

# COPPICE SCHOOL



## ANTI-BULLYING POLICY

**BULLYING CAN RUIN LIVES AND CAN HAVE A LASTING IMPACT ON YOUNG PEOPLE. EVERY CHILD SHOULD BE ABLE TO LEARN IN AN ENVIRONMENT FREE FROM FEAR OR BULLYING OF ANY KIND.**

### INTRODUCTION

The aim of this policy is to ensure that all members of Coppice Primary School can thrive in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour, is unacceptable and will not be tolerated. It is only when all issues of bullying are addressed that all members of the school community will be able to fully benefit from opportunities offered to them.

We strive to ensure that a framework is created where each member of the school community can talk about their feelings and feel that they have someone to whom they can talk if they are being bullied or are aware of others being bullied.

At all times, we wish to stress that it is the bullying behaviour that is unacceptable and not the persons themselves but that children need to be made aware that they are responsible for their actions and are accountable for them. We have a programme of support and guidance to improve the behaviour of those responsible for bullying.

### WHAT IS BULLYING?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

*Safe to Learn: embedding anti bullying work in schools (2007).*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

### WHAT DOES BULLYING LOOK LIKE?

Bullying can include:

- Physical: eg hitting, kicking, theft, damaging belongings
- Verbal: eg name calling, insulting, repeated teasing, homophobic, religious, racist, sexist, directed towards physical/social disability, learning difficulty eg dyslexia, dyscalcula
- Indirect: spreading rumours, excluding someone from social groups

- Implemented through technology: eg text messaging, e-mails, inappropriate filming, photos, BBM messaging, cyber bullying, Facebook, What's App, Tik –Tok and other on-line Apps.
- Threatening behaviour: eg extorting money with the threat of violence

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying behaviour can be very subtle. Where once a bullying relationship has been established, the person/s responsible for the bullying may only have to look threateningly to reinforce their victim's fear.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **AIMS**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

As a school we aim to

- Develop an ethos in which bullying is unacceptable.
- Put in place systems of identification and support to deal with bullying issues.
- Create a safe and secure environment where all can learn without anxiety.
- Respond quickly and consistently to any bullying incidents.
- Make all those connected with our school aware of our opposition to bullying.
- Make clear each person's responsibility with regard to the prevention of bullying in our school.

### **STRATEGIES FOR PREVENTING BULLYING**

As part of our on going commitment to the safety and welfare of our pupils we at Coppice Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Raising awareness of the consequences of bullying and being bullied.
- Raising awareness about what bullying is and how it affects people, through cross curricula work, assemblies, anti-bullying focus weeks and school and playground rules.

- Raising awareness of how it feels to be bullied.
- ☐ Emphasising the important role that bystanders play in tackling bullying,
- ☐ Teaching people to safely challenge bullying behaviour through the PSHE curriculum, training, drama and role play and Building Learning Power.
- ☐ Teaching the management of relationships in a constructive and assertive way, as above.
- ☐ Focus on lunchtime and playtime play to encourage cooperation and sharing, by providing play equipment, organised activities, playground pals, FAB and training for Supervisors.
- ☐ Regular monitoring through Pupil Questionnaires and School Council feedback and discussion.
- ☐ The use of a clear and consistent behaviour policy, 'Good to be Green' throughout the school day. This is to be used by all staff, including lunchtime staff – see separate behaviour Policy.
- ☐ The logging of any bullying incident in order to ensure that it is closely monitored.
- Involvement of parents at an early stage.
- Deal quickly, firmly and sensitively with any complaints, involving parents, where necessary.
- Teaching our pupils how to use social media safely and responsibly

#### **WHAT TO LOOK FOR:**

- Changes in behaviour: eg becoming shy, nervous, feigning illness, taking unusual absences.
- Changes in work or attendance and lack of concentration

#### **KEY POINTS:**

- Each member of the school community must be encouraged to report bullying
- All staff working in the school must be alert to the signs of bullying and act promptly and firmly against it.
- The sanctions for bullying of any kind should be brought to the attention of students, staff and parents/carers.

All incidents of unacceptable and bullying behaviour will be recorded and an agreed range of sanctions will be applied to demonstrate to the individuals involved how seriously the matter is taken. Parents/carers will be informed of all serious incidents.

#### **REPORTING BULLYING:**

Pupils are to be encouraged to report any incidents of bullying to their parents and Class teacher wherever possible, or to any other member of staff.

Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends. Pupils are taught that silence is the bully's greatest weapon and are encouraged to:

- Tell themselves that they deserve respect, they do not deserve to be bullied and that it is wrong
- To have self-respect, be proud of who they are and that it is good to be an individual
- Try hard not to show that they are upset as bullies often thrive on the fear of others
- Stay with a group as there is always safety in numbers
- Try to be assertive and walk confidently away to a teacher or to another adult
- Students will be reassured that teachers will deal with the bullying incident in a way that will end it and not make things worse for them. Action will only be taken after consultation with students/parents.
- Staff log incidents of bullying in order to draw up any recurring patterns in terms of both victims and perpetrators which would be reported to parents. All information is treated sensitively and is only used as a basis for action when appropriate.

