The Coppice Primary School Anti-Bullying Policy

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1. INTRODUCTION

Everyone at The Coppice Primary School has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

'Bullying is wrong and damages individual children. If left unaddressed, it can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. We therefore do all we can to prevent it, by: developing a school ethos in which bullying is regarded as unacceptable' (Preventing and tackling bullying: advice for Headteachers, staff and Governing bodies 2017)

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations (see section F), including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

2. AIMS AND OBJECTIVES

Through raising awareness about bullying behaviour we aim to prevent bullying.

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

This policy aims to produce a consistent school response to any bullying incidents that may occur. 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 any bullying in our school should it arise.

The policy is available online from our website at www.coppice.worcs.sch.uk

3. DEFINITIONS OF BULLYING

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

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (2017)

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

4. WHAT DOES BULLYING LOOK LIKE?

Bullying behaviour can be:

-Physical – pushing, poking, kicking, hitting, biting, pinching etc.
-Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
-Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
-Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
-Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
-Indirect - Can include the exploitation of individuals.

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'.

5. BEHAVIOUR OFTEN ASSOCIATED WITH BULLYING:

Baiting:

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter:

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

-**Friendly Banter** - There's no intention to hurt and everyone knows its limits
-**Ignorant Banter** - crosses the line with no intention to hurt, will often say sorry.
-**Malicious Banter** - Done to humiliate a person-often in public

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

6. WHY ARE CHILDREN, YOUNG PEOPLE AND ADULTS BULLIED?

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

Specific types of bullying include, but are not limited to:

-Prejudice Related Bullying:

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of what are termed 'protective characteristics':

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

-Other vulnerable groups include:

-bullying related to appearance or health
-bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

-Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

7. WHERE DOES BULLYING TAKE PLACE?

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education and the workplace.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

8. CYBERBULLYING:

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
- Making fun of others using on social media, in phone messages etc.

We will ensure that our children are taught safe ways to use the internet and taught good online behaviours through our computing curriculum. Online safety guidance documents are provided on the school's website at www.coppice.worcs.sch.uk

9. BULLYING CAN TAKE PLACE BETWEEN:

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

10. FIRST RESPONSES TO REPORTS OF BULLYING:

Be careful in the language you use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say 'person' (child) who is being bullied, and instead of 'bully' say 'person' (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children:

- remain calm - you are in charge

- take the incident or report seriously

- reassure the victim/s

- find out as much as you can relating to the incident

- take action as quickly as possible

- think hard about whether action needs to be private or public

- should other adults be informed?

- offer concrete help and advice to the victim/s

- make it plain to the child doing the bullying that you disapprove

- encourage the person doing the bullying to see the victim's point of view

- punish the person doing the bullying, but be careful how this is done

- be careful to follow the school's Behaviour Policy

- explain clearly the punishment and why.

11. WHEN AN IDENTIFIED BULLYING INCIDENT OCCURS, ALL STAFF WILL:

   - record the incident on an Incident Sheet **(see appendix 1)** and hand it to the Headteacher for inclusion on 'My Concern'

- Make sure the incident does not live on, but monitor the victim and bullies discretely.

- Think ahead to prevent a recurrence.

- Follow the "Sanctions Procedure" in the Behaviour Policy.

- In repeated cases of bullying, consider if you need to start a Support Group **(see Appendix 1)**

12. EDUCATION TO HELP PREVENT BULLYING:

The school's Jigsaw P.S.H.E. & Citizenship programme contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others.

ASSEMBLIES on 'British Value' themes raise awareness of bullying and also teach other key values such as 'Caring', 'Tolerance' and 'Respect' to deter it.

NSPCC – We have visits from the NSPCC who work across both key stages to highlight ways to tackle bullying.

Reactive programmes to consider for vulnerable groups or groups involved in bullying:

For example:

- Restorative Justice

- Counselling and/or Mediation schemes

- Small group work

- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers:

- Parent groups

- Parent information events/ information-on the school website

Support for all school staff:

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

- Encouraging all staff to model expected behaviour

Bullying is a whole school issue.

By involving Governors, Teachers, Education Support Staff, parents and carers, School Councillors and pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem. Publicity is one area that can help and could include:

Posters: Pupils and teachers can both become involved in creating posters to display around school.

Childline telephone helpline number will be displayed.   **Childline – 0800 1111 (open 24hrs)**

Leaflets: these can be displayed around the school and/or sent home.

Anti-Bullying Week:

By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and Parents to understand what bullying is and how to report concerns.

13. THE ROLE OF TRUSTEES:

The Board of Trustees supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Board of Trustees does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Board of Trustees monitors any incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Board of Trustees requires the Headteacher to keep accurate records of all incidents of bullying and to report to the Trustees on request about the effectiveness of the school's anti-bullying strategies.

