

# **Coton-in-the-Elms Primary School**

## **Anti-Bullying Policy**



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## 1. Objectives of our policy are:

- Pupils, parents, carers and staff recognise that bullying and harassment are unacceptable and will take steps to see that it does not occur in our school.
- Pupils, parents, carers and staff will work together to create a safe learning environment, based on mutual respect, tolerance and a respect for diversity.

The only effective way of eliminating bullying is for the whole school community (pupils, teachers, Governors, parents and the wider community), to confront the issue and work together in a concerted way to establish a safe emotional and physical environment.

The key elements of our approach are:

- A shared understanding of bullying as a problem.
- A shared understanding of the different forms of bullying.
- A shared resolve to eliminate bullying.
- Identification of bullying problems in the school and community.
- The development of a whole school anti-bullying policy.
- The creation of a “telling” environment and the use of a range of interventions to address incidents when they happen.
- Recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with students, staff, parents and caregivers and community.
- A classroom anti-bullying curriculum programme.
- The creation of classrooms that are safe and supportive.
- Obtaining back-up specialist help and training as necessary.
- All community members examine their own behaviour, including teachers, other staff and parents.

## 2. Definitions

Bullying can be described as being “a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification of the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”

Bullying is not two people having a disagreement or falling out over something. It is not a one-off incident – it has to happen several times.

### 3. Coton School's definition of bullying

'Bullying' is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts we have heard from children and young people we consider bullying to be:

- Repetitive, willful or persistent.
- Intentionally harmful, carried out by an individual or a group.
- An imbalance of power leaving the victim feeling defenceless.

At Coton-in-the-Elms CE Primary School we take a strong stand to eliminate bullying.

**As a school we have signed our commitment to the Anti-Bullying Commitment and have developed an action plan following involvement of members of the school community. The anti-bullying message is underlined in regular Collective worship and through our 'Golden Rules'. Our commitment to anti-bullying is to be displayed in the main entrance. We also have an anti-bullying committee (ABC) made up of staff, a governor and pupils.**

The following concepts underpin our policy:

- **All children and young people can be supported to learn new behaviours.**  
The pupil who sometimes bullies will find new pro-social ways of behaving. Victims of bullying can be helped to become more confident.
- **Bullying is unacceptable behaviour.**  
There are no excuses for bullying. All forms of bullying are equally unacceptable.
- **Coton-in-the-Elms CE Primary School adopts a zero-tolerance of bullying.**  
Every member of our community will accept this and take action to make sure this is achieved.
- **A whole school approach is needed to eliminate bullying.**

The whole school community must confront the issue and work together in a concerted way to establish a safe emotional and physical environment. A curriculum intervention alone will not bring about change.

- **Schools should create a ‘telling environment’.**  
Every member of the school community must expect that bullying will be reported, and that it is safe to tell. Once a report has been made this must be acted on, in the way outlined in the school policy.
- **Bullying is never the victim’s fault.**
- **Nobody deserves to be bullied.**

At Coton-in-the-Elms CE Primary School staff, parents and children work together to create a happy, caring learning environment. Bullying, either, verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated. Consequently, the governors have approved this policy.

Bullying can be brought to the attention of staff either by the victim(s), their friends(s), their parent(s) or other interested people.

## 4. Key Messages

Our key messages are delivered through our PSHE programme, discussed and developed in Collective Worship and in circle time and the success is reflected in our Healthy School Status.

Children have opportunities to raise concerns and issues in School Council, through the pupil members of the ABC committee, and directly to any member of the school staff. We are a “Telling School”. We listen.

**These are the key messages we wish the children to develop:**

### EYFS/Keystage 1

- I can say how I feel.
- I’m proud to be me.
- I know what bullying is and that it’s wrong.
- Bullies get into trouble.
- I don’t bully.
- I know what I can do if I get bullied.
- I can help others who are being bullied.
- I know where to get help.
- I know what good behaviour is.
- Good behaviour is rewarded.
- I enjoy coming to school.
- I feel safe and want others to feel safe too.
- I have choices.
- I can make good choices.
- We are all special.
- I care about other people.

- My feelings can help me keep safe.
- It's good to take turns.
- Listen and think before you speak.

## **Keystage 2**

- I don't have to put up with bullying.
- It's not okay to bully.
- Bullying hurts inside and outside.
- I am unique and special.
- People are the same yet different.
- I have rights and responsibilities.
- It's okay to tell.
- There are people I can ask for help.
- There are things I can do to stop bullying.
- I can play safely without hurting others.
- Be a friend to have a friend.
- I am responsible for my own actions.
- I can help make our school a bully free zone.

## **5. Social and Co-operative Skills**

The school is to encourage students to:

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions. Participate appropriately in a range of social and cultural settings;
- learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion, fairness, diligence, tolerance, and hospitality or generosity;
- develop a sense of responsibility for the well-being of others and for the environment;
- participate effectively as responsible citizens in a democratic society;
- develop the ability to negotiate and reach consensus.

## **6. Attitudes and Values**

“The school curriculum, through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility which underpin democratic society. These values include honesty, reliability, respect for others, respect for the law, tolerance, fairness, caring or compassion, non-sexism and non-racism.”

**And...**

“Pupils will examine the context and implications of their values and those of others, and the values on which our current social structures are based.”

## 7. Well-being

Well-being is one of the underpinning concepts of the health and physical education curriculum, and is concerned with the physical, mental and emotional, social and spiritual dimensions of the individual.

## 8. Health Promotion

This is the process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society.

## 9. The Socio-ecological Perspective

Mutual care and shared responsibility between self and others actively contributes to own and others well-being. This concept also allows for the analysis of social factors that contribute to violence and aggression.

### **Attitudes and values are promoted which contribute to the well-being of individuals and society:**

Through their learning in health and physical education, students will develop a **positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being** that includes;

- valuing themselves and other people;
- a willingness to reflect on beliefs;
- the strengthening of integrity, commitment, perseverance, and courage.

They will develop **respect for the rights of other people** for example through:

- acceptance of a range of abilities;
- acknowledgement of diverse viewpoints;
- tolerance and open-mindedness.

They will develop **care and concern for other people in their community and for the environment** through:

- co-operation;
- applying care, compassion;
- constructive challenge and competition;
- positive involvement and participation.

They will develop a **sense of social justice** and will demonstrate:

- fairness;

- inclusiveness and non-discriminatory practices.
- Pupils will understand the rights, roles and responsibilities people have as they participate in groups and will learn the laws and rules that determine people's behaviour in groups. They will discover how individuals, communities and nations exercise their rights and meet their responsibilities

## 10. Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. This will require patience and understanding.  
Remember - Listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible.  
Advise the Headteacher / Assistant Headteacher.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Coton-in-the-Elms Primary School.
- If they own up then follow the procedure outlined below and in the Discipline Policy.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with parents of bully and victim.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on perceived severity of the incident(s).
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.
- As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- In order to identify incidents of bullying and the identities of bullies, at Coton School we have agreed to carrying out the following strategies:
  - All staff watch for early signs of distress in pupils
  - All staff listen, believe, act
  - Staff, pupils, parents and governors are all aware of this policy.

## 11. ABC Scheme

Coton-in-the-Elms CE Primary School has registered with the Derbyshire Anti-Bullying Quality Assurance Scheme. This helps our school to minimise bullying by setting clear targets and indicators. The Headteacher, a Governor and pupil representatives make up the Anti-Bullying Committee, who meet once every term. The ABC Governor also monitors break and lunchtime every term and reports back to the committee as well as the Governing Body.

**PC Reference:  
Anti-Bullying Policy**