



Anti- Bullying Policy

St Columba C of E Primary School

Approved by Diocese of Chichester Academy Trust

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Contents

School Vision:	3
Definition of Bullying:	4
Responding to Bullying	4
School Culture:.....	6
Preventing Bullying	7
Managing Relationship Conflict.....	8
Reporting, Recording and Data Analysis.....	9
Useful Resources:	10



School Vision:

At St Columba we believe in the power of small acts of kindness to grow into a community of respect and love. Inspired by the Parable of the Mustard Seed, our vision is to cultivate an environment where every child feels safe, valued, and empowered to stand against bullying. Just as the mustard seed, though small, grows into the largest of garden plants, we recognise that even the smallest actions can make a significant impact. We are committed to:

- **Nurturing Respect:** Encouraging every student to treat others with kindness and respect, understanding that each positive interaction contributes to a stronger, more inclusive community.
- **Empowering Voices:** Providing a platform for children to speak out against bullying and support their peers, fostering a culture where everyone feels heard and valued.
- **Growing Together:** Promoting collaborative efforts among children, staff, and parents to create a unified front against bullying, ensuring that our school is a place where everyone can thrive.
- **Continuous Learning:** Educating our community about the effects of bullying and the importance of empathy, ensuring that our anti-bullying efforts are rooted in understanding and compassion.





Definition of Bullying:

Bullying at St Columba is defined as any intentional, repeated behaviour that causes physical, emotional, or psychological harm to another person. Bullying can include, but is not limited to:

- **Physical Bullying:** Hitting, pushing, or any form of physical aggression.
- **Verbal Bullying:** Name-calling, teasing, or making derogatory remarks.
- **Social Bullying:** Spreading rumours, excluding someone from a group, or other actions that harm someone's social reputation or relationships.
- **Cyberbullying:** Using digital platforms to harass, threaten, or embarrass someone.

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' - ANTI-BULLYING ALLIANCE Definition of bullying

The 4 key elements of the definition are:

1. Repetitive
2. Hurtful
3. Intentional
4. Power Imbalance.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

The imbalance of power can manifest itself in several ways:

- are in a smaller group than those experiencing it
- are part of a minority group, e.g. a minority gender, race, or faith group
- are a smaller stature or physical strength
- are younger
- have communication difficulties or a disability

An incident which doesn't have all of the elements of bullying must still be addressed. For example: a relational conflict that goes unresolved can easily turn into bullying so will be monitored. A one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of consequences and/or support. Just because something doesn't constitute bullying, it does not mean that school involvement is not needed.

Responding to Bullying

➤ Prevention:

Everyone involved in the life of St Columba C of E Primary School must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- Be supportive of each other.
- Provide positive role models.



- Convey a clear understanding that we disapprove of unacceptable behaviour.
- Be clear that we all follow the values of being ready, respectful and safe
- Be fully involved in the development of the anti-bullying policy and support anti-bullying practice.
- Support each other in the implementation of this policy.
- All members of St Columba C of E primary School's community are expected to report incidents of bullying.

➤ Staff roles and responsibilities

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- if bullying is suspected or reported, the incident will be dealt with immediately by the Designated Safeguarding lead (DSL), Deputy DSLs or a member of SLT.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
 - The headteacher/DSL or another member of leadership staff will interview all parties involved.
 - The DSL will be informed of all bullying issues where there are safeguarding concerns.
 - The school will speak with and inform other staff members, where appropriate.
 - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
 - Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
 - Where the bullying of or by pupils takes place off school site or outside normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
 - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The Responsibilities of Children:
- We expect our children to:
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring



temporary unpopularity.

- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

➤ The responsibilities of Parents:

We ask our parents/carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff immediately and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, and trying to ascertain the truth. In addition, pointing out the implications of bullying, both for the children who are bullied and for the bullies themselves.

