

Colehill First School is a Rights Respecting School. As such it is committed to upholding children's rights and promoting their responsibilities under the UN Convention for the Rights of the Child (UNCRC). The contents of this policy are fully in keeping with this commitment.

STATEMENT OF INTENT

All forms of bullying are unacceptable at Colehill First School.

All incidents are taken seriously and acted upon in accordance with the school's policy and procedures.

All adults and children will have a part to play in making the policy work [and reviewing how well it is working](#).

N.B. This policy not only covers bullying which takes place within school hours, but also bullying which takes place before / after school, e.g. on journeys to / from school, and remote bullying i.e. involving electronic communications: text messages, email and social networking sites.

[This policy takes into account Dorset LA Inclusion Services Guidance 'Everyone Is Different' published May 2012.](#)

AIMS AND OBJECTIVES

Staff at Colehill First School recognise that in any school environment there will be the potential for incidents of bullying.

Through vigilance, a positive school behaviour policy and appropriate SEAL/PSHCE, we will:

1. [Pro-actively take all reasonable steps to ensure that incidents are kept to a minimum.](#)
2. Attend to any incidents as soon as they are reported or observed.
3. Always listen to and investigate children's and adults concerns.
4. Recognise that bullies and victims are both in need of support and understanding.

DEFINITIONS

Bullying may hurt, threaten or frighten someone.

It may be a) persistent

b) repeated over time

c) intentional

d) planned

Bullying may take the form of

Physical abuse: i.e. - hitting

- kicking

- hair pulling
- or other ways of hurting the body
- Verbal abuse: i.e.*
 - name calling
 - targeted taunts and insults that may reflect on the individual or their wider family, or on a minority group within school
 - teasing or threats that hurt you inside and make you afraid
 - people picking on you and making you feel like a joke has gone too far

Other threatening behaviour: i.e.

- threatening looks
- interference with property
- note passing
- inciting others to support the bully in an active or passive way
- behaviour intended to manipulate others
- behaviour intended to make the individual feel powerless to stop or report the bullying

Electronic or Cyber Bullying: i.e.

- unwanted text, e-mail or instant messages
- messages posted on social networking sites, in chat rooms and on blogs (see e-safety policy).

A bully is a person who makes life distressing for others by deliberately and persistently picking on them for no apparent reason.

A victim is a person who is harmed by the deliberate behaviour of others and who is unable to prevent or stop the harmful behaviour.

OBJECTIVE 1

KEEP INCIDENTS TO A MINIMUM

Procedure

As part of its ongoing strategy to minimise the risk of bullying, the school will:

- clearly communicate an ethos of good behaviour which is underpinned by mutual respect (see 'school aims and values')
- celebrate success regularly for all learners at the school
- through its values, promote equality and diversity in line with the requirements of the Equality Act 2010
- through the PSHCE/SEAL curriculum, raise children's awareness of the fact that differences between groups of people in school and wider society can lead to prejudice, which is not acceptable
- make it easy to report bullying by ensuring all staff are approachable and friendly, so that concerns can be shared at an early stage
- create inclusive environments for learning and for play
- teach children playground games and encourage children to use and develop them

- provide peer support through use of the buddy bench
- reinforce with the children the rules within playground and school charters
- act pro-actively by gathering and sharing information about pupils, and issues between pupils, which might provoke bullying.
- work with the wider community, including our neighbouring and feeder schools, Dorset Police and Children's Services, to address wider issues including those across a number of settings
- provide effective ongoing CPD (training) for staff, and make use of specific organisations for help with particular problems
- promote Child Line by displaying posters around school

OBJECTIVE 2

ATTEND TO ANY INCIDENTS AS SOON AS THEY ARE OBSERVED OR REPORTED

Procedure

- all staff, both teaching and support staff will pay full attention to children's concerns
- all incidents will be logged in safeguarding folders in line with school procedure, and acted upon without delay
- all serious concerns should be reported to the headteacher without delay so that a full log of all related incidents can be kept
- under the Children's Act 1989, a bullying incident can be addressed as a child protection concern whenever there is cause to suspect that a child is suffering, or is likely to suffer, significant harm. As Designated Senior Person for Child Protection, the headteacher can take such concerns forward
- parents will be contacted at an early stage in the process unless they themselves already have a complete understanding through their reporting of the incident/s

OBJECTIVE 3

ALWAYS LISTEN TO AND INVESTIGATE CHILDREN'S AND ADULTS CONCERNS

Procedure

The staff member investigating will:

- talk to the victim and clarify what happened and who else was involved
- then talk with all those involved in the incident, either as participants or bystanders
- clarify the general problem with the individual or group, identifying whether it is a bullying issue, and ensuring that this is known to and understood by all concerned, using the child-friendly leaflet to support with this process
- require the individual or group responsible to suggest ways of solving the problem and put into place a clear plan of action, which may include a daily listening / monitoring system for the victim/s
- meet the child/ren at a pre-arranged time soon afterwards to monitor how the action plan is going