The Board of Trustees responds within ten days to any request from a parent or carer to investigate incidents of bullying. In all cases, the Board of Trustees notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the Board of Trustees.

14. THE ROLE OF THE HEAD TEACHER:

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 Board of Trustees 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. At The Coppice, this is known as 'The Coppice Way'. 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.

15. THE ROLE OF ADULTS/SUPPORT STAFF/LUNCHTIME SUPERVISORS:

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns and report to the Headteacher.

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Lunchtime Supervisors and other adults inform class teachers of any concerns. Teachers will consult the Headteacher, who will inform the child's parents.

Incidents which are considered to be of a bullying nature are recorded on incident sheets **(see appendix 2).** Where Parents contact school to make allegations of bullying, a Parent Interview is completed to record the conversation and actions to be taken **(see appendix 3).**

These are monitored by the Headteacher and Senior Leadership Team. Such incidents are uploaded to 'My Concern' so that any bullying trends can be monitored more easily.

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 a child being bullied, and consequences 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, the Headteacher is informed, as is the Special Needs Co-ordinator (SENDCO). 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.

Adults 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.

16. 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 contact their child's class teacher immediately.

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.

17. LINKS WITH OTHER POLICIES:

Policy:	Reason why this policy relates to bullying:
- Behaviour Policy	Rewards and sanctions, Codes of conduct
- Safeguarding Policy	Child protection
- E-safety and Acceptable use policy	Cyber bullying and online safety
- Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
- Confidentiality Policy	Reporting and recording
- PSHE/Citizenship	Strategies to prevent bullying
- Complaints' Policy	Guidelines to make a complaint if families are not happy with how an incident has been dealt with.

18. MONITORING and REVIEW:

This policy is monitored by the Headteacher who reports to The Board of Trustees about the effectiveness of the policy on request. This anti-bullying policy is The Board of Trustees' responsibility and they review its effectiveness annually. They do this by examining the school's bullying incidences and records on My Concern and by discussion with the Headteacher. The Board of Trustees will analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

19. NATIONAL DOCUMENTS:

Preventing and tackling bullying (July 2017)

Supporting children and young people who are bullied: advice for schools (March 2014)

Cyber bullying: advice for headteachers and school staff (Nov 2014)

Advice for parents and carers on cyber bullying (Nov 2014)

Disability Hate Crime guidance

Racist and Religious Hate Crime guidance

Tackling Homophobic Hate Crime guidance

20. DATA PROTECTION STATEMENT:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Anti-Bullying Policy	Guidelines for bullying	To provide clarity	Pupils	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
√		

Bullying Incident Log

Happy, Confident and Successful Learners

C P S

Well Prepared for Life

Reported by:

Complete details of incident and those involved below
(continue overleaf if necessary)

	Date:	*Time:*	*Location:*
Nature of involvement:	**Name:**		**Class:**
Nature of involvement:	**Name:**		**Class:**
Nature of involvement:	**Name:**		**Class:**
Nature of involvement:	**Name:**		**Class:**

Type of Bullying Incident: check all that apply (✓)

Threats/intimidation ☐	Rumour spreading ☐	Physical bullying ☐	Cyber-bullying ☐
Taking another's property ☐	Name-calling or mean teasing ☐	Social isolation/exclusion ☐	Other (specify): ☐
Name-calling, mean comments, or gestures with a sexual meaning ☐		Name-calling or mean comments about race or colour ☐	

Incident Description:

Action Taken:

Appendix 2 - SUPPORT GROUP APPROACH TO BULLYING IN SCHOOLS:

The Kingston upon Hull Special Educational Needs Support Service (SENSS) Anti-Bullying Project has developed the support group approach to bullying, building particularly on the work of Maines and Robinson (1991, 1992).

Step 1 - Interview the 'victim' for names of bullies, bystanders and friends:

The victim is interviewed first, sometimes at home if they are away from school. Concentrating on the kind of things that have been happening rather than particular incidents, the victim is allowed to talk about whatever they think needs to be known. This might include the whole history of the problem, or very little about it. All that is said is accepted in a non-judgmental way, without questioning its validity. We do not concentrate on the feelings of the victim or request a picture or piece of writing to illustrate them. Questions such as 'What did you do to make him do that to you?' or similar undermine the victim's confidence and are unnecessary. The victim is told that the bullies will not be in trouble so there will be no problems that they will 'get him' her for it later'. Without this assurance, the victim may be reluctant to give any names. The purpose of this interview is to reassure the victim that the problem can be solved and find out:

- who are the main threatening figures

- the 'bullies' who are present although they may not actively join in the bullying

- the 'bystanders' who the victim finds supportive or, if he has no supporters, whom he would like to have as friends

- The victim is told that the group will be asked to help make him/her happier in school.

