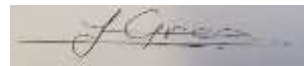




“Let your light shine” Matthew 5:16

Everyone is encouraged to shine by encompassing our values of respect, trust, honesty, thankfulness and resilience. Enabling us to grow, learn and achieve together.

Anti-Bullying Policy 2023

	Date	Signature
FGB:	6.12.23	

Responsibility of Full Governing Body

Next Review Date: October 2024

Vision Statement

The School's Christian Vision Statement "Let your light shine" is our central vision. Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and resilience. Enabling us to grow, learn and achieve together

Introduction and aims

At Cold harbour we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all children, staff and parents.

Bullying of any kind is unacceptable at our school. 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 about bullying is expected to tell the staff. "We all have the right to feel safe all the time and we can talk with someone about anything even if it's awful or small." (Protective Behaviour Safety Process Theme 1 and 2).

What is bullying?

Bullying takes place on more than one occasion and is persistent in its nature. It is the use of aggression with the intention of hurting another person/people and causes serious distress to the victim/s. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). One person or a group may be the perpetrator/s or victim/s. Bullying is an abuse of power, it can be planned or it may be unintentional. Isolated incidents are also taken very seriously and dealt with appropriately, but we recognise that there is a difference between these occasions and bullying.

Examples of bullying include, but are not limited to the following:

- Any physical contact or threat of it, such as hitting, pushing or spitting at others.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Using offensive names, teasing or spreading rumours about others or their families.
- Writing offensive notes about others, whether this is on paper or by electronic means (cyberbullying).
- Making comments about someone's religion, culture or social background.
- Hurtfully excluding others from a group.
- Making fun of someone's appearance.
- Forcing someone to do something they don't want to do.
- Sexual and sexist bullying (see further exploration of this below)

As a school we aim to create a structure within which we can identify people who bully and an ethos that protects individuals and helps children to learn new, positive behaviours. It is important to understand that everybody has the capacity to change their behaviour.

Cold Harbour C of E Primary School Procedure:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach to both the bully and the victim.

Procedures if bullying is suspected/reported...

- An appropriate adult (normally the class teacher, Learning mentor or a member of the Senior Leadership Team) will investigate using Restorative Practices and questions by;
 - Talking to the suspected victim, and any witnesses individually.
 - Identifying the bully and talking about what has happened, to discover why they became involved. Make it clear that bullying is not tolerated and must stop.
- In **all** cases of bullying the incidents will be recorded on CPOMS by the adult who has dealt with it, they will also inform the class teacher/s of the children involved. This will be labelled as a bullying incident.
- Parents of the victim/s and perpetrator/s will be informed and asked to support the school and given the option of a meeting to discuss the issues with their child.
- If necessary, the Community Police Support Officer will be consulted.
- Follow up with further discussions with individuals as and when appropriate.

Outcomes

- If the bully owns up then sanction procedures outlined in the Behaviour Policy will be followed. The person/s who bully may be asked to genuinely apologise and restorative practices will be followed. Opportunities will be given to help the bully/ies to change their behaviour, this will be dealt with by an appointed person designated by the Head Teacher, this in many cases will be the Learning Mentors.
- If bullying is occurring on the playground all of the children involved will be put on playground watch and **all** staff made aware. If it is happening in class then procedures will be put in place to ensure minimal opportunities are available for it to occur again and all relevant staff will be informed.
- If the incidents persist and are causing a health and safety issue then the Head Teacher will instigate suspension or exclusion procedures (see Behaviour Policy).
- If possible, the children will be reconciled.
- After the incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Strategies to reinforce our Policy on Anti-bullying:

- Our three primary rules: ready, respectful, safe, are a consistent reminder and promoted daily in class, assemblies and throughout the school day

- Anti-bullying weeks will be held each year to coincide with National Anti-Bullying week.
- Our PSHE progressive curriculum educates children about identification of and dealing with bullying
- Cyber safety units as part of our Computing Curriculum focus on cyberbullying
- Parents/carers will be made aware of the school's Anti-Bullying policy through direct information during preliminary visits and it will be made available via the school's website.
- School council will be promoting Anti-Bullying Week and anti-bullying practices throughout the school year.
- Pupils will be made aware of the school's policy, as appropriate for their level of understanding, through circle time, PSHE lessons, Anti-Bullying week and assemblies.
- Teaching staff will collect pupils after break times and lead pupils into the classroom, providing time to liaise with midday supervisors about playtime interactions or possible bullying.

