



Coleman Primary School Leicester

Anti-bullying Policy

1 Introduction

1.1 Coleman anti-bullying policy is in line with the Education and Inspections Act 2006, Section 89.

The head teacher will determine measures to be taken with a view to—

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

1.2 Bullying is an action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

1.3 Bullying can take many forms and Coleman will not tolerate any bullying on the grounds of:

- Racism
- Gender
- Ethnicity
- LGBTQ+
- Homophobic
- Transphobic
- Peer on peer abuse
- Harmful sexual behaviours
- Sexual violence
- Sexual harassment

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

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2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 Please consult the Safeguarding and Child Protection Policy where appropriate.

3 The role of governors

3.1 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.

3.2 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.

3.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.



4 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.

- 3.4** 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, and why a pupil is being punished.
- 3.5** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 3.6** 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.

4 The role of the teacher

- 4.1** Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be early signs of bullying.
- 4.2** 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.
- 4.3** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 4.4** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 4.5** We record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school on CPOMS. If any adult witnesses an act of bullying, it is referred to a member of the SLT and recorded on CPOMS.



4.6 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out 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. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

4.7 Make clear to parents of victims and bullies the actions you as a teacher are taking, why you are doing so and what they can do to reinforce and support your actions.

4.8 Ensure that all pupils have an assigned person to whom they may talk in confidence. Pupils need to know that something will be done, and that the matter will be handled discreetly and sensitively. (This will normally be the class teacher in the first instance).

5 Learning and behaviour mentor

5.1 The school employs a Learning and Behaviour Mentor to provide children with pastoral support.

5.2 L&B Mentor is available at the start and end of each day for children and parents to raise any concerns, which can include bullying issues.

- L&B Mentor is available at break and lunch to support pupils developing positive peer on peer relationships and as a point of contact for pupils.
- Investigation into any allegation of bullying in consultation with SLT.
- Where there has been instances of bullying, the L&B Mentor will support both the victim and perpetrator to offer mediation, or a programme of anti-bullying work.

6 Non Teaching Staff e.g. Lunchtime Supervisors

6.1 The longest period of the day in which the children are not supervised in the confines of the classroom is during the dinner hour. Thus Lunchtime supervisors have an especially important role in combating bullying.

6.2 Lunchtime Supervisors should:

- Watch for signs of distress in pupils
- Listen sympathetically to children who complain of bullying and offer support

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- Report either to the dinner manager/Learning and Behaviour Mentor or to the class teacher instances which they are unable to resolve personally
- Make the unacceptable nature of the behaviour clear to the bully

7 Pupils should:

7.1 When someone is being bullied or is in distress, take action. Watching and doing nothing can suggest support for the bullying.

7.2 Pupils should inform an adult immediately if they do not wish to become involved themselves

8 The role of parents

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

8.2 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.

9 Monitoring and review

9.1 This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

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