



Congerstone Primary School

Anti-Bullying Policy

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Signed – Chair of Governors			
Signed – Headteacher			
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Anti-bullying Policy

Congerstone Primary School states that **bullying behaviour** in whatever form will not be tolerated.

We aim to:

- Create a caring, happy, listening environment where everybody will respect each other and accept differences.
- Encourage all who come to our school to feel good about themselves.
- Ensure that everyone is treated fairly, regardless of personal traits or characteristics.

We are all mutually responsible for the well-being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying behaviour is to bring it out in the open.

Everyone has the right to come to school without the fear of being bullied.

Bullying or inappropriate behaviour?

It is important that all children, staff, parents and governors have a clear understanding of the difference. Instances of inappropriate behaviour will be dealt with according to our agreed Behaviour and Discipline Policy. The Anti-bullying Alliance defines bullying as '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 online'.

Definition of bullying

DfE guidance defines bullying as actions that are *meant to be hurtful* and which happen on a *regular* basis. Bullying can be verbal, physical, cyber or psychological.

Our school's definition of Bullying:

Bullying can be defined as an abuse of power by one or more people through *repeated hurtful or aggressive behaviour with the intention* to cause emotional or physical harm to a person. With the pupils we use the simple definition that bullying is deliberate, repetitive hurtful behaviour that occurs **several times on purpose**:

Several
Times
On
Purpose

It is important to note that at Congerstone, pupils are taught that fallouts, disagreements and misunderstandings are **not** examples of bullying.

The Equality Act 2010 makes sure that people are protected from discrimination in relation to nine protected characteristics (Age, Disability, Gender Reassignment, Marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation). In line with our public sector equalities duties we will not tolerate prejudice and discrimination in our school, along with all other forms of bullying.

In schools children can be vulnerable to bullying on the pretext of:

Racial, religion or belief - is where the motivation for bullying is based on the targets skin colour, culture, nationality, or faith.

Disability - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments, and mental health conditions.

Sexual orientation – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

Gender reassignment – relates to transphobic bullying. It is based on prejudice or negative attitudes, views, or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

Sex – relates to sexual bullying and can relate to the target's gender or body, this can have a sexual and/or sexist element.

Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.

Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

Types of bullying

Types of bullying	
Physical	Pushing, kicking, hitting, punching or any use of violence.
Verbal	Threatening, name-calling, sarcasm, spreading rumours, teasing.
Emotional	Ignoring or excluding from groups, tormenting (i.e. hiding books, threatening gestures), being unfriendly.
Cyber Bullying	Mobile, Internet and Wireless technologies used to taunt or abuse others. (See Appendix A)

Expectations of children

Children are aware that bullying has many different forms. At Congerstone we strive to educate children on all forms of bullying and make it clear that bullying isn't tolerated. Children are encouraged to talk and be open about their playground or classroom experiences in order to solve problems at source. If in doubt children are always encouraged to speak to an adult. This ensures issues can be dealt with appropriately as quickly as possible and prevents situations from escalating

Expectations of staff members

Staff are aware bullying can affect people at every level of the institution and from all backgrounds. It involves a misuse of power, and is usually, but not always, perpetrated by managers against staff over whom they have power. It may particularly affect women, disabled, ethnic minority and LGBT staff, and can be a form of discrimination. Bullying and harassment are a major danger to staff health. When bullying and harassment occur they not only affect the complainant but have a knock-on effect for the work area or institution in which they are occurring. As a result, at Congerstone we promote a positive working atmosphere and encourage openness and cooperation.

What to do if you are a target of bullying

DO NOT SUFFER IN SILENCE. YOUR SILENCE IS THEIR GREATEST PROTECTION

S tart
T elling
O ther
P eople

Tell someone you can trust – Parent, grandparent, teacher, teaching assistant, friend, brother, sister.

Try not to show the bully you are upset.

Be assertive without being aggressive. (Practise this).

If you are worried about telling someone that you feel you are being bullied, or any other concern you have, let your teacher or teaching assistant know, or tell your class representative on the School Council or a friend.

