



ANTI-BULLYING POLICY

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Responsibility: Headteacher

Reviewed : Summer 2023

Next review Date: Summer 2024

Governor Committee: Community, Children and Safeguarding

"Safeguarding is everyone's responsibility"

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

Anti-Bullying Policy: This policy applies to Coombe Hill Infants' School including Coombe Connections Club.

Coombe Hill Infants' School is an inclusive community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.

Coombe Hill Infants' is committed to the principle of helping children and adults to achieve their potential. We place the happiness, welfare and safety of the children who attend our school as our highest priority.

Coombe Hill Infants' will endeavour to provide an environment that is safe and free from bullying. Bullying is not tolerated and staff at the school will act swiftly and firmly to deal with any situations which arise.

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.

This policy is written in conjunction with the Equalities Act 2010.

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 who will have general responsibility for handling the implementation of this policy.

The Anti –bullying coordinator in our school is: - Mrs Janet Berry

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: Becky Buckley

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.

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.
- It is repeated over a period of time
- Difficult to defend against.

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. 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 - hitting, kicking, pushing etc
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- 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'.

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; 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.

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.

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 online
- 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

We also hold regular parental workshops, to help you stay vigilant at home.

Reporting and responding to bullying

Our school has clear 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).

When dealing with suspected incidents of bullying, staff will...

1. Never ignore suspected bullying.
2. Not make premature assumptions.
3. listen carefully to all people and all sides of the story
4. Use a restorative approach that moves pupils forward and focuses on making things right.
5. Will follow up the issue to check bullying has not re-occurred.

6. Record information in detail outlining any incidents and conversations.

What a child being bullied should do...

1. Say "Please stop, I don't like it" - this is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour. If it does not stop, try not to retaliate.
2. Know that 'it's good to tell'
3. Walk towards a member of staff
4. Seek help - tell a teacher, your parents or a friend. Write your worries down in our worry box.

What parents/carers should do...

1. Keep calm
2. See the class teacher or Headteacher
3. Discuss the facts with the member of staff
4. Keep an open mind
5. Give the member of staff time to investigate
6. Discuss with the member of staff the findings and any follow up action
7. Agree a strategy for preventing a recurrence
8. Reinforce with your child that they must tell the appointed member of staff if anything reoccurs
9. If there is any further occurrence, contact school immediately

Procedures

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

- Where an allegation of bullying is reported to a member of staff this will always be reported to the Headteacher/Deputy Head teacher
- The Headteacher or DHT will interview all parties concerned to ascertain whether bullying has taken place.
- If bullying is deemed to have taken place then the Headteacher will speak to the perpetrator of this serious behaviour.
- Parents of both parties will be notified at this point.
- Actions/consequences will take place
- Both parties will be offered support.
- If the bullying continues the Headteacher will hold a meeting with the perpetrator parents explaining the seriousness of the actions and possible consequences. Support will be given throughout to the child/ children being bullied
- All disciplinary actions/ consequences are in accordance with the school's Relationship and Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable. This may include; time out of class, withdrawal of activities at

school, loss of playtime. Please see our relationship and behaviour policy for more information

- This may vary according to the type of bullying and may involve other agencies where appropriate
- At all times communication will be kept with parents/ carers
- School will use a range of follow up responses and support appropriate to the situation for all involved such as - emotion coaching, solution focused, restorative approach, PSHE, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- School will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

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 by the Headteacher/DHT.

Information stored in school will be used to ensure individual 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 staff meetings.

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

The policy will be reviewed and updated every three years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour

As part of our whole school approach, we enjoy

- PSHE Curriculum/Jigsaw
- Learning behaviours - promoting behaviours we want to see in school
- Weekly sticker assembly - celebrating positive behaviour seen around school.
- School Council - time to discuss concerns with the headteacher
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Prioritising and listening to pupil voice
- Peer mentoring schemes and/or Playground Buddying
- Special assemblies - NSPCC etc
- Playground "watch" list for children who find playtime difficult
- Quiet/ safe spaces around school - acorn room, sensory room, log cabin, reading hut etc

- Diversity, differences and respect for others is promoted as part of our rich curriculum.
- Opportunities to expand social groups with adult support; through sport and school performances
- Our school worry box is regularly promoted during assemblies, for those children who are finding it difficult to talk about their concerns.
- We are a rights respecting school and discuss this with the children regularly
- We are an attachment aware school and understand the importance of relationships. Understanding the “why” is important to help ensure bullying is stopped and does not continue.

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Nurture groups
- Emotion coaching approach
- Zones of Regulation
- Small group work
- Circle of friends
- Emotional Literacy Support (ELSA)

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

- Lego therapy
- Play therapy
- Access to translators from the local authority

Support for parents/carers

- Parent groups
- Parent information events/information - for example our internet safety workshops
- Meetings with members of the school leadership team

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

Relationship and Behaviour Policy	Rewards and actions, Codes of conduct
Safeguarding Policy	Child Protection
E-safety and Acceptable Use Policy	Cyberbullying and E-safety
Equalities Policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
PSHE/Citizenship Policy	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

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.

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