#### **PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING:**

The following steps are taken when dealing with bullying incidents:

- If bullying is suspected or reported, the incident should be passed on immediately to the class teacher who will record a clear account of the incident.

- The class teacher will pass on the information to the Headteacher/Deputy the same day.
- All students concerned will be interviewed and notes kept.
- Parents/carers of both parties will be informed within 48 hours.
- Support will be offered to the victim via a number of means e.g. time with the behaviour support teacher, support from other adults known to the child, talking and drawing.
- Support will be given to the child/children doing the bullying to help them understand the effects of their actions and work with them to change their behaviours.
- The Good to be Green behaviour policy rewards and recognises positive behaviours. It also has clear and consistent expectations for good behaviour with clear sanctions.
- Sanctions can take the following forms:-
  - a) Parents informed.
  - b) Child being placed on an Individual Behaviour Plan with close monitoring and reporting.
  - c) Missing playtime or lunchtime.
  - d) Being prevented from representing the school.
  - e) Losing privileges e.g. having a responsibility removed for a period of time or permanently. Behaviour would be monitored for half a term before a role was reinstated.
  - f) Formal exclusion at lunchtimes.
- if the bullying persists, a short fixed term exclusion may be issued, the LA will be informed, parents will be required to attend a return to school interview with the headteacher.
- if all the above fail, the student may be recommended for Permanent Exclusion.

#### **SUPPORT:**

All members of the school community who have been bullied should be offered an immediate opportunity to discuss the experience with someone appropriate of their choice. They should reassure the victim and help restore their self-esteem and confidence. This support should be ongoing as necessary and reviewed each term.

#### **PARENT/GUARDIAN LIAISON:**

If parents have any concerns about bullying issues, they are asked to contact their child's class teacher in the first instance. When a concern is expressed, both the Head teacher and supporting adults are informed and the concern logged. An investigation is carried out by the appropriate adult ie. Class teacher, support teacher, head teacher, in a sensitive manner and initially the child is given the opportunity to express their worries and concerns individually.

Parents are kept informed at all stages and where necessary, offered the opportunity to meet with the class teacher or the head to discuss the support that has been put in place for their child. A follow up meeting is generally offered in order to monitor the impact of the support. At Coppice we see parents as partners in the process of care and support for the children and both encourage and value their involvement in our quest to prevent bullying at our school.

Parents are also encouraged to:

- Advise their child to report an incident of bullying promptly rather than retaliate. Fighting back will only make matters worse.
- Look for unusual behaviour eg suddenly not wanting to attend school, feel ill regularly etc
- Take an active role in their child's education by enquiring how their day has gone, how they spent lunchtime etc
- Contact the school immediately if they feel their child may be a victim of bullying behaviour
- Some children may well feel that they are being bullied because there is something wrong with them. In most cases, parents should reassure their children.
- In a minority of cases, parents may feel concern that aspects of their child's behaviour may well be a contributory factor to the bullying they are experiencing. Parents are urged to contact the school immediately in order to work together on alleviating this.

- Give their child the confidence to ask for help

### **THE ROLE OF THE GOVERNORS**

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy states that it is unacceptable for anyone to bully in our school and that any incidents of bullying that do occur are taken very seriously and dealt with in an appropriate manner.

The governing body monitors the incidents of bullying that occur and will review the effectiveness of such a policy annually. The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to them, on request, about the effectiveness of school anti-bullying strategies.

### **THE ROLE OF THE HEAD TEACHER**

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school's policy and know how to deal with incidents of bullying.

The Head teacher reports to the Governing Body about the effectiveness of the policy on an annual basis. The Head teacher makes all aware that bullying is wrong and that it is unacceptable behaviour both in our school and the wider community outside school grounds. The Head teacher regularly addresses the issue of bullying during assemblies and other appropriate times, both with the whole school and individual children.

The Head teacher will monitor and review the effectiveness of the anti-bullying policy annually or as necessary.

### **ROLE OF STAFF**

It is the collective responsibility of all staff members, lunchtime supervisors, ancillary, clerical, classroom support teachers and teaching staff to report to the Head teacher any concerns that they may have about incidents which could affect the health or wellbeing of anyone in our school, including those linked to bullying.

Importantly the whole of this policy also relates to each member of staff such that they are equally protected from bullying by colleagues and/or other adults. Incidents should be reported to the Headteacher for investigation and resolution.

### **ROLE OF THE CHILDREN**

The children of Coppice Primary School have, through consultation, decided to actively work together to ensure that bullying does not occur in our school.

It is understood by all children that if bullying occurs, then they will inform an adult, immediately. This adult will then inform the Head Teacher so that those involved can receive appropriate support, advice and guidance. If there is a need for sanctions, these will be in line with the school discipline policy

### **POLICY REVIEW**

We aim to review our Anti Bullying Policy annually in order to ensure that it meets the changing needs of the school.

This review will include:-

- Views of the children via pupil questionnaire, pupil interviews and school council.
- Views of the parents via parent questionnaire and feedback.
- Feedback from staff and other adults within school.
- Outside agencies as appropriate.
- Views of the governors.