education children are taught how to keep themselves safe, to understand the dynamics of friendships (their own and other groups). Lessons help children to identify feelings and teach them about the social and emotional aspects of learning. We aim for children to feel empowered to talk about how they are feeling and be able to empathise with others.

Children are provided with a broad and balanced curriculum; they are encouraged to have a voice and share their thoughts and ask questions. Through RE and P4C children learn about differences and similarities in religion, developing their critical thinking skills and furthering their understanding of the world they live in. Assemblies are varied and thought provoking and encourage children to challenge their thinking.

Different cultures and religions are explored and lessons are aimed at furthering understanding of religion and cultural heritage. The diversity of children and families is celebrated and respected through lessons, assemblies, visits and visitors and curriculum weeks.

The school display resources from Stonewall representing different families and challenging the use of homophobic language. Staff have received training from Stonewall and differences are respected and celebrated.

Drama is used to help pupils explore their feelings and to practise acceptable ways of reacting to aggression or taunts.

Forest School sessions are run for classes to develop teamwork, develop empathy and consideration towards others.

Some staff run interventions to support children develop social skills and develop emotional literacy skills.

The School Council discuss bullying if it is raised by their class.

Pupils are educated about e-safety and cyber-bullying through a variety of means such as through PSHE and in ICT lessons and assemblies. Staff have training on e-safety and information is available for parents via the school website. Parents are invited to attend a talk on e-safety.

Children are encouraged to share any worries by either talking to an adult at school or home, or using the Worry Box in their classroom so that an adult will be alerted that they need to check on a child's well-being.

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