Means of preventing bullying:

- A record is kept on CPOMS of any incidents that happen in school time which can help us to spot patterns of behaviour that may indicate bullying. This includes yellow and red behaviours so that a chronology of incidences can be analysed if there is a suspect of bullying.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations, including situations of cyberbullying.
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature.
- Using circle time to promote positive ethos and to deal with problems before they escalate.
- The whole school reward system and behaviour and relationships policy.
- Adult role models demonstrating appropriate responses to a wide range of scenarios.
- Children have a clear understanding of their rights & responsibilities.
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating using restorative practices.

Sexual and Sexist Bullying

The Anti Bullying Alliances defines sexual and sexist bullying as any bullying behaviour with a sexual element. This behaviour can be between children and young people of any age, gender, and/or sexual orientation, and between children and adults. Research suggests that sexual bullying has a disproportionate impact on girls. While significant numbers of boys are also targets of sexual bullying, this often has a homophobic element, suggesting this behaviour is driven by sexism and homophobia within society with peer enforcement of perceived gender norms. For this reason, it is

vital that we take a strong approach against all forms of sexism, sexist stereotypes and homophobia as the foundation stone on which to build a response to sexual bullying.

Disabled children and those with SEN can be particularly vulnerable to all forms of abuse, including sexual abuse, and that they are disproportionately vulnerable to experiencing bullying – with devastating consequences. A report for the NSPCC shares that a significant proportion of children with harmful sexual behaviour also have a learning disability. We must educate and support children with appropriate sexual behaviour – and must make sure this includes children with SEND. There may be a misconception that children with SEND are not interested in sex, or that it would be somehow inappropriate to discuss sexual matters with them – however, this only serves to leave children vulnerable to bullying and abuse.

The type of behaviour within a school environment that could constitute sexual bullying, or could contribute to an environment where sexual bullying is more likely to occur includes:

- Sexual comments, taunts, and threats; ‘banter’ of a sexual or sexist nature; sexualised and sexist language
- Non-consensual physical contact (this can include hugging and kissing); interfering with clothing
- Upskirting
- Distributing sexual material (including pornography); sending photos or videos of a sexual nature
- Making phone calls or sending texts, messages, or films of a sexual nature; inciting others to share sexual imagery
- ‘Games’ with a sexual element (e.g. taking clothes off, kissing, or touching games)
- Pressure to spend time alone or apart from others with another person, or people (e.g. behind school buildings in the toilets or changing rooms, in the field)
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school
- Spreading rumours about another person’s alleged sexual activity
- Sexism in all its forms; pressure to conform to particular gender ‘norms’ (e.g. pressure on boys to have multiple partners, or pressure on boys and girls to be heterosexual)

At Cold Harbour, we follow the Anti-Bullying Alliance’s 10 principles of prevention:

-We talk about sexual bullying and harm – challenging behaviour that some young children may think of as ‘normal’.

- We train staff to challenge sexual racism and sexist comments (we challenge publically as to educate others).
- We teach consent through our updated PSHE curriculum which includes educating children with protective behaviours.
- We do not allow sexual name-calling or comments.
- We discuss online behaviour and teach e-safety.
- We are approachable and encourage children to know and articulate who they can talk to in times of need
- We are alert and maintain a “it could happen here” approach
- We communicate with parents and carers

Procedures for managing a report of sexual or sexist bullying:

We follow guidance provided by the Anti Bullying Alliance in our response to reports of sexual or sexist bullying:



- We listen and take complaints seriously.
- We record and note as soon as the incident has been disclosed, first speaking with a DSL on site and recording the incident on to our CPOMS system. There is a tab for sexual harassment/violence under our ‘cause for concern’ heading and/or a tab for sexual related bullying or homophobic bullying under our ‘Bullying/friendship related issue’ heading.
- We sanction as appropriate, taking every opportunity to educate. We would refer to our Behaviour and Relationships Policy.

- We know that confidentiality is vital and share information on a need to know basis only.
- We are aware that incidents can occur outside of the school environment e.g. online, on the journey to and from school and/or on school trips. We will continue to manage incidents of bullying highlighted in this way.

The role of governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of the school's anti-bullying policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Assistant Head Teachers and then the Head Teacher. If they are still concerned, they should contact the Chair of Governors via the school office.

The role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The role of all staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
 - All adults to deal with situations quickly by using Restorative Practice methods to prevent situations escalating.
 - All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.

- All adults to log any incidents of behaviour on CPOMS under the appropriate tab.