Helping Hand – 5 people to tell:

Our friend
Our teacher
Adults at school
Adults we know
Parents or Carer

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. The perpetrator will be talked to. An attempt will be made to help the perpetrator/s to change their behaviour. Incidents will be dealt with in line with the behaviour and discipline policy and recorded in a behaviour log. Parents of the victims and perpetrators of bullying will be told and will be asked to come into a meeting to discuss the problems. If necessary and appropriate, police will be consulted.

What to do if you suspect a child or adult of being a target of bullying

Congerstone advises you to:

- Tell an adult – parent/member of staff, remember: **silence is the perpetrator's greatest protection**. You are not telling tales. In the case of a member of staff/adult being bullied, inform Headteacher, line manager or governor immediately.
- If possible, take action. Show your disapproval. Take responsibility – be a good friend/colleague.
- Don't stand by – All people who witness bullying have a responsibility to inform a responsible person. Bystanders will be interpreted as indirect support for the perpetrator.

A child may indicate by signs or behaviour that he or she is a target of bullying.

The child may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Be feigning an illness
- Be unwilling to go into school/classroom (clings to you)
- Begin doing poorly in their school work
- Come home regularly with clothes or books damaged or spoilt
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares and even call out 'leave me alone'
- Have unexplained bruises and/or scratches
- Have their possessions go 'missing'
- Ask for money or begin stealing money
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above
- Change their online communication habits

What to do if you suspect your child of being a target of bullying

If you think that your child is a target of bullying, reassure them of your support and contact your child's class teacher or the head teacher straightaway by phone, note or in person.

If your child will talk to you about the bullying write the information down and try to include details such as the name of the perpetrator, any witnesses, and the time, place and date of each and every incident and pass this on to your child's teacher or the head teacher. School will then be able to gain a clearer picture by talking to everyone involved as soon as possible after the incident.

Don't encourage your child to hit back, as he/she may lay themselves open to counter accusations if they do.

Boost your child's morale. Help him or her to realise that it is not he or she but the perpetrator who needs to change their behaviour.

Inform the Class Teacher of any circumstances at home that may affect your child's behaviour.

What to do if you suspect your child to be the perpetrator of bullying.

It can be difficult for any parent to accept or acknowledge that their child may be bullying other children.

1. Remain calm. Talk things over; try to understand what is influencing the behaviour. He/she, like the target, needs help and support.
2. Share your concern with the school and **ASK FOR HELP**.
3. Help your child to accept responsibility for his/her actions.
4. Be aware of the signs of repeat behaviour in the future.

What all staff are doing at school to prevent bullying behaviour from occurring?

- The staff show that everyone is equal by word and example, this involves making sure all sides of the story are listened to and fair sanctions are distributed.
- Staff are updated regularly in briefings and appropriate training is cascaded to staff by the Anti-bullying coordinator.
- Bullying is an open subject; it is discussed at assemblies and in class. Children are encouraged to discuss any problems, issues and concerns openly and, wherever possible as soon as possible so that solutions are found.
- Children are encouraged to accept responsibility for their actions. Children are told that hurting people, whether physically or emotionally, is wrong.
- The school has an established School Council with representatives from each year group, they meet regularly to discuss a variety of school issues including finding pro-active solutions to bullying.
- All complaints are investigated and if recurring themes are identified parents of targets and perpetrators are contacted immediately to officially record the incident and meeting. Sometimes it may be possible to arrange a meeting with both sets of parents to discuss the issues.
- Draw up an action plan to support the children – this could be in the form of a behaviour plan.
- Children are taught strategies of how to deal with relationships and emotions through their work in PSHE (Personal, Social, Health & Education) lessons. Every effort is being made to develop a positive attitude, confidence and self esteem in all children whereby tolerance of others and respect for individual differences are seen as being of paramount importance in relationships with others.
- Annual Anti-bullying week explores issues based on the National focus. Openness and honesty about fears and feelings are encouraged through writing stories, games, discussions and role play.

- Emphasis is placed on caring and kindness to counteract bullying behaviour. Language such as 'Why have you chosen to ...?' is used to encourage the child/children to think through their actions.
- Each child is encouraged to recognise his/her own self-worth through play, writing and discussion (e.g. circle time).
- 'Huff and Puff' (play leaders) supporting children at playtimes, encouraging fair play, engagement in play, etc.

