# ANTI BULLYING POLICY

**Definition**

Coates Lane Primary School believes that bullying describes a situation in which one or more persons persistently target another in a way that causes distress to that other person. It is not the action itself, which defines a situation as bullying as much as the effect it has on the victim and it is this effect that should be the cause for concern and intervention.

There are many definitions of bullying but most consider it to be:

• deliberately hurtful and/or repeated often over a period of time
• difficult for victims to defend themselves against.

The detrimental effect of a bullying situation can be brought on by incidents that may, for others, be considered unimportant or not serious enough to warrant intervention. It should be remembered, however, that it is the effect that is the cause for concern, and not just the actions.

**Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school and is reflected in our 'Behaviour Management Policy' which should be read in conjunction with this anti-bullying policy**.

**Aims and Objectives**

Bullying is wrong and damages children. We will therefore do all we can to prevent it, by:

• developing a school ethos in which bullying is regarded as unacceptable
• producing a safe and secure environment where all can learn without anxiety
• producing a consistent school response to any bullying incidents that may occur
• making all those connected with the school aware of our opposition to bullying

• making clear each person's responsibilities with regard to the eradication of bullying in our school.

**Child on Child Abuse**

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it.

Stopping harm and ensuring immediate safety is an education setting's first priority.

Incidents or concerns of potential child on child abuse should be referred to the school DSL team. (Referring to our Child Protection and Safeguarding Policy and procedures).

**The Role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within fourteen days to any written request from a parent to investigate incidents of bullying. In all cases, the governing body

notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

**The Role of Teachers and Other Adults in School**

We believe that all adults working with children and young people have a duty to protect children. Adults in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

Teachers who become aware of any bullying taking place between members of a class, will deal with the issue immediately. This may involve counselling and support for the victim of the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. Many strategies in our Behaviour Policy will be used.

If adults witness an act of bullying, they do all they can to support the child who is being bullied.

We record all incidents of bullying that occur in school on CPOMS. If any adult witnesses an act of bullying, they should inform the head or deputy headteacher immediately.

Adults in school routinely receive training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The school also believes that children and young people themselves must take an active role in reducing and responding to bullying and advocates strongly the use of peer support strategies as a core element of an anti-bullying programme.

**Prevention Strategies in School**

Coates Lane Primary School has an anti-bullying strategy which operates on several levels: Prevention Integrated preventative work within the curriculum – including relationships, responsibility for others and the effects of negative treatment are regularly discussed through our PSHE (Personal Social Health Education) curriculum which includes SRE (Sex and Relationships Education) and SEAL (Social and Emotional Aspects of Learning). Additional anti-bullying teaching may take place if the need arises.

**Peer Support**

Active peer support provision is also very important either formally arranged or ensuring that informal opportunities for friendship development and peer group enhancement are available.

**Procedures**

Teaching Assistants regularly communicate with known vulnerable children and are always alert to potential situations developing. Children are regularly encouraged to talk to a trusted adult. Coates Lane promotes anti-bullying procedures and strategies to all members of the school community – pupils, parents, staff and governors.

**The Role of Parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should approach their child's class teacher immediately who will inform the headteacher.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

**Monitoring and Review**

Coates Lane Primary School will keep accurate records of bullying incidents and their responses to them for monitoring purposes and to protect it from legal action.

The policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

**Other Related School Policies and Documents**

Other documents which also relate to Behaviour management in school are listed below, these include :

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Low-level concerns Policy
- Online Safety Policy
- PSHE Policy

This policy was developed from the guidance provided by Lancashire County Council.

Date: To be reviewed October 2028

This policy will be reviewed bi-annually.