



**Colgate Primary
School
Anti-bullying
Policy 2023**

OUR VISION: *Working together to be our best*

Approved by:	Colgate Full Governing Board	Date: December 2023
Last reviewed on:	December 2021	
Next review due by:	December 2025	

This policy is based on DfE guidance, "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1) Objectives of this Policy:

This policy outlines what Colgate Primary School will do to prevent and tackle bullying. Colgate Primary School is determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and to ensure a safe and secure environment is sustained for all pupils.

2) The aims of this policy are:

- To make prevention and tackling of bullying a high priority within Colgate Primary School
- To promote school ethos values which reject bullying behaviour and promote cooperative behaviour.
- To use the curriculum to raise awareness of bullying issues.

- To embrace the annual National Anti-Bullying Awareness week
- To create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

3) Definition of bullying

Bullying is, “behaviour by an individual adult or child, or group, repeated over time, that intentionally hurts another individual adult or child, or group, either physically or emotionally.” (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Bullying is not falling out with a friend, not liking someone or isolated acts of aggression or bad behaviour.

Colgate Primary School recognises that pupils with special and/or additional needs may exhibit behaviours which are challenging or perceived as unkind, either physically or emotionally. These incidents will be taken equally seriously and addressed through support and interventions in line with the child’s additional needs, to change the behaviours. This may involve working with outside agencies and/or external consultants over an extended period (depending on the needs of the child).

4) Our school community

- Discusses, monitors, and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships which prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

5) Forms of bullying covered by this Policy.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture.
- Bullying related to SEND (Special Educational Needs or Disability).

- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual, and transphobic bullying.
- Bullying via technology – “cyberbullying”

6) Preventing, identifying and responding to bullying

The school community will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the School Council.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable pupils.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

7) Involvement of pupils

We will:

- Ensure that all pupils know how to express worries and anxieties about bullying and encourage them to tell someone they trust if they think they are being bullied.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

8) Liaison with parents and carers

We will:

- Make sure that key information about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.

- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

9) Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded using CPOMS (Child Protection Online Monitoring System which all staff have access to) and the head teacher and/or designated lead will be alerted
- The head teacher/ designated lead will interview all concerned and will record the incident on CPOMS
- Class Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to investigate the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the school's Relationships for learning policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice, such as the Learning Mentor
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider

- Sanctioning in line with school's Relationship for Learning Policy. This may include official warnings, internal exclusions, fixed term suspensions and permanent suspensions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the school's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

10) Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems.
- identifying and interviewing possible witnesses.
- contacting the service provider and the police, if necessary.

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

- reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.

– requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply.
- providing advice on blocking or removing people from contact lists.
- helping those involved to think carefully about what private information they may have in the public domain.

11) Links with other school policies and practices

This Policy links with several other school policies, practices and action plans including:

- Relationships for Learning Policy
- Complaints Policy
- Safeguarding and child protection policies
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Confidential reporting policy
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

12) Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These include:

- The Education Act 2002
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 • The Children Act 1989
- Protection from Harassment Act 1997 • The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

13) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy

- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named member of staff with lead responsibility for this policy is Rebecca Winn.

14) Monitoring & review, policy into practice

Governors will receive regular updates from the Headteacher through the Headteacher's report to governors each term. The Chair of Governors will be informed of any serious incidents of bullying.

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

This policy will be reviewed every 2 years.

HEAD TEACHER: R.Winn

CHAIR GOVERNING BODY: Miss A. Calvert

DATE: December 2023

REVIEW DATE: December 2025