



Anti-Bullying Policy

Collingwood School

Policy Statement

Collingwood is committed to safeguarding and promoting the welfare of children and young people, along with their protection and expects all staff and volunteers to share this commitment. The Governors ensure that bullying at school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

This policy refers to the whole school, including the EYFS, and should be read in conjunction with our Safeguarding Policy.

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via pupil on pupil (peer on peer) abuse e.g. bullying (including cyber bullying), gender based violence (gender based i.e. girls being sexually touched/assaulted or boys being subject to initiation type violence), sexual assaults, 'upskirting' photos and sexting. Staff should be aware that abuse should never be tolerated or passed off as banter or part of growing up and will be dealt with accordingly. Full details of these behaviours can be found in our Safeguarding Policy and 'Keeping Children Safe in Education' (Sept 2019), which all staff and volunteers have read and received training on.

The school will endeavour to minimise the risk of peer on peer abuse by educating the children through PSHE lessons, themed weeks i.e. anti-bullying and assemblies. If peer on peer abuse occurs initially the class teacher will speak with the children involved and provide on-going support. At the weekly staff meeting, the staff will be informed and help to closely monitor the situation.

Depending on the nature of the abuse parents/outside agencies and the police will be informed and follow-up action will be put in place for the safety and wellbeing of the victims.

1. Aims and objectives

- To ensure staff and pupils are aware that bullying behaviour can be of a racial, religious, cultural, sexual, homophobic, cyber or of disability linked nature.
- To prevent bullying through the consistent application of a school policy to which all staff are committed.
- To ensure parents have a role to inform the school if they are aware of any bullying issues inside or outside of the school environment involving our pupils.
- To ensure regular reviews of this policy at Staff Meetings and any associated training needs identified.
- To understand that some types of abuse (i.e. sexual) by one or more pupils against another pupil, where there is reasonable cause to suspect a child is suffering or likely to suffer significant



harm, will be reported to Children's Social Care. It is understood that it is for the LADO to investigate, not the school. In the event of a disclosure about pupil on pupil abuse all children involved will be treated as being at risk and appropriate measures and risk assessments will be put in place.

- To understand behaviour that is recognised by both teachers and pupils as bullying.
- To promote behaviour that gives everyone at Collingwood the right to feel safe at all times and to provide an environment which is happy and secure.
- To ensure that everyone at Collingwood is aware that bullying is a serious offence, which is unacceptable, and that it will not be tolerated by any member of the school community.
- To provide teachers and pupils with strategies for dealing with all aspects of bullying and the prevention of bullying, whether they occur in their own class or at any other time.

2. What is Bullying?

- Bullying is behaviour that deliberately intends to harm others by physical, verbal, emotional or psychological means.
- Any behaviour, which uses the illegitimate use of power over another, is bullying behaviour.
- Bullying may vary depending on who the bully is, who the victim is and the context of the situation.
- Bullying tends to be persistent behaviour.
- If bullying is left and not dealt with sufficiently, then it can lead to longer term emotional, psychological or physical damage on the part of the victim.
- Bullying may be the act of individuals or members of a group. Bullies in a group can be particularly difficult to deal with, but it is important to remember that groups are made up of individuals.
- Bullying may involve sexual harassment or sexual violence, including the use of sexual language or gestures.
- Victims of bullying may be vulnerable, but their vulnerability may not be visible to adults.
- The victim may look like any other child.

3. Recognising Bullies

- Bullies are not always easily recognised, however bullies can be the kind of pupils who are:
- Academically achieving less/achieving as well as – if not better – than their peers.
- Unpopular or insecure/quite secure and happy.
- Bullies may also be victims, but this is less common.
- Bullies tend to have assertive, aggressive attitudes over which they have little control
- Bullies tend to lack empathy; they cannot imagine what the victim feels
- Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

4. Silence and Secrecy

- Bullying usually takes place in 'secret' locations of the school, areas that are lightly supervised.
- However, bullying is not necessarily kept secret from other pupils. The reaction of witnesses is a vital one. Witnesses must be encouraged to tell what they know or see. Silence and secrecy undermine the power of the school and affirm the power of the bully.



- Staff and responsible Year 6 pupils regularly monitor 'lightly supervised' locations in the building (such as the cloakrooms)
- Pupils must understand that it is not acceptable to be a bystander and that they can speak to any staff if they are worried about themselves or another child.

