COPPICE VALLEY PRIMARY SCHOOL

ANTI-BULLYING PROCEDURE

Document History

Created / revised & approved by staff	January 2023
Next review date	January 2025

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Introduction

The school is committed to providing a caring, friendly and safe environment for all of our children, so they can learn in a secure atmosphere without anxiety. This procedure has been created in consultation with the school community, pupils, staff and governors. 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 minimisation of bullying in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity.

Some children and adults may be more vulnerable to bullying due to their personal circumstances. These may include any of the nine protected characteristics in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Other vulnerabilities can be appearance, health conditions, home circumstances, poverty, SEN, being Young Carers. All staff have relevant training around vulnerable groups and bullying through planned and revisited whole school and individual CPD and reviewing policies. Regular INSET days, briefings and updates from the school leaders take place. We ensure disciplinary procedures are fair and consistent for all vulnerable groups

Leaders take bullying very seriously and are appointed to roles which are:
Governor for Safeguarding including Bullying: Chair of Governors
Staff Members responsible for Safeguarding including Bullying: Dan Cawte and Emma Meadus

Anti Bullying Statement

The governors and school consider that bullying is the use of aggressive behaviour by a person or group - physical, verbal or isolating, with the intention of hurting another person. It is repeated over time. It is often characterised by an imbalance of power between perpetrator and victim. All bullying, either physical or verbal, is unacceptable, as is cyberbullying. (see Computing and E-Safety Policy). The school includes Anti-Bullying in the PSHE curriculum for all year groups.

Procedures
- If bullying is alleged, staff will speak to all parties involved and closely monitor the situation to establish the facts. Staff will use their judgment about contacting parents at this point.
- If/when bullying is established, staff will contact both sets of parents and record the incident on CPOMS. The incident should be made known to the Head and DSL via CPOMS.
- In the event of bullying, both perpetrator and victim will be supported. The school can provide a range of strategies and evidence-informed social/emotional interventions for injured party and perpetrator.
- All staff will be alerted to be extra vigilant of the children involved. Teachers use their professional judgement as to whether they hold individual, group or whole class discussions to raise awareness of and counteract bullying as a reaction to an incident, beyond the anti-bullying messages in the school curriculum.
- Continued bullying will result in further sanctions being applied up to and including exclusion.

Aims and Objectives
- To safeguard all pupils.
- To comply with the Equality Act 2010 with regard to bullying over protected characteristics.
- To make clear to children, staff, parents and guardians that bullying is unacceptable.

- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
- To provide a clear framework for dealing with incidents of bullying.
- To educate children in resisting bullying.
- To support those being bullied with a framework within which those bullying others may recognise and reform their behaviour.
- In accordance with the school's ethos to instil in all members of the school community a sense of caring and kindness for one another.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model this behaviour.
- To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self-esteem.
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others

Examples of Bullying Behaviour

Emotional: Being unfriendly, excluding, tormenting, threatening gestures
Physical: Pushing, kicking, hitting, punching or any use of violence
Racist: Racial taunts, graffiti
Sexual: Unwanted physical sexual contact or sexually abusive comments
Gender: Taunts, threats, assaults relating to cultural definitions of masculinity and femininity
Homophobic: Because of, or focussing on the issue of sexuality
Verbal: Name-calling, sarcasm, spreading rumours, teasing
Cyber: All areas of internet, such as email, internet chat room misuse, mobile threats by text messaging & calls.
Misuse of associated technology: i.e. camera and video

Signs and Symptoms of a Bullied Child

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs, and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Standard of school work falls
- Clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings

- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home.

➢ These signs and behaviours could indicate other problems, but bullying should be considered a possibility, and should be investigated.
➢ A bullying incident should be addressed as a Child Protection concern if a child may be deemed to be suffering significant harm (Children Act 1989).

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the termly pupil voice conferences.
- Pupils are taught to recognise and deal with bullying through the PSHE curriculum.
- Pupils are taught about respect and tolerance for others to prevent bullying.

The Role of Parents

Parents have a responsibility to:
- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve themselves in any investigation of bullying.
- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Follow the school's complaints procedure if they remain dissatisfied.
- Ensure that their child arrives and leaves the school site safely.
- Ensure that their child continues to attend school regularly and punctually.

The Role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. The ethos and working philosophy of Coppice Valley School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Staff are asked to read DfE documents about Bullying ("Cyberbullying: Advice for headteachers and school staff" Nov 14 and "Preventing and Tackling Bullying" July 17) as a matter of good practise. All staff are trained in Anti-Bullying using the Anti Bullying Alliance (ABA) online training materials. The school is a member of the ABA and is an accredited All Together School. To be such we have audited our practice against the ABA Best Practise guidance, used pupil wellbeing surveys and created action plans

<u>Preventative Strategies</u>
- School values promote a shared climate of trust and respect for all.
- Monitor absence and behaviour records to look for patterns of absence that may be bullying related.
- Classrooms have wellbeing boards that staff monitor for indications that pupils are unhappy in school. This may be as a result of bullying; which staff would investigate.
- We have a variety of ways for pupils to report bullying including wellbeing boards, calm club (daily lunchtime quiet space with an adult present), buddies to support younger children and new children in school and the buddy bench, pupil conferencing, circle time and suggestion boxes.
- Curriculum: Uses a range of methods to promote anti-bullying practice: drama, role-play, stories etc, PSHE lessons including bullying and anti-bullying. Building resilience is a part of our Personal Development curriculum. Resilience to emotional set-backs can be a useful skill in actively dealing with bullying.
- Peer Support Systems: Buddies encourage cooperative play and friendships / School Council monitor anti-bullying systems in school e.g. worry box, surveys
- Well-Resourced Play Opportunities: All children have equal access to school equipment and play areas including indoor provision
- Staff Vigilance: Staff to be aware of potential for bullying: by careful regard to their own supervision, following school discipline code etc.
- Staff Training: All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

<u>Reactive Strategies</u>
Staff have the responsibility to:
- Investigate and where appropriate, report an act of bullying via CPOMS, alerting the Head teacher and DSL to the incident.
- Where a member of staff becomes involved in an incident, they will use the appropriate means to support the child and challenge, sanction and support where necessary, the perpetrator/s. If bullying is reported to a staff member that is occurring outside school, it should be investigated.
- When a child is being bullied, the parents of all children will be contacted in order to find a resolution.
- In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the Headteacher may contact external support agencies, e.g. Community Police, Youth Offending, Social Care

The Role of the Deputy Headteacher / Headteacher

Responsibility to:
- Set the school climate of mutual support and praise for success, so making bullying less likely.
- 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 identify and deal with incidents of bullying.
- Report to the governing body about the effectiveness of the anti-bullying policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draw the attention of children to this fact at suitable moments e.g. assembly.
- Encourage open discussion about differences between people to build respect.
- Arrange for all staff to receive sufficient training in order to be equipped to identify and deal with all incidents of bullying.
- Work with police, NSPCC, and other groups to provide training and information for pupils.
- The head teacher can, where there is good reason, examine electronic devices that have been removed from pupils and delete data without parental consent.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
Responsibility to:
- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 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.
- Respond to parental dissatisfaction with the way the school has dealt with a bullying incident. 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/her to investigate the case and to report back to a representative of the governing body.

Resolution of Bullying Incidences

- The parents of the perpetrator and also the victim may be invited into school to talk about the incident or about their general concerns.
- We use restorative practise when dealing with bullying issues, encouraging the child responsible for the behaviour to reflect on their choices and take responsibility for it.
- Sanctions may be applied as per the Behaviour Policy
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.