



Corbridge C of E First School **Anti – Bullying Policy**

Statement of Principle

Bullying is a complex problem, and one that is taken very seriously by the school. It is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can bully. The nature of bullying is changing and evolving as technology develops.

Wherever and whenever possible, the positive ethos is reinforced, so that children's self esteem is high, and bullying kept to a minimum. Bullying is an infringement of liberty, and a policy of equal opportunities means that everyone is entitled to basic rights of freedom, regardless of biological inheritance or circumstances of birth, gender, race, disability or age.

Aims

Our school seeks to provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them. Children, young people and the adults involved with them are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation and discrimination.

Our school seeks to ensure that those acting on behalf of the school:

- Actively listen to children and young people;
- Act appropriately on information received;
- Actively encourages conversations about what bullying is to enable children to have the language to tell us should it happen.

In order to ensure that a safe, secure, positive environment exists.

Bullying, when observed, must be challenged and dealt with seriously. The purpose of this policy is to ensure that the signs of bullying are observed before they become a serious problem and, where bullying is observed, to offer guidance on how it should be dealt with.

Definition and Identification of Bullying

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, untruthful rumours and cyber-bullying (e.g. misuse of social media).

- Definitions are different and individuals have different experiences; however, from the accounts heard from children and young people, bullying is considered to be;
- Repetitive, or persistent;
- Intentionally harmful (deliberate), carried out by an individual or group;
- An imbalance of power leaving the victim feeling defenceless.

The three main types of bullying are;

- **Physical** – this includes hitting, kicking, scratching and the taking or deliberate damaging of property;
- **Verbal** – this includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic or transphobic), teasing, threats and extortion or sending nasty notes, text messages, emails etc;
- **Indirect** – this includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic or transphobic harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, gender identity or sexual orientation.

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

Some of the indicators of bullying are listed below:

- Possible change in the victim's behavior;
- Change in the victim's routine;
- Deterioration of the victim's performance in school or other areas;
- Reduced self-esteem and self-worth of the victim;
- Social exclusion of the victim;
- Increased aggression on part of the bully.

Strategies for Dealing with Bullying on School Premises

- Having a school environment where issues of concern to children are discussed, including bullying;

- Developing close links with agencies that might help us reduce bullying behaviour (UNICEF, PCSOs, Fire Service, Church);
- Reading stories where bullying is part of the plot and discussing;
- Ensure the children understand that bullying is not tolerated, and will be dealt with seriously;
- Through a strong pastoral system: that is a close relationship between a pupil and an adult, often the class teacher;
- Having a strong, disciplined and caring environment where all children feel secure and able to share their feelings safely;
- Having a staff who recognise that bullying does occur, and that its elimination is top priority;
- Being aware that there are characteristics common to bullies and victims;
- Acknowledging situations where bullying is more likely to occur, e.g. playground, corridors, toilets and frequently patrol these areas;
- All staff should take responsibility for discipline and there should be adequate supervision in the whole school;
- The strong feelings held against bullying by adults should be made very clear to children, so that they are willing to report any incidents to an adult in school;
- Parents should be informed if a case of bullying is suspected;
- All suspected bullying should be reported to the Executive Head Teacher; • Punishment, where appropriate, will be in line with the school's behaviour policy;
- Positive reinforcement of good behaviour is more effective than punishment.

Procedures for Dealing with Bullying on School Premises

- Inform parents if a case of bullying is reported;
- Parents of the bully should also be fully involved;
- Report all cases of bullying to the Executive Head Teacher;
- Ensure that the child is not physically injured;
- Investigate the problem to ensure that there is some validity to the complaint. For a complaint to be substantiated, there must be some corroboration from other children or adults. The school must make every effort to investigate claims fully and impartially;
- Show concern, with the bully present, if appropriate;
- Try to restore the victim's self-confidence;
- Assure the victim that you will do everything to stop the bullying;
- Discuss with the victim and bully;
- Consider a range of strategies to ensure that bullying does not occur again;
- Record incidents and actions being taken and bring them to the attention of the named person;
- Inform parents/carers and discuss the situation with them calmly; • Maintain contact and work with parents/carers; • Respond calmly and consistently.

Strategies to deal with bullying outside School Premises

Where a pupil reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses;
- Talk to the head teachers of other schools, where pupils from these schools are bullying off the premises;
- Plan safe routes to school with the pupils;
- Talk to pupils about how to avoid or handle bullying outside school premises; • Talk to the local police about specific groups and problem areas;
- Assess risk relating to residential trips e.g. children grouping.

Preventative Work

Education regarding bullying starts in Nursery, by having strategies and responses with parents and children.

All staff should realise that the victims of bullying include the bully (and their family) and especially the victim's family who may feel all of the following emotions: helplessness, doubt, shame, disappointment, embarrassment, despair, failure, frustration, anxiety, inadequacy, dismay or confusion.

Seek support of SENDCO/outside agencies in promoting classroom activities to reduce bullying.

Parents will be made clear of the school's policy.

Review date: October 2025

Next review: October 2026