



Coten End Primary School

Anti-bullying Policy

Statement of Intent

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. Bullying of any kind is unacceptable at Coten End Primary School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying involves a real or perceived imbalance of power. Bullying behaviour generally happens more than once.

Children and adults may be bullied about their race, appearance, sexuality, ability, differences, behaviour etc.

Bullying behaviour may be:

- Emotional – being unfriendly, excluding socially from games/activities, tormenting (e.g. hiding books, threatening gestures etc.)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – Unwanted physical contact or sexually abusive comments
- Verbal – name-calling, sarcasm, spreading rumours, teasing, gestures
- Cyber – all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities

SEND Bullying

The majority of studies have found that children and young people with a disability – including those with a learning disability or SEN – are more likely to be bullied than those without a learning disability.

Children with a SEND are particularly vulnerable to being bullied because of

- Negative perceptions of difference;
- Greater difficulty in resisting bullies because of a SEND;
- Difficulty in understanding what constitutes being bullied;
- Increased isolation because of a SEND;
- Problems reporting that they are being bullied (perhaps as a result of weak literacy skills or poor speech and language skills);
- Poor memory of incident at a later date.

When is it not bullying?

We know that children will fall out and disagree with each as they form and build relationships. This is a normal part of growing up and children have the ability to 'bounce back' from this type of behaviour. It is important that we discuss how children feel and help them develop resilience to manage their relationships.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

However, it doesn't need to be persistent to have an effect. The fear and anticipation of further bullying can affect children.

Objectives of this Policy

- Bullying will not be tolerated.
- All governors, teaching staff and non-teaching staff, volunteers, pupils and parents should have an understanding of what bullying is.
- All governors, teaching staff, non-teaching staff and volunteers should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported, when bullying is reported.
- Pupils should feel comfortable to be able to report and discuss any bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic/refuser)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

As well as the above, a child may show signs or symptoms that he or she is the victim of online bullying – see **Appendix 1.1**.

Procedures

The member of staff, to whom the concerning incident/s have been reported to, should follow these steps as the 'investigating adult':

1. Interview the victim(s) and record the alleged facts.
2. Discuss openly with the children involved and any witnesses.
3. Make clear that the bullying behaviour is unacceptable.
4. Encourage the bully to discuss their actions and feelings towards the victim.
5. Encourage the bully to take responsibility for their actions and help them change their behaviour.
6. Suggest ways to help the victim feel happier.
7. Advise the victim about adopting more assertive responses to bullying.
8. The victim(s) and the bully/bullies meet together with the 'investigating adult(s)'; agreed actions are reiterated to both parties.
9. Both parties report back to 'investigating adult(s)' at regular intervals.
10. Alert teaching staff and senior midday supervisors; monitor closely for one week; follow up within one month to ensure no further incidents.

Parents may be involved at any stage in the above process, as appropriate.

Outcomes

1. The bully/bullies may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, a suspension may be considered.
3. If possible, there will be a reconciliation between both parties.
4. No pupils to be put at risk or humiliated in reporting the bullying.
5. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. Ensure the Inclusion Manager is informed of any bullying incidents related to SEND.
7. The 'investigating adult(s)' to refer to the Child Protection and Safeguarding Policy, if any safeguarding concerns.
8. Involve external agencies in the community, if concerns outside of school.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include the following:

- exploring the school rules of Be Respectful and Be Safe
- discussion about the school values
- writing stories or poems or drawing pictures about bullying
- using our responsive PSHE curriculum to be both proactive (and reactive to incidents) to help in the prevention of bullying
- taking part in the Taking Care Project
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

The school also uses the gov.uk publication 'Education for a Connected World' to aid the prevention of online bullying – see **Appendix 1.2**.

Reviewed October 2023	Sarah Sheepy
Next review October 2025	

Appendices:

Appendix 1.1:

A child may show signs or symptoms that he or she is the victim of online bullying; adults should be aware of these possible signs and that they should investigate if a child:

- unexpectedly stops using their device(s)
- appears nervous or jumpy when using their device(s)
- appears to be angry, depressed or frustrated after going online (including gaming)
- is oversleeping or not sleeping enough
- seems regularly depressed
- loses interest in the things that matter most to them
- shows an increase or decrease in eating
- avoids discussions about what they are doing online
- desires to spend much more time with parents rather than peers
- becomes unusually secretive, especially when it comes to online activities

Appendix 1.2:

The school uses the 'Education for a Connected World' document as its framework for teaching online safety. This document (UK Council, 2020) states the following: 'Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online'. The 'Online Bullying' strand, within the framework, provides teachers with specific progressive skills for children, which include the following:

- becoming more confident in recognising feelings (their own and others) when online
- recognising the range of media through which someone may be bullied
- identifying a range of ways to report concerns, access support and block abusive users
- developing knowledge of how to capture bullying content online (screen-grabs URL, etc.)

Full details of the 'Online Bullying' strand on the 'Education for a Connected World' can be seen below.



Online bullying



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Online bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

I can describe how to behave online in ways that do not upset others and can give examples.

I can explain what bullying is, how people may bully others and how bullying can make someone feel.

I can explain why anyone who experiences bullying is not to blame.

I can talk about how anyone experiencing bullying can get help.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.



Online bullying

I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support.

I can recognise when someone is upset, hurt or angry online.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).

I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

I can describe how what one person perceives as playful joking and teasing (including **'banter'**) might be experienced by others as bullying.

I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

I can explain how to block abusive users.

I can describe the **helpline services** which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

I can describe how to capture bullying content as evidence (e.g. **screen-grab, URL, profile**) to share with others who can help me.

I can explain how someone would report online bullying in different contexts.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.



Online bullying

I can describe how bullying may change as we grow older and recognise when it is taking place online.

I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, **exclusion** of others from online forms of communication. setting up **fake profiles** of another person).

I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong.

I can identify and demonstrate actions to support others who are experiencing difficulties online.

I can explain my criteria for distinguishing between online bullying and teasing (**banter**) online. I can offer examples to differentiate between them.

I can demonstrate how someone would intervene (and how they would assess if this should be directly or indirectly) to support others who are experiencing difficulties online.

I can give examples of effective strategies which might help myself or others.

I can explain how cruelty and unpleasant comments can escalate quickly online.

I can explain the concept of **disinhibition** online and can explain how this can be problematic.

I can explain and assess a variety of routes to report bullying both in school and at home that include: **social reporting, peer support, anonymous reporting routes** and **helpline services**.

I can describe some of the laws that govern online behaviour and bullying and the potential implications of breaking them.

I can explain what actions I can take if I believe these laws have been broken.

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.



Online bullying

I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public **forums**) and adjust my own behaviour accordingly.

I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.

I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).

I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).

I can demonstrate how to affect positive change in online groups when bullying behaviours arise.

I can give examples of effective strategies that might achieve this (e.g. **counter-narrative**).

It is important that learning outcomes are interpreted within contexts that are relevant to the learner's experience and are achieved through learning that is matched to the readiness of the learner.