



# Coleridge Primary School

## Anti-bullying policy

May 2023

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## Aims of this Policy

- **DEFINITION:** To have an agreed and communicated definition of bullying.
- **PREVENTION:** To take steps to prevent incidences of bullying by developing children's social skills and emotional intelligence, through the day-to-day activities and curriculum of the school.
- **PROCEDURES:** To have systems in place to identify bullying as early as possible and deal with incidents of bullying effectively and responsibly.
- **COMMUNICATION:** To have a clear and communicated policy for dealing with bullying which prevents reoccurrence and supports pupils.
- **SUPPORT:** To support pupils and parents when incidents of bullying occur.
- **SCOPE:** To have a consistent approach both in and out of school.

## The School Ethos

Coleridge is an outstanding school. At Coleridge, we value children's happiness and emotional well-being above all else. Children learn best when they feel secure and understood as individuals. We aspire to develop children to be independent and confident learners, who are ready to make the world theirs.

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

1. Caring
2. Resilient
3. Creative

We expect both children and adults to treat everyone with kindness and respect, act with thought and consideration for others, behave appropriately and treat property and the environment with respect.

## Legal Position

The law says that every school must have measures in place to prevent all forms of bullying. Although bullying is not a criminal offence, some types of threatening behaviour or communications could be an offence e.g. Under the Malicious Communications Act (1988) it is an offence to send an electronic communication with an intent to cause distress.

## Scope of policy

Although this policy has been created for use within school, teachers have the power to sanction pupils for misbehaving outside the school premises, “to such an extent as is reasonable”. This can relate to any bullying incidences occurring off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. Sanctions can only be carried out on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## Definition of bullying

Bullying can be defined as **“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”**. (DfE “Preventing and Tackling Bullying”, July 2017)

The school works hard to ensure that the school community (pupils, staff, parents) know the difference between bullying and “falling out” and recognises that not every playground or classroom incident necessarily constitutes bullying.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can happen anywhere - at school, outside of school or online. It is usually deliberate and repeated over a long period of time and can hurt a child both physically and emotionally.

### **This policy covers all types and forms of bullying including:**

- Physical
- Verbal and Emotional (using words to mock, shock, tease, or ostracise another person)
- Sexual (e.g. by the use of sexual language, gestures etc)
- Online or cyberbullying

### **And any bullying related to:**

- Physical appearance
- Home circumstances (e.g. being a young carer, child in care)
- Physical/mental health conditions
- Prejudicial (based on prejudice towards people because of a particular aspect of their identity)
  - race, religion, faith and belief and for those without faith
  - ethnicity, nationality or culture
  - Special Educational Needs or Disability (SEND)
  - sexual orientation (homophobic/biphobic bullying)
  - gender, including transphobic bullying

## The School's Commitment

*All staff are responsible for following this policy.*

*The whole school community should be assured that action will be followed through if bullying is reported and know that bullying will not be tolerated and will always be taken seriously.*

- The SLT (Senior Leadership Team) and governors will be responsible for the monitoring and reviewing this policy.
  
- The SLT will:
  - Monitor the implementation of this policy on a regular basis.
  - Ensure staff promote positive relationships between pupils to help prevent bullying.
  - Seek to learn from good anti-bullying practice elsewhere
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  
- Staff will:
  - Ensure pupils are aware that everyone has the right to feel safe at school.
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Ensure pupils are aware how to report any bullying concerns and that they will be dealt with sensitively and effectively.
  - Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Recognise that some pupils may be more vulnerable to bullying and its impact than others; this may include children with SEND or those with long-term medical needs, enabling the school to develop effective prevention strategies in conjunction with the SEND team and school counsellor, providing appropriate support, if required.
  - Communicate with and involve parents at the earliest opportunity.
  - Intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, even when they are not on school premises; for example, when using school transport or online, etc.
  - Ensure sanctions are applied consistently in accordance with the school's Behaviour policy, while acknowledging the behaviour strategy may need to be adapted to support certain children.
  - The consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
  - Deal promptly with complaints made against the school's response to bullying, in line with the school's complaints policy.

## Preventing Bullying

### Staff will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying. The school will implement additional pastoral support as required.
- Openly discuss with pupils, differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language that does not uphold the school values.
- Teach and encourage pupils to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Encourage children and parents/carers to report suspected bullying immediately to a member of staff.
- Children are made aware that they have a responsibility to report bullying that they see happening to others.

### Through the Curriculum

- Through PSHE (Personal, Social, Health and Emotional) and 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 encouraged to have a voice and share their thoughts and ask questions. Through PSHE, P4C (Philosophy for Children) and RE children learn about differences and similarities between religions and cultures, developing their critical thinking skills, furthering their understanding of religion and cultural heritage and furthering their understanding of the world they live in.
- The diversity of children and families is celebrated, discussed and respected through lessons, assemblies, visits and visitors, special events and curriculum weeks.
- Assemblies are varied and thought-provoking and encourage children to challenge their thinking.
- Where appropriate role-play and discussion can be used to help pupils explore their feelings and to practise acceptable ways of reacting to aggression or taunts.
- Staff run interventions to support children develop social skills and develop emotional literacy skills.
- Ensure pupils are educated about online safety and cyber-bullying through a variety of means such as through PSHE and through the computing curriculum and assemblies. Staff have training about online safety and information is available for parents via the school website. Parents have been invited to attend talks on online safety.

