William Cobbett Primary School

explore, learn, achieve

Anti-Bullying Policy

Review Frequency:	**Every 3 years (sooner as needed)**
Reviewed By:	**PSHE Leads**
Last Revised:	**Autumn 26**
Next Review:	**Autumn 29**

Introduction

At William Cobbett Primary school, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.
Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. We have a duty to ensure that all groups with protected characteristics are celebrated and are proactively protected from discrimination (disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.)

Definition of Bullying

DfE definition of bullying from 'Preventing and Tackling Bullying' (July 2017)
"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) 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 through cyberspace." (ABA 2014)

1

Bullying is a behaviour, not a label

At William Cobbett, we understand that children sometimes make mistakes and do not always make the right choices. We do not label children as 'bullies', but instead talk about 'children who have bullied'. Bullying behaviour is always dealt with and in our behaviour policy are a 'red' behaviour which is dealt with by a member of SLT. We support children who have bullied others and help them to change their behaviour using it as an educational opportunity.

Principles that underpin the policy
For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- School is aware of other circumstances and situations that may be influencing the child's behaviour

For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded using our in-house system (Arbor), anti-bullying work is monitored. This is then reported to governors and actioned as applicable.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- The school has addressed site issues and promotes safe play areas

- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Services and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For parents / Carers

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures. (See Appendix 1 – How I can support my child)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is targeted behaviour towards an individual
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Why are some children more vulnerable to being bullied?

Specific types of bullying include:
- to race, religion or culture
- to special educational needs or disabilities
- to appearance or health
- to sexual orientation e.g. homophobic language
- to gender orientation e.g. transgender/questioning/pan
- young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

Why are some children more vulnerable to bullying others?

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home

- Struggling to cope with feelings, such as anger, powerlessness, loneliness or jealousy
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings

What does bullying look like?

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verba**l**, e.g. name calling, taunting, threats, mocking, offensive remarks, intimidation
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Bystanders

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Using the Jigsaw lessons in PSHE lessons, children are taught to understand the term 'bystander' and what children should do if they are being bullied or know someone else is being bullied.

Strategies for Bullying and promoting Resilience and Emotional Well being

As part of our on-going commitment to the safety and welfare of our pupils we at William Cobbett Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative approaches – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE programmes (through Jigsaw lessons)
- Healthy Schools
- Mindworks (Child and Adolescent Mental Health Services)
- Home School Link Worker support
- Emotional Literacy Support Assistant support
- Parent support groups and training e.g. Parenting Puzzle, Parent forums
- National Anti-Bullying week annually (usually in November)
- PSHE
- Circle Time
- Assemblies

4

- Specific curriculum input on areas of concern such as Cyberbullying and internet safety. Participation in Safety Internet day
- Student voice through school council
- Friendship benches
- Lunchtime clubs
- ELSA support
- Parent information
- Staff training and development for all staff (internal and external)
- School schemes to celebrate success: National Healthy schools etc.
- Individual behaviour plans as per the behaviour policy

Staff promote positive behaviours in class through modelling positive relationships with other members of staff and with children. There are class rules created by the children in the class and a system for dealing with negative behaviours as detailed in the school's behaviour policy. Use of circle time discussions can be used to discuss issues which are concerning staff and children. Issues in the media provide useful talking points for issues related to bullying. Children are encouraged to talk to adults when they have concerns, use trust boxes and through the pupil voice of the school council.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Detail the systems of reporting for:

- Children and young people in school: talking to any member of staff, use of trust boxes, PSHE lessons, Circle of friends – used when appropriate - support from ELSA trained staff and HSLW. Staff will respond immediately to a child reporting bullying and make a record of this. Staff will report concerns of bullying to the headteacher who keeps a bullying log. Staff will take necessary action – such as contacting parents, use of restorative conversations, circle time in PSHE sessions or advice from other members of staff.
- Parents/carers: talking to a member of staff including HSLW (face-to-face, email, phone call). Their concerns will be investigated and information fed back to parents. Meetings may be held to discuss issues and to make plans for a way forward.
- All staff and visitors: talking to any member of staff

Procedures

At William Cobbett Primary School we have developed a consistent approach to recording and monitoring bullying incidents in their school and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties. The school will:

- Interview all parties and record information

- Inform parents
- Use a range of responses appropriate to the situation: - restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Refer to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists. (see Behaviour Policy)
- Respond and support depending on the type of bullying
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation, parents/carers
- Support for **ALL** involved in the bullying incident. This could be through identified adults in school
- Contact outside agencies for support if appropriate (e.g. Surrey STIP teams/ EP team)
- Contact the Police or DSL if appropriate
- Should a complaint arise at any point regarding how the bullying is being tackled, then parents should, in the first instant, refer to the class teacher and if still unresolved then refer to the Headteacher. If a parent is still not satisfied, they should follow the Complaints Procedure which is available on the school's website.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to the headteacher.

We use the online system Arbor, to record incidents of bullying. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team. This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The Governor responsible for behaviour and attitudes and Safeguarding will monitor the policy. The policy will be reviewed and updated annually.

Policy Development

This policy was formulated in consultation with the whole school community with input from: Members of staff, governors, parents/carers and children.
Pupils contributed to the development of the policy through the school council and discussions in PSHE lessons. School council have developed a pupil friendly version of the main policy which is on display in each classroom.
Parents/Carers will be encouraged to contribute by: use of online surveys and parent meetings.

Links with other policies

Behaviour Policy
Safeguarding Policy
Equality Information and Objectives statutory
PSHE Policy (including Relationships and Sex Education)
Complaints procedure

6

Appendices and Reference Documents and Related Policy/Guidance

- National Documents*:* Preventing and Tackling Bullying (July 2017); KCSIE (2023); Working Together to Safeguard Children (2023);
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Safer Surrey (2020-2024);
- School documents: e.g. My Concern

7