➤ The Responsibility of Governors:

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying, and be up to date with current government guidance and advice
- Understand the legal duties of the governing body and school
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Identify one Governor to lead on anti-bullying within school leadership.
- Include bullying as a standard item as part of safeguarding at governors' meetings
- Be a critical friend by providing challenge and support to the school
- Meet regularly with the anti-bullying lead in school
- Undertake pupil voice, gain their views on bullying in the school.

School Culture:

We have high expectations of behaviour and set very clear boundaries for children in school, making sure these are understood by all pupils and community members alike. Please refer to the 'Behaviour Policy' for additional information.

Celebrating Diversity and Differences. We know that bullying can be fuelled by prejudice. Together, both inside and outside of school, we must all work tirelessly to create a culture where prejudice and



hatred is not accepted. 'Prejudice is an assumption or an opinion about someone simply based on that person's membership of a particular group'. For example, people can be prejudiced against someone else of a different ethnicity, gender, or religion.'

Our school relentlessly addresses any behaviours that are homophobic, transphobic, racist, targeted at faith, sexist, disablist or prejudicial in any way. Such behaviours may manifest themselves in a range of forms from a deliberately hurtful targeted incident against a person or group to a 'throw away' comment made to try to be 'funny' and everything in between. Every instance of prejudicial language or behaviour must be actively challenged by all members of the school community if we are to achieve and maintain a safe environment and culture for everyone at St Columba C of E Primary School. We celebrate diversity every single day in school – and we work hard to make sure anyone who comes in to our school community feels welcome, safe, included and is treated the same way. Here are some of the ways we aim to celebrate differences in our school:

- Ensure all staff feel comfortable and confident talking about all kinds of difference.
- Allow children to talk about things that they find different.
- Work with pupils to discuss what they want to share about things that make them different.
- Ensure all pupils have a strong sense of all the things that make them who they are. Also, look for shared interests and commonalities that they share.
- Avoid talking to other students about a classmate's difference, outside of the parameters they are happy with, even if they ask.
- Support children in developing ways to communicate information about themselves.
- Support children in learning how to communicate with a classmate who communicates in a different way or finds it hard to communicate.

Preventing Bullying

➤ Prevention in the Classroom

Classroom strategies are generally those delivered through the curriculum and that use time in class to support students to explore issues related to bullying. We address this through:

- Personal Development lessons,
- Spiritual Moral Social Cultural (SMSC) activities,
- Class assemblies
- Whole-school Collective Worship,
- Participation in specific special school events for example (Anti-Bullying Week, Show Racism the Red Card, Yellow Day, Autism Awareness Week.),
- Embedded British & Global Values throughout the school and curriculum,
- Our school culture of acceptance, tolerance and diversity throughout the curriculum.

Alongside curriculum delivery, children may also engage in other activities that operate on the social fabric of the classroom, including:

- Circle time, co-operative group work and quality circles,
- Access to the nurture and wellbeing activities and support,
- Restorative conversations in school
- Sessions with the Well-being Support Worker



- Whole school Thrive Time
- School Council meetings, and
- Targeted interventions if a situation requires, for example Thrive.

➤ Prevention outside of the classroom:

Social opportunities:

Children at St Columba can visit the Well-being room at lunch times if they prefer a quieter and more structured environment during their breaks. We are currently developing our playtimes to include zoned areas, as well as buddy benches and play leaders. Not all children find it easy to make friends and this will support building relationships. In addition to this, children also have access to a well-being first aider, various mental health interventions, adults trained in Thrive, and a relational approach throughout school life. There is also a worry box; if children find it difficult to talk through their worries, they can write or draw this and write their name on it.

➤ Travel To and From School

Staff, parent/carers and the wider community are asked to be vigilant in any issues arising as children travel to and from school. Though events may not occur on school premises, no child should be fearful or unsafe and we would address reports of incidents outside school, if parties involved believe that to be the best course of action. In some events, it may be more prudent to involve police or other agencies if appropriate.

We strive to continually improve our practice and are always willing to act on feedback, from the community and the children alike.