Step 2 - Convene the support group:

From these names, a support group is made up, ideally 6-8 pupils. All the main bullies are included with some bystanders and supporters. The support group often needs reassurance at the beginning that they are not in trouble. The pupils are often unsure of why they have been selected, since they are not all 'bullies' or 'friends'. It is important that no child is labelled by their selection for the group and having a truly mixed group facilitates this. The group is seen separately from the victim. The group is told that X is unhappy in school, and they have been chosen because they are all able to help. Group members seem to accept the rationale that they can all help; indeed this is what they have in common. At this point the term bullying is avoided since this suggests a judgement has been made on the nature and causes of the problem. It is equally important, as with the interview with the victim, that a non-judgemental atmosphere is maintained. However, very often the group members use the term anyway. Once the reason for the group is clear and they do not feel threatened, they can be remarkably open about what is happening.

Step 3 - Raise empathy within the group:

Empathy for the victim is heightened by asking if they have ever been unhappy in school. Usually there are a few who will admit to this and say a little about it. The feelings of the victim are not relayed to the group, as Maines and Robinson suggest. Rather, we discuss briefly the feelings of members of the group that have been unhappy in school and say that 'X must be feeling very like that'. This is an effective means of raising empathy without breaching confidentiality.

Step 4 - Explain the purpose of the group:

It is explained that no one should feel unhappy in school and because they know X they probably know better than anyone why and when he or she is unhappy. Members of the group often volunteer information that can be very illuminating at this point. If anyone mentions a name, they are gently interrupted and told

there is no need for any names, in order to maintain the non-judgmental atmosphere. Again, all that is said can be accepted, since no punitive action will follow as a result of this discussion.

Step 5 - Ask for suggestions:

The group is asked to make suggestions. Because they know what goes on they are the best people to suggest what can be done to make the situation better for X. We wait for suggestions from them. This part of the process is very variable; some groups are full of ideas, others are very vague or there may be some resentful silence. Simply ignoring resentment and praising any suggestions from members of the group usually ensures that most will either have made a suggestion of their own or will take up a suggestion that someone else has made so that all have a role. The actual suggestions are not in themselves significant except insofar as they demonstrate a commitment to the group goal. Members say things such as 'I will bring her/him some sweets', 'I will watch out for her/him in class'. The only suggestion that has to be gently rejected is of the kind – 'If I see anyone hurting her/him I'll beat them up'! They are not asked to make any promises and are not given jobs. The plan must be owned by the group. If suggestions are not forthcoming, which has happened occasionally, exploring further the circumstances when upset occurs generally gets ideas flowing.

Step 6 - Thank, reassure, pass responsibility and arrange review:

Group members are thanked for their support and told that it looks like they have a good plan that will make all the difference to X. Then they are told that they can report back all they have managed to do in a week's time. In other words, the responsibility is passed to the group at this point. The shift of ownership of the plan and the transfer of the responsibility for its implementation to the whole group is crucial. This is the most powerful single feature of the approach. Inevitably, sometimes, this initial meeting goes better than others but it is curious that no matter how it is seen subjectively, this does not appear to be reflected at all in the outcome.

Step 7 - Review with 'victim' first then group. Compliment everyone:

At the review the victim is seen first to see how things have gone. Generally, things are fine. This review usually takes about 2-5 minutes. The victim is complimented on things going well; attention is not withdrawn because there is no trouble or a provocative victim may be inadvertently encouraged.

The support group members are then seen together and asked how things are going. Usually they are aware the victim is happier although they may occasionally report on an incident not involving members of the support group. Many times they express the improvement in terms of 'He/she is better now', as if they view the problem as lying within the victim. They are encouraged to say how they have helped although their efforts are not matched with the suggestions made at the previous meeting, unless individuals wish to do so. They are also complimented and thanked for their help. Then they are asked if they are willing to continue for another week. No one has ever refused to do this in our experience. On one occasion a group member was unwilling to come to the review meeting and apparently tried to persuade two others to refuse to come but by the following week the other two were eager to come and the dissenter, who was one of the

identified bullies, had not bullied the victim further. A new review is arranged as before. Reviews can be continued for as long as necessary but usually two reviews have been sufficient. This avoids creating a false sense of dependency. Individuals can be reinforced informally from then on. It is usually arranged for the whole group, victim as well as supporters, to receive an appropriate reward to reinforce the new status. They may get a certificate or a letter home to parents. Having their photograph taken is very rewarding to primary pupils and it can go up in their classroom or a notice board.

The parents are asked for their views on how things are going and value being kept informed after each review. When they feel involved and therefore not frustrated this can often help rebuild the relationship with the school which was usually strained beforehand.