5. How does Collingwood implement an anti-bullying strategy?

- It is vital to report bullying, including cyber-bullying and bullying outside school. Records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.
- All members of the school community, pupils, parents and staff are encouraged to inform the school should bullying/cyber bullying occur in or outside the school.
- The class teacher initially records any incidents of bullying
- All expressions of concern are passed by staff to the Assistant Head (Pastoral)/Head Teacher who has a centralised record
- Staff are to supervise carefully when on playground duty and know to be aware - noticing children's behaviour and keeping an eye on more secluded areas of the school and/or playground.
- The bully and the bullied are supported by the class teacher and both children are considered 'at risk'.
- Action is defined to resolve and prevent problems, including in relation to online bullying.
- Bullying is discussed in PSHE lessons through activities such as circle time and dealing with emotions. Children are helped to become more assertive and learn how to respond to bullies in a firm, but non-aggressive, way.
- Bullying and consideration for others is a regular topic covered in assemblies including anti-bullying week. Assemblies regularly celebrate diversity and 'how it's good to be me' etc.
- Children are made aware of trusted adults they can approach.
- Weekly Staff Meetings to talk about concerns regarding behaviour and bullying. Staff training takes place when appropriate over the school year and includes areas such as cyber-bullying, peer-on-peer abuse, pupil wellbeing, etc.
- Staff are made aware of incidents and names recorded for ongoing monitoring.
- Childline, NSPCC and other similar posters are displayed in the school.
- A School Council made up of appointed and elected pupils meet regularly to discuss whole school issues.

ACTION - Guidance for dealing with reported incidents of bullying

Step 1

It is important that all incidents of bullying are dealt with in a calm manner. This shows that the situation is under control.

- Reassure the victim with concrete advice and support.
- Do not trivialise the situation, but encourage victims to assess their own position.
- Develop an assertive attitude based on self-confidence and a sense of self-worth.
- Judge each situation as it presents itself. Do not pre-judge or use previous pupil behaviour as evidence of bullying.



- Consider whether your action needs to be public or private.
- Make it plain to the bully that you disapprove.
- Encourage the bully to see things from the victim's point of view. This is usually more effective through role-play rather than being asked 'how would you feel if this happened to you?'
- Consider carefully whether you need to punish the bully and explain clearly what and why it is being given.
- Ensure punishments are directed at the behaviour not the pupil and are appropriate and fair.
- Take all incidents seriously. Never tell children not to tell tales, etc. Always listen and assess the situation, whoever the source of information is.
- Encourage all children to report incidents of bullying if they are witness to them, and recognise that this could put them in a difficult situation with the bully.

Step 2

- Try to assess any 'trigger' factors that might be recognised to prevent future incidents.
- Listen to each aspect of the incident before making judgments or taking any action.
- Interview the victim and bully separately. Interview witnesses sensitively and be aware that they may be involved in some way, whether passively or actively.
- Convene a meeting between bully, victim and any other involved members in order to seek reconciliation if possible or appropriate.
- Write a full account of the incident to enable patterns to be identified. A pupil or witness's account may be attached if supplied.
- Give copies of the report to the Assistant Head (Pastoral) and Head as soon as possible, preferably the same day.
- Continue to monitor the situation closely, either in full view or covertly. Emphasise to all members involved, including the victim and friends, that any further incidents must be reported and that punishments will increase accordingly, if appropriate.
- The Head or Assistant Head will write, telephone or meet with parents to inform them of the situation and resulting action.
- Provide parents with constructive advice and a plan of future actions if required. Explain that some situations take longer to resolve than others, but any recurrence of bullying should be reported at once.
- Telephone conversations or meetings must be followed up with a written letter confirming what has been discussed.
- Inform other staff through staff meetings so that all staff may remain vigilant to the situation.

Step 3

- Where there is reasonable cause to believe a bullying incident is causing or is likely to cause a child significant harm, it will be treated as a child protection concern.
- In compliance with our Safeguarding Policy, risk assessments will be put in place to ensure future vigilance against repeat of incidences and guidance or counselling may be offered to the victims.
- External bodies will be contacted as appropriate i.e. police/LADO/Social Care.



- If intervention proves unsuccessful and the bullying is severe or persistent in nature the offending child will be excluded from school.