Managing Relationship Conflict

We intensively support pupils with managing relationship conflict, usually in one of our Thrive rooms or as part of Reflection time. We promote assertive behaviour strategies, discuss how they can respond to verbal, physical and online attacks and make clear what their options are for future support. Help is given to manage their response at an individual level and when they might need to seek support from others.

Learning, Listening and Improving Even with all the effort the school puts into preventing and tackling bullying, we simply cannot guarantee that we get everything right all the time for all people involved. Bullying is an extremely emotional experience for all involved and we will do everything possible to effectively deal with situations. If anyone feels that the school has made mistakes, we will learn from them. We see every bullying incident as an opportunity to learn and to improve our shared approach to tackling bullying.

Bullying as a Group Behaviour It is now widely understood that bullying tends to be a group behaviour. Research undertaken in Finland by Christina Salmivalli (1996) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated. Bullying rarely takes place between a 'victim' and a 'bully' alone. It tends to be a group behaviour. Others can have a significant influence



on the outcomes of behaviours among children and young people intentionally or otherwise. It is often more complex when bullying occurs than to see the situation as one of bully and victim. We try wherever possible to unpick the wider context and support those involved.

Building Self-Confidence and Self-Esteem Tackling bullying is not just about school prevention and responding to bullying when it happens. There are many ways that parents/carers and staff can support children to build their self-esteem and self-confidence and promote general wellbeing, which is considered a positive and protective factor against bullying. Emphasise your child's strengths, being specific where possible. Help them to understand their strengths. When your child feels a sense of accomplishment and pride in their ability to do something, they will have more confidence to persevere when they face challenges.

Bullying and Mental Health Experiencing bullying can be frightening and distressing and can reduce a child or young person's self-confidence, leaving them feeling unable to do the things they used to do. It can lead to feelings of social isolation, increased anxiety and may lead to depression and anxiety disorders.

Reporting, Recording and Data Analysis

School staff treat all reports of bullying extremely seriously. When anyone indicates that someone has been bullied, a full account will be taken, and an incident report will be created on the school's MyConcern safeguarding platform as soon as is practicable. School Designated Safeguarding Leads (DSLs) are made aware as soon as a 'concern' has been raised and one of the DSLs will personally investigate the reported incident(s).

Each involved party will be asked for their account of events and then children's statements will be compiled, compared and fact-checked along with adults thoroughly investigating events and speaking with any other people present. We aim to respond to incidents as soon as possible and usually manage to complete investigations within one school day if all parties are in school and available to speak with. DSLs will spend as much time as it requires finding out the perceived nature of events and each individual's role in them. Actions taken will be on a case-by-case basis and specifically address issues arising from the investigation.

Parents/carers and children will all be made fully aware of the outcomes, once all information has been gathered and worked through. We take great care to accurately record and monitor all reported events. DSLs regularly review reported incidents to identify patterns - including behaviour, people involved, areas of school etc. If patterns are found to be emerging the school takes action to intervene, prevent and eliminate these patterns and events from developing. DSLs meet weekly to discuss issues arising in school and also brief staff daily. If specific members of the school community need to be made aware of something, this will be done by DSLs as soon as possible, to best safeguard our children.

➤ School and Community Response

Once the school has investigated a report, spoken with the parties and decided on a restorative



course of action, we ask that all parties involved, including parents/carers respect and stand by the school's decisions and actions. This is important for many reasons, not least of which is that the school will have the most accurate information, will have been able to speak to each of the children both individually and together, and will have a much better overall view of events.

Children will reflect on the choices and behaviours of themselves and others and be central in establishing ways that similar situations can be avoided in the future. Ultimately, we all agree that we want any bullying to stop. We think about the different factors that might fuel bullying behaviour and make sure that the pupil(s) displaying bullying behaviour stop and change in the long term. We make additional support available for any children that have experienced bullying and consider what additional support may be needed by those that have bullied.

Useful Resources:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_sen
- DfE: SEND code of practice:
www.gov.uk/government/publications/sendcode-ofpractice-0-to-25
- Childnet: www.childnet.com



- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Kick it out [Home Page](#) | [Kick It Out](#)