ANTI-BULLYING POLICY

Review Date	October 2022
Next review due	October 2025
Reviewed By	SLT 11.10.22
Approved by Chair of Governors	*[signature]*

Introduction

Bullying is never acceptable behaviour and sets clear expectations about how all pupils, staff and parents should treat each other.

At Coddington our core values are:
- Care
- Comminity
- Courage

We will achieve this by understanding that:

Our rights are:
- To learn
- To feel safe
- To be treated with respect

Our school aim for behaviour is that we all:
- respect the rights of others
- take our responsibilities seriously
- develop a sense of self-discipline, fair play and an acceptance of responsibility for one's own actions
- develop positive self-esteem and respect for ourselves
- build workable relationships

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governors meetings and through link work
- Parents/carers – parents are encouraged to contribute by taking part in written consultations, parent meetings, Coddington parent focus group
- Children and young people – pupils have contributed to the development of the policy through the school council, assemblies and circle time discussions. The school council will develop a Student friendly version to be displayed in classrooms.
- Other partners – our breakfast club and after school clubs

This policy is available

- Online at www.coddingtoncofeprimary.com
- In the school prospectus
- From the school office
- Child friendly versions are on display in each classroom

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Senior Leadership Team.
The responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is Mrs Janice Addison, Chair of Governors.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.
http://www.anti-bullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-
- physical assault
- taking or damaging belongings
- direct verbal bullying (threats, insults, nasty teasing)
- making offensive comments
- frightening or forcing others into doing things that they do not wish to do

- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- relational bullying (gossiping, spreading rumours or excluding people from groups).

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. It is the responsibility of all members of the school community to eradicate bullying and to ensure the development of a caring and positive ethos.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender

identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Coddington is committed to creating a positive environment in which respect for and appreciation of each other's gender, racial background and cultural background is promoted. Discrimination on the basis of sex, colour, culture, religion or any behaviour demeaning to a particular minority group will not be tolerated in school. Parents are informed if this type of language is used.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.
Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.
Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Tackling bullying in school matters
Staff and governors recognise that:
- Bullying makes pupils unhappy
- Pupils who are being bullied are unlikely to concentrate fully on their schoolwork and that the quality of their work can deteriorate rapidly.
- Children can become withdrawn.
- Children can become bullies themselves.
- Some pupils avoid bullies by not going to school.

Reporting and responding to bullying

Preventing and tackling bullying is a high priority with our school with a clear commitment from all staff and governors. Promoting school aims and values which reject bullying behaviour and promote co-operative behaviour is crucial. The curriculum is used to raise awareness of bullying. The school equips children with a bank of skills to deal with situations in a mature and independent manner.

Our PSHE scheme, Jigsaw, enables children to recognise and implement a variety of positive strategies to avoid and deal with difficult situations.

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

All pupils are taught STOP1and STOP2.
STOP1 – what is bullying? Several times on purpose.
STOP2 – what do we do? Start telling other people by using your helping hand. Pupils are taught to list the people on their helping hand that they can tell about something that they don't like.

If a child feels they are being bullied they should report this to a member of staff. If this staff member is not the child's class teacher or TA then they need to inform them so that they can then take any necessary action. Coddington is an inclusive school, some of our pupils may well have a special educational need, a disability or may well be non-English speakers. We realise that often these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. Higher attainers or gifted and talented pupils can also be affected by bullying. Staff treat this type of bullying as seriously, and in the same way, as any other type of bullying.

Children should be aware of their responsibilities as bystanders, as ignoring bullying is cowardly and unfair to the victim. If the child feels unable to get involved in the situation, they must tell an adult immediately.

Parents have an important part to play in our anti-bullying policy, if they suspect their child may be a victim of bullying behaviour, they must inform the school immediately; their complaint will be taken seriously and appropriate action will follow. Alternatively, if they know their child is involved in the actual bullying, they need to discuss the issues with their child and inform the school where the matter will be dealt with appropriately.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

The school will take the following steps:

- All bullying problems will be taken seriously.
- All incidents will be investigated thoroughly at the earliest opportunity.
- Bullies and victims are interviewed separately.
- Witness information will be gathered.
- Reassure the pupil that he/she was right to inform an adult.
- A written record of the incident, investigation and outcomes should be made on the bullies and victims individual Scholarpack record and referral made by a member of SLT. The head teacher must be informed and must sign or initial the referral on the Scholarpack entry to demonstrate that it has been read.
- Relevant staff will be informed.
- Where appropriate both sets of parents should be informed, and evidence shared.
- Structured conversations to address any problems that may arise, will be implemented when appropriate through an agreed action plan.
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Initial concerns raised by a parent/carer need to be discussed with the class teacher privately, without the child.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions.
- Initiating the EHAF may on some occasions be able to support the process
- Liaising with the wider community if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime.

Pupils who have been bullied will be supported by:
- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil(s)
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:
- discussing what happened
- discovering why the pupil became involved establishing the wrong doing and need to change and introducing appropriate support programmes where necessary
- informing parents/carers to help change the attitude of the pupil

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on our Scholarpack system. This is accessible by all staff to aid information sharing. Any safeguarding concerns must be shared with a member of our designated safeguarding team.

Termly reports will be made to the Governing body.

Hate Crime /incidents should be reported to the police.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular phase staff meetings.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Coddington School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in Jigsaw including Anti-bullying unit.
- Anti-Bullying week annually in November.
- Jigsaw our PSHE scheme
- Circle time
- Citizenship lessons drop down days and cross curriculum themes.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Pupil voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives

Reactive programmes for vulnerable groups or groups involved in bullying. For example: - Restorative Justice
- Counselling and/or Mediation schemes
- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers
- Parent groups
- Parent information events/information

Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
Hate Crime Policy	Bullying linked to hate crime.

E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Act Against Bullying   www.actagainstbullying.com
Advisory Centre for Education (ACE)   www.ace-ed.org.uk
Anti-bully   www.www.antibully.org.uk
Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Anti-bullying Network   www.antibullying.net
Bully Tree Zone   www.bullyfreezone.co.uk
Bullying Online   www.bullying.co.uk
Childline   www.childline.org.uk
Kidscape   www.kidscape.org.uk
Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
Stonewall – www.stonewall.org.uk
The lesbian, gay, bisexual and transgender charity
Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline. School's Out – www.schools-out.org.uk
Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre
NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk
ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety
Show Racism the Red Card – www.theredcard.org.uk