This enables us to analyse any patterns of behaviour and identify bullying.

- Teachers are responsible for the recording of all incidents of bullying that happen in their class and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher. This is recorded on CPOMS.
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately, in accordance with the behaviour policy, including counselling and support for both the victim and perpetrator of the bullying where necessary.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, or feel ill regularly.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc. If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse! Tell your child that it is not their fault that they are being bullied. Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, to not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. If a parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure which is available on the website or via the school office.

The role of children

What do you do if you are being bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!". Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously

What do you do if You Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy. This policy is the governors' responsibility, and they review its effectiveness annually. They do this by reviewing data collected on bullying and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Further policies/reading to support this policy

- Behaviour and Relationships Policy
- Child Protection Policy

- Keeping children safe in education: Statutory guidance for all schools and colleges in England. Includes advice for professionals in the education sector on how best to respond to harmful sexual behaviour. <https://www.gov.uk/government/publications/keepingchildren-safe-in-education--2>
- Tackling and preventing bullying guidance: Guidance for schools on preventing and responding to bullying. <https://www.gov.uk/government/publications/preventing-andtackling-bullying>
- Sexual violence and sexual harassment between children in schools and colleges: Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children. <https://www.gov.uk/government/publications/sexualviolence-and-sexual-harassment-between-children-in-schools-and-colleges>

Appendix 1 – Advice to all (staff, parents and pupils) on Bullying Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- ☐ Displays of excessive anxiety, becoming withdrawn or unusually quiet
- ☐ Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others Books, bags and other belongings suddenly go missing or are damaged
- ☐ Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- ☐ Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- ☐ Frequent absence, erratic attendance, late arrival to class
- ☐ Choosing the company of adults
- ☐ Displaying repressed body language and poor eye contact
- ☐ Difficulty in sleeping, experiencing nightmares etc.
- ☐ Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact the school when they have concerns.

Appendix 2 – Advice to Staff on bullying

Staff must make a strong stand against bullying. They should;

- Not allow it anywhere
- ☐ Support children who are being bullied
- ☐ Help the bullies to change their behaviour
- ☐ Tell children to 'tell' and back them up
- ☐ Take bullying seriously and find out the facts when told about an incident of bullying
- ☐ Ensure that children, parents and teachers take responsibility for any bullying that goes on
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together
- Use peer pressure against bullying behaviour.

What to do when confronted with a report of bullying?

Listen carefully and record all incidents

- ☐ Question, but do not ask leading questions
- ☐ Meet the bully and the bullied separately
- ☐ Offer the victim immediate support and help by explaining and putting the school's procedures into action. Consider the need for medical treatment/examination/counselling.

Cold Harbour School is committed to reinforcing the messages below in PSHE, assemblies and nurture sessions. When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying

Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem. Do not tolerate bullies in the same social group.

To counter cyber bullying, students must be made aware that:

- They must never share their password with anyone
- ☐ They must not send pictures of others electronically
- ☐ No student is allowed to take pictures or video on their phone of another pupil or member of staff, whether on school premises or not. In PSHE sessions and through tutoring students are encouraged to develop
- Acceptance, Patience, Respect for others, themselves, their learning.
- ☐ Trust
- ☐ Empathy
- ☐ Co-operation
- ☐ Understanding

Appendix 3 – Advice to pupils on bullying SOME THINGS PUPILS SHOULD DO IF THEY ARE BEING BULLIED:

- Tell an adult you trust
- ☐ Tell yourself that you don't deserve to be bullied
- ☐ Get your friends together and say no to the bully
- ☐ Stay with groups of people, even if they are not your friends. There is safety in numbers
- ☐ Try to ignore the bullying
- ☐ Try not to show you are upset, which is difficult
- ☐ If possible, avoid being alone in a place where bullying happens
- ☐ Try being assertive - shout 'NO' loudly
- ☐ Walk quickly and confidently even if you don't feel that way inside
- ☐ If you are in danger, get away. Do not fight to keep possession
- ☐ Fighting back may make it worse
- ☐ If you are different in some way, be proud of it. It is good to be an individual
- ☐ During PSHE pupils are encouraged to develop Acceptance ☐ Patience ☐ Respect for others, themselves, their learning ☐ Trust ☐ Empathy ☐ Co-operation ☐ Understanding
- ☐ If any pupil has a concern over bullying, whether it is happening to them or they have witnessed something that makes them feel uncomfortable, they can speak to their class teacher, Assistant head teachers or the Learning Mentor.