Recording of Incidents

All staff are responsible for recording any incidents of bullying. If a child is the target of bullying, the incident is recorded on CPOMs. In the case of an adult being bullied then the incident is reported immediately to the Headteacher who keeps staff records. The head teacher has overall responsibility to ensure incidents of bullying are recorded. Information on recorded incidents is made available to the school governors on an annual basis. If the incident involves the Headteacher then the incident should be reported to the Chair of Governors immediately.

Procedures for teachers

1. Record all reported incidents on CPOMs.
2. Ensure the behaviour and discipline policy is followed
3. Talk to the children involved.
4. All serious incidents, e.g. fighting etc., will be dealt with by the SMT immediately.
5. CPOMs alerts the head teacher, who will follow up as appropriate with the child, parents or if necessary and appropriate the police.

Procedures for Lunchtime Supervisors

Lunchtime Supervisors should be very vigilant;

1. They should record and discuss record possible bullying situations/ issues with the children and class teacher. This ensures any re-occurring incidents can be monitored and investigated.
2. Records are regularly monitored and reported to class teachers and head teacher

Procedures for reported incidents before or after school hours

The school is proactive in respect of unacceptable conduct, which occurs outside the school or on the way to and from school that is connected to the school. Issues involving texting, emailing and social networking sites are also dealt with in the same way.

1. Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and from school under close supervision.
2. In incidents which involve other individuals, other head teachers may be contacted or the police if deemed necessary.

Monitoring and Review

The Headteacher has overall responsibility for the process of monitoring and recording incidents of bullying. CPOMs can be used to regularly analyse patterns of people, places or groups and the policy itself is to be reviewed every three years. Taking into consideration parental/carers, pupil and governor feedback, a report of the effectiveness of the procedures is sent to the school governors on an annual basis.

Links to other policies

Behaviour and Discipline Policy
 Online Safety Policy
 Teaching and Learning Policy,
 PSHE Policy
 Photography Policy
 Social Media Policy

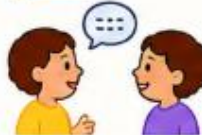
★ Congerstone Anti Bullying Code ★

Please remember Congerstone Primary School is a listening school.

Bullying is...

- S** several 
- T** times 
- O** on 
- P** purpose 

To make it...

- S** start 
- T** telling 
- O** other 
- P** people 

♥ Come and tell us if there is a problem.

When someone is hurting or
annoying me I will:



1. Look at them.



2. Put my hand up in a 'stop'
sign.



3. Say to the person,
"Stop it, I don't like it."



4. If it doesn't work I will
get help from a
teacher.

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Children are familiar with both these posters through the School Council and they are positioned around school.

APPENDIX A

TACKLING ONLINE/CYBER BULLYING

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide; but their popularity provides increasing opportunities for misuse through 'online/cyber bullying'. School staff, young people and parents have to be constantly vigilant and work together to prevent this form of bullying and tackle it whenever it occurs.

What is cyber bullying?

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies the following categories:

- Text message bullying
- Picture/video clip bullying
- Phone call bullying
- Email bullying
- Bullying through instant messaging
- Bullying via websites

Who is most vulnerable?

Because of the anonymity that communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyber bullying. A person showing bullying behaviour can reach much larger numbers within a peer group than they can with conventional bullying and they feel more removed from the act.

School Policy

We have a Code of Practice, which promotes online safety; this is agreed and signed by all parents/carers.

Pupils at Congerstone Primary School are not encouraged to bring into school or take a mobile phone with them on a school trip. Any mobiles brought into school should be left in the school office.

As part of the Computing curriculum pupils are taught about online safety and the risks of communication technologies, the consequences of their misuse and how to use them safely.

All e-communications used on the school site or as part of school activities off-site are monitored.

Pupils are strongly advised not to

- give out personal contact details online or post photographs of themselves on sites.
- respond to abusive emails, text messages or phone calls and should always tell an adult.

Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside the school.

We will work with other outside agencies to manage cyber bullying.

We will take action if a pupil is being cyber bullied or is bullying someone else.

We advise our pupils to refrain from using all social media sites and to respect PEGI age gradings and urge parents to insist their children follow this advice.

Advice for Parents (websites)

www.beyondbullying.com

www.anti-bullyingalliance.org.uk

www.nationalonlinesafety.com