## Supporting pupils

*Information on supporting your child can be found in Appendix 1*

### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous pastoral support.
- Ensuring there is a close partnership with parents in dealing with any incidents of bullying
- Offering an immediate opportunity to discuss the experience in the first instance with their teacher. Where necessary this could also be the Year Team leader, a member of SLT, or a member of staff of their choice.
- Designated staff member to keep records of the bullying as evidence, these will be used to respond to concerns and build resilience as appropriate.
- 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, Families First or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CAMHS).

### **Pupils who have perpetrated bullying:**

- Will be sanctioned, in line with school behaviour policy (subject to necessary adaptations where appropriate).
- Given opportunities to discuss what happened, establishing the concern and talked through the need to change.
- Parents/carers will be informed and involved in helping change the attitude and behaviour of the child. This will involve exploring possible causes/triggers that have affected the child and has caused bullying to take place.
- Provided with appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Where necessary, working with the school counselling service, 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 Early Help, Families First, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS).

### **Success Criteria**

- Governors, staff, pupils and parents will know what the school policy is on bullying, and follow it if an incident is reported.
- Pupils and parents will be assured that they will be supported when a bullying incident is reported.
- The whole school community will know that bullying will not be tolerated at our school.

### **Related policies**

Behaviour

Complaints Procedure

Safeguarding

Wellbeing

# Is it bullying?

***Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.***

Yes

No/not sure, but it is still concerning

## Report it to your child's class teacher

- We appreciate that bullying can be a highly emotive subject, but please try to be calm and respectful when dealing with staff. Try to be as concise as possible, giving the names of those believed to be involved, and details of specific things that they may have said and done to your child.
- Teachers will now need time to investigate the issue and to seek evidence for allegations made.
- A second meeting, or phone conversation, will be arranged for a point in the future in order to update you (usually within 10 schools days).

## Raise the matter with the class teacher

- The teacher will talk to the children involved.
- They may undertake some small group work sessions to help resolve the problems.
- Whole class PSHE work around friendship and conflict resolution may be planned for the class
- The teacher will update you on the issue.

## Investigating the allegations and supporting the child

When investigating the allegations, staff will do some, or all, of the following:

- Talk to the victim to reassure them and to find out more;
- Speak to other witnesses;
- Look at behaviour records;
- Talk to other members of staff;
- Observe and monitor the children in the classroom and in the playground;
- Investigate specific incidents from the past (please note that this can be extremely difficult, particularly where significant time has passed);
- Speak to the alleged perpetrator.

## Bullying is not taking place

Children do, at times, lie, exaggerate and present one-sided versions of events. In some situations, it may turn out that the allegations are untrue, or that the circumstances around them are so different to what was originally alleged, that the behaviour cannot be regarded as bullying. This can be hard to hear as the parents of the child making the allegations, but please try to trust in the judgement of staff, and in the thoroughness of their attempts to investigate it.

## There is evidence that bullying is taking place

### Sanctioning the bully:

- *Stage 4 sanction for bullying.*
- Meet with parents of the bully, explaining the course of action for resolving the situation, and making clear the sanctions for further incidents.

### Supporting the victim:

- Class teacher, or Senior Leader, will continue to check-in with the victim on a regular basis in order to review the situation and to chart improvements.
- PSHE work may be undertaken as a whole class in order to help rebuild friendships and address group dynamics. **Bully and victim will always remain anonymous in any such situation.**
- In some instances, it may be appropriate to refer the child to the school counselling service, or for the counsellor to advise the class teacher on how to support the child.
- It may also be appropriate to refer the bully for counselling also.

### Preventing future incidents

- All staff will be made aware of the bullying, and will be asked to remain vigilant, reporting and recording any incidents between the two parties. Information about the bullying will be passed onto the child's next teacher in the class handover sheets.
- Mediation between bully and victim will take place to help resolve underlying issues and to try to restore the relationship.

## Bullying may be taking place, but there is no evidence

Just because there is no evidence, it does not necessarily mean that bullying is not happening. We know that bullying can be covert, and that it can be hard to *catch the bully in the act*. In instances where we suspect bullying to be happening, but can find no concrete evidence, we will:

- Alert all relevant staff to the situation and ask that they be vigilant, reporting all incidents, no matter how small, to one central person (usually the person investigating it), who will keep a record;
- Encourage the victim to report further incidents to staff;
- Support the victim by talking to them regularly;
- Make clear the accusations to the bully. Explain that further incidents may result in immediate Stage 4 sanctions;
- Meet with the parents of the bully and raise concerns;
- Mediation and/or counselling where appropriate.