- notify all participants and concerned parties, including parents, of the outcome
- if appropriate, implement sanctions proportionate to the bullying that has occurred, [in line with the school's behaviour policy](#)

OBJECTIVE 4

RECOGNISE THAT ALL PARTIES HAVE THE RIGHT TO SUPPORT AND UNDERSTANDING

Procedure – Victims

- [emotional literacy support, to build self-esteem and confidence, where appropriate involving other children without identifying the child as a victim](#)
- work with parents whenever the need arises, [providing support and setting up home-school joint strategies](#)
- build the child's social skills and develop appropriate friendships / peer relationships
- build in assertiveness training through circle time / circle of friends
- ensure that the child knows that they can talk to any adult about ongoing concerns, and that adults will listen, take them seriously, and report concerns accordingly

Procedures – Bullies

- raise awareness of what bullying is, and ensure they know that it is unacceptable and not tolerated at Colehill First School [or in the wider world](#)
- [emotional literacy support to build self-esteem and confidence, where appropriate involving other children](#)
- work with parents to explore any related issues around the bullying behaviour, providing support for the family if appropriate
- build the child's social skills, and develop their empathy and friendships
- [if appropriate, involve the bully in a structured programme to modify their behaviour with input from outside agencies as necessary](#)

Action Plan for Procedures for Objective 4

RAISE AWARENESS, SELF-ESTEEM AND CONFIDENCE

- a) as part of circle time, discuss how people are different from each other in an open and non-judgemental way, so that children understand that diversity is normal and good, and that all humans are of equal worth: [diversity is a core school value](#)
- b) use role play / drama to explore how language can be used to build or remove barriers and to help children understand the feelings of the victim and the bully in conflict situations
- c) positive use of praise including stickers and certificates for children positively reflecting our school values (e.g. rights respecting champions).

WORK WITH PARENTS ON HOME/SCHOOL LINKS

Staff will be sensitive to the feelings of the parents of both the victim and the bully and will respect confidentiality.

- a) home / school contact books may be used to facilitate regular communication
- b) the school will support parents and will positively encourage their involvement
- c) regular meetings may be held with parents to discuss progress so that the child understands that we are all supporting each other
- d) with agreement from parents, the school will contact and involve other agencies (e.g. through the CAF process if appropriate) and/or advise parents on other agencies to contact for support

RAISE THE CHILD'S SOCIAL SKILLS

- a) through circle time
- b) all staff to encourage
 - awareness and appreciation of others
 - good manners and respect for adults and for each other
 - self-control / self discipline
 - responsibility for the school and its environment
 - socially acceptable behaviour in school
 - truthfulness and honesty
- c) the staff will remind children that all pupils are expected to behave in a responsible manner both to themselves and to others, showing respect for people and property at all times.

DEVELOP THEIR FRIENDSHIPS

- a) teach and encourage children to play appropriate games
- b) allocate specific friends – if appropriate or necessary
- c) through circle time or by establishing a smaller 'circle of friends'

FOR THE VICTIM: TO BE INVOLVED IN ASSERTIVENESS TRAINING

- a) through class drama and role play
- b) if necessary or appropriate to work with the child on an individual basis to encourage and develop the skills learned.

FOR THE BULLY/IES: TO BE INVOLVED IN A PROGRAMME OF BEHAVIOURAL IMPROVEMENT

- a) an appropriate programme to be developed for each child requiring this on an individual basis with the child, parent, class teacher, SENCo and Headteacher
- b) this will be recorded and carefully monitored until the behaviour of the child has improved over a designated period of time

OBJECTIVE 5

[CONSULT PUPILS AND OTHER STAKEHOLDERS IN THE DEVELOPMENT / REVIEW OF THIS POLICY](#)

- a) The school council will create and review a child-friendly leaflet explaining what bullying is and what children can do about it. This will be reviewed annually and shared with parents, with opportunity for feedback to be given.
- b) as part of the School Council Annual Questionnaire children will be asked if they feel safe in school and if there are adults around them to whom they feel confident reporting any worries or concerns they might have.
- c) This policy is made available in its entirety on the school website, with opportunity for parents and other stakeholders to provide feedback about it via email.

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Signed:

Position: Local Governing Body Chairperson

Date of review: 6th June 2017

Date for next review: Spring Term 2019

Appendix 1

Anti-Bullying Resources and Sources of Further Information

1. DfE resources

DfE Behaviour and Discipline in Schools Guidance:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/fo076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

2. Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

3. Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

4. Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

5. LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

6. SEN/D

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

7. Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/foo76882/ensuring-good-behaviour-in-schools>
- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying
<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)
- iv. Ofsted. Children on bullying A report by the Children’s Rights Director for England
<http://www.ofsted.gov.uk/resources/children-bullying>
- v. Children on Bullying – A Report by the Children’s Rights Director of England OfSTED 2008
www.ofsted.gov.uk/resources/children-bullying
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.
www.homeoffice.gov.uk/equalities/equality-act
- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594
- viii. Commissioned Survey of pupils’ experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys
- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society <http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf>