Dealing with Cyberbullying

Cyberbullying can happen both inside and outside of school. Here are steps you can take to resolve an incident. See Appendix 1 for typical types. There is the following additional advice:

- If the incident has happened in school explore whether there has been a breach of Acceptable Use Policy and whether you need to reinforce acceptable use of electronic devices on school property.
- Request any available evidence unless the bullying includes sharing of sexual images (do not request to see these but contact the police for support)
- If there is evidence that bullying has taken place work with every child involved as with any bullying incident. This includes supporting the victim, challenging the bully and any reinforcers, and working with the wider peer group to encourage pro-social behaviour. Explore whether the bullying has also been happening face-to-face as well as online.
- It may be that the victim wants to block the bully or report the bullying behaviour to the social network provider or gaming site. Make sure there is a member of staff that can support them with this..
- If the cyberbullying includes threats of violence, sharing of images or videos where a child is being hurt, sharing of sexual images of a child, inciting others to self-harm or take their lives, or could constitute a hate crime follow your safeguarding policy and contact the police.

The Head (DSL) is responsible for regular safeguarding online training for the children which is done on a regular basis depending on the needs. Children are made aware of our ICT 'Acceptable Use' Policy detailing expectations and safeguarding obligations of both children and adults at Collingwood. If the on-line bullying is aimed at staff by children or other adults the DSL/Head must be informed.

This policy is in compliance with 'Keeping Children Safe in Education' (DFE September 2019)

Reviewed: September 2019 (L Hardie and D Sitch)

Next review: September 2020



APPENDIX 1

The following are examples of bullying and their seriousness will need to be judged on their severity and persistence:

1. Physical Bullying

- Pushing
- Hitting
- Kicking
- Biting
- Pulling of hair or clothes
- Charging

Some of these actions may occur during boisterous play, especially with younger children, but this is not usually deliberate or with malicious intent. Nevertheless, this behaviour needs addressing and monitoring.

2. Verbal Bullying

- Persistent name-calling or taunting
- Spreading rumours
- Persistent teasing that causes pain or loss of esteem

3. Emotional or Psychological Bullying

- Ignoring, excluding from a group or ostracising
- 'Staring out'
- Threats or intimidation
- Extortion of money or belongings
- Taking or damaging property
- Inciting, encouraging or pressurising others to behave in ways against their will

Some behaviour may be caused by pupils 'falling out' or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from the more serious nature of bullying.

4. Cyber Bullying

- Chain email
- Unpleasant or threatening comments on social networking sites
- Threatening emails
- Texting on mobiles
- Passing photographs (including sexting)

5. Recognising Victims

Victims may be pupils who:



- Are new to the class or school
- Are different in appearance, speech or background from other pupils
- Suffer from low self-esteem, (but is this the cause or effect of the bullying?)
- Demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control
- Are more nervous or anxious, (but witnesses who are not bullied may also appear anxious)
- A victim just might be the person who is in the wrong place at the wrong time.
- Victims may see themselves as inadequate/friendless; they may become withdrawn/depressed.
- Some victims may come to believe that they deserve the treatment they received from the bully if no adult intervenes.
- Have SEND needs or conversely are gifted and talented.
- Any child that the other children view as being 'different'.
- Are children who are cared for or adopted.
- Have English as an additional language.
- Are the main carer in the home.
- Speech and language.
- Other vulnerable children.

6. Things to Avoid

Don't:

- Be over-protective and refuse to allow the victim to help him/herself
- Keep the whole incident a secret because you have dealt with it
- Try to hide the incident from parents of the victim or the bully
- Call in parents without having a constructive plan to offer either side

APPENDIX 2

1. Preventative Measures

Preventative measures should focus on helping all children to behave in a socially responsible way.

These measures should be part of school practice as recognised in the 'Positive Behaviour Policy' and can be integrated within the curriculum and more specifically, PSHE.

Guidelines for preventative measures suggest:

- Agree a bullying policy and act on it consistently
- Keep records of all incidents and discuss resolutions
- Regular staff training and updates on a preventative approach (e-safety awareness, peer-on-peer abuse, etc)

Support pupils. Consider:

- Do pupils know you care about bullying?
- Do pupils know they should speak out?



- Is there a designated person to help pupils?
- How do you integrate new pupils into school?

Support both victims and bullies. Consider:

- Can other pupils help bullies and victims?

Curricular links. Examine:

- PSHE programme
- Use of role-play, drama, circle time, discussions, case studies and games
- Use of assemblies
- Is acceptable behaviour implicit through classroom practices?

Communication:

- Publicise the policy to all pupils and staff
- Keep parents informed. Let them know that the school acts to prevent bullying, not just deal with incidents.
- Build on the values and ethos of the school.