### Please note

Commonly, victims of bullying are worried about making the situation worse by reporting it. This anxiety is sometimes shared by parents, who request that we don't raise the issues directly with the bully. From our experience, it is impossible to satisfactorily resolve cases of bullying without speaking directly to both victim and bully. However, staff appreciate the delicacy of these matters and will always try to deal with things as sensitively and discreetly as possible.



## **Appendix 1: Information for parents and carers**

1. How do I know if my child is being bullied?
2. What should I do if I think my child is being bullied
3. What will school do?
4. What if my child is bullying others?
5. What should I do?
6. If you think your child is involved in bullying

### **1) How do I know if my child is being bullied?**

There are many changes in behaviour which could indicate that your child is being bullied. You might not see any physical injuries but there can be changes in mood, attitude or behaviour. Signs you can look for in your child include:

- not wanting to go to school and developing unidentifiable illnesses like a stomach ache
- being frightened of walking to or from school
- begging you to drive or walk with them to school
- doing poorly in their school work or dropping out of activities and clubs
- coming home with clothes or books damaged or destroyed, or with possessions “missing”
- becoming withdrawn
- stopping eating
- talking about killing themselves
- crying themselves to sleep or having nightmares
- having unexplained bruises, scratches, cuts
- refusing to say what’s wrong
- becoming more reclusive

### **2) What should I do if I think my child is being bullied?**

- Talk to them calmly. Gently ask about what has happened, who was involved, where and when the bullying took place.
- Be prepared to listen and be patient. Your child may need some time to gain the courage to tell you. They might be frightened to tell you the truth for fear of retaliation so try to make it as easy as possible for them to talk to you.
- If they can’t talk to you is there someone else they trust (such as a teacher or other member of staff in school, Childline, where they can choose to be anonymous)?
- The important thing is that they begin to talk to somebody about their worries.
- If you think that bullying is taking place, keep a log of events.
- Look at different ways of supporting your child and enlist help where possible (e.g. from their school.)
- If you are worried you can also talk to your local doctor who can offer advice on health issues.
- Try to support your child in building up their self-esteem.
- Take your child to the local library. Each library has a parent’s collection containing useful materials for both children and parents regarding bullying and how to deal with it. It could be used to help your child understand and cope with what is happening to them. There will also be adult guidance about spotting bullying in the first place.

- Children and adults can also access a whole range of websites offering support and advice. Computers are available in libraries. A number of these websites are bookmarked on children's computers.
- Agree with your child what to do next. You may need to persuade them that to ensure their safety, you will have to pass the information to their school or the police.

### **3) What will school do? See Flow Chart**

- At Coleridge we have a behaviour and anti-bullying policy which you can ask to see. The school will listen to you and take your concerns seriously
- They may ask you to monitor the situation and keep a log of incidents. Staff will also keep a record of incidents.
- If the incident is serious, you will be asked to attend a meeting to discuss the problem.
- If necessary the police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and addressed using the appropriate sanctions, a variety of strategies will be employed to help the bully or bullies change their behaviour.

### **4) What if my child is bullying others?**

It can be very difficult to tell, particularly if your child denies it, but look for the following:

- Their views may change radically. They may openly express negative comments and feelings about individual people or groups, such as making racist or homophobic insults. This may be reflected in graffiti around the house, on books and on paper.
- They become more secretive and withdrawn.
- They have access to more money than usual.
- They have new or different belongings that you didn't buy and they use unlikely reasons for having them.
- You notice that other children's behaviour towards your child has changed because they are frightened.

### **5) What should I do?**

Bullying is bad for the recipient and can have serious long-term consequences for the perpetrator. Young people who bully may think that violence and aggression is a way to get what they want.

They may fail to learn alternative strategies such as being able to form helpful, co-operative relationships and become violent and disruptive. If your child is bullying others the police could become involved.

Bullying is not acceptable and if it is not addressed could have serious consequences for your child later on in their relationships at home and at work.

## **6) If you think, your child is involved in bullying:**

- Talk to them calmly. Ask what happened, who was involved, where and when. They may deny it or try to justify it. Be prepared to listen and be patient. Avoid making judgments. Your child may need to gain the courage to tell you.
- If they can't talk to you is there someone else they trust? The important thing is that they begin to talk to somebody about their behaviour.
- Bullying is often a sign of an underlying problem. Discuss with your child what else may be going on in their life.
- If you think they are bullying, keep a log of events to discuss with your child. This needs to be done supportively.
- Look at different ways that your child can be supported and enlist help, where possible.
- Talk to your child about the possible outcomes of bullying. Use incidents that have been in the news recently as examples. Remember to include what happened to the bully as well as the person being bullied. It is important that they are aware that the police could be involved at any time with their behaviour.
- Encourage them to see how their behaviour is affecting the other person and how it may feel. Developing empathy and understanding can help bring about change without asking for it.
- Go to the school and explain your concerns. The school will take your concern seriously and work with you to address the problems.

## Appendix 2: Useful Links

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)  
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)  
DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
The UK Council for Child Internet Safety (UKCCIS): [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)  
DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)  
DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)  
Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)  
Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)  
Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)  
EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

