

Cornholme School

Anti-Bullying Policy

This policy ties in with the whole school behaviour Policy

The school context

Everyone is expected to show consideration to others at all times. We believe that every child matters and each person should be valued equally; therefore we can never tolerate bullying. We consider the welfare and safety of all to be so important that we must have procedures to deal with any bullying situations that may arise. Our open approach encourages children to tell, in confidence, of any problems. Raising the self-esteem of all involved contributes to a happy and peaceful environment. The whole school community - teachers, support staff, pupils, governors and parents should support and be included in our anti-bullying policy. Good relationships are the pre-requisite for good behaviour.

What is bullying?

Bullying is wilful, or persistent, offensive, abusive, intimidating, malicious or insulting behaviour; intentionally harmful, carried out by an individual or a group; an imbalance of power leaving the individual being bullied feeling defenceless. This definition of bullying can be extended to include cyber-bullying (see below).

Bullying could be:

- Physical: extraction of property, pushing, kicking, hitting, pinching, any form of violence, or threatened violence.
- Verbal: insulting, name-calling, sarcasm, spreading rumours, persistent teasing.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact, abusive comments.
- Silent : Ignoring, isolating

Cyber-bullying can be defined as an aggressive, intentional act, carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who can not easily defend him/herself. Cyber-bullying is a form of bullying which has in recent years become more apparent, as the use of electronic devices such as computers and mobiles phones by young people has increased. this can include bullying through text message, picture / video clip (via mobile phone cameras), phone call, email, chat-room, through instant messaging and bullying via websites.

The Curriculum

At Cornholme School we seek both to work against bullying and to build children's self worth and esteem. This is not only at the core of our school ethos, but also built into the curriculum to which every child is entitled.

These include:

- An ongoing programme of Personal, Social and Health Education designed to promote mutual respect, self discipline and social responsibility, together with work on relationships and feelings, Including use of Social & Emotional aspects of Learning (SEAL)
- A programme of Religious Education and Assemblies which include ethical and moral issues
- Incidental opportunities across the curriculum for example, through stories and co-operative games
- Circle/ discussion time held in each classroom.
- A school council of pupil and staff representatives which meets each half term
- Training of Y6 Buddies to act as support for pupils who feel isolated or are having difficulties at play times

Our key principles are:

Everyone has the right

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality
- To learn or to teach, or to do their job
- To have equal access to resources and the environment

At Cornholme School, everyone has a responsibility to uphold these rights.

Children are also reminded of the organisational rules of the playground at the beginning of each year and at other times as required.

Procedures for dealing with bullying

Bullying will never be ignored and children will always be listened to. Any and all members of staff can deal with an incident of bullying but all incidents must be reported to the class teacher. This will ensure that subsequent and persistent bullying is recognized and dealt with accordingly.

We encourage children to report bullying incidents to the adult on duty at the time, or to the class teacher or to any of the support staff or to Y6 Buddies if the child feels more comfortable to do that.

In most cases issues can be instantly dealt with and low level sanctions are enough. However all staff must pass on information regarding incidents to the child's class teacher so patterns of behaviour can be identified.

The procedure to follow is outlined below.

1. Listen carefully. Ensure that the child knows that what they say is treated in confidence, but that information has to be passed on to the head..
2. Offer immediate support for the victim (see appendix 1) so they feel secure.
3. Discuss the incident separately with the bully. If necessary, state the facts as they are known. If a group is involved they should be spoken to individually (see appendix 2).
4. Explain fully the appropriate actions to be taken with and by the bully. Discuss support systems and strategies with the victim.
5. Contact parents as necessary, and the Police if appropriate (senior staff will make this decision).
6. Follow up the incident with the bully and victim after an agreed period of time.
7. Give the bully the opportunity to apologise to the victim. Whenever possible, the children should be reconciled.
8. Class teachers of both bully and victim should be notified as soon as possible after the incident.
9. Report incident to senior member of staff
10. Record incident on reporting form and hand to Headteacher

Further details on action for the victim and bully is given in the appendix.

How children can help

We aim to ensure through the opportunities outlined above that all children know:

- Members of staff can and should be told about incidents. It is safe to talk to them in confidence about bullying, whether this is happening to them or to others.
- What happens when they report incidents
- There are no innocent bystanders when it comes to bullying. All children need to be active in joining together to minimise bullying in the school.

Parent / school contact

When dealing with initial incident parents of both the victim and bully may be informed. Parents will be automatically informed if there was a repetition of the incident. All instances of bullying are taken seriously, and are more speedily resolved when home and school work together. Both sets of parents can be invited independently to discuss the problem and should be offered a follow-up session to monitor the effectiveness of any actions. School and parents need to know how each other is dealing with the situation so that there is a consistent approach. Sanctions may be necessary, such as removal from the place where bullying happens, with exclusion from school as the ultimate punishment. An appeal system exists in the event of a permanent exclusion, though we hope that reconciliation will have been reached long before that stage.

Governing Body Involvement

The Governing Body shall:

- Tell all pupils, staff and parents that bullying is never tolerated.
- Ensure that the curriculum provides opportunities to discuss and combat bullying.
- Inform parents of this anti-bullying policy and provide a copy on entry to the school, whenever any changes are made to it and on demand.
- Monitor the effectiveness of this policy and review it regularly.
- Support appropriate sanctions and provide an appeal system for parents.
- Ensure that sanctions and appeal system are clear to all.
- Receive termly reports from the Headteachers report.

Appendix 1

ACTION FOR THE VICTIM

- Praise them for telling you. Have them explain and if appropriate write down what happened.
- Make sure the child knows that you have taken the problem seriously.
- Reassure the child that action will be taken. They will be protected and the bullying will stop. They may not see the action you take but can be reminded about the procedures that will follow. Tell the child what action has been taken.
- If a child has been repeatedly bullied before it has come to light, consider creating a safe place for them to go if they feel unsafe.
- Involve parents whenever appropriate.
- Follow up the discussion with the child at a later date to ensure that the bullying has stopped.
- If needed, provide support systems for the child such as a card to allow them to come in at playtimes, allocation of peer mentor
- Teach them strategies for dealing with bullying and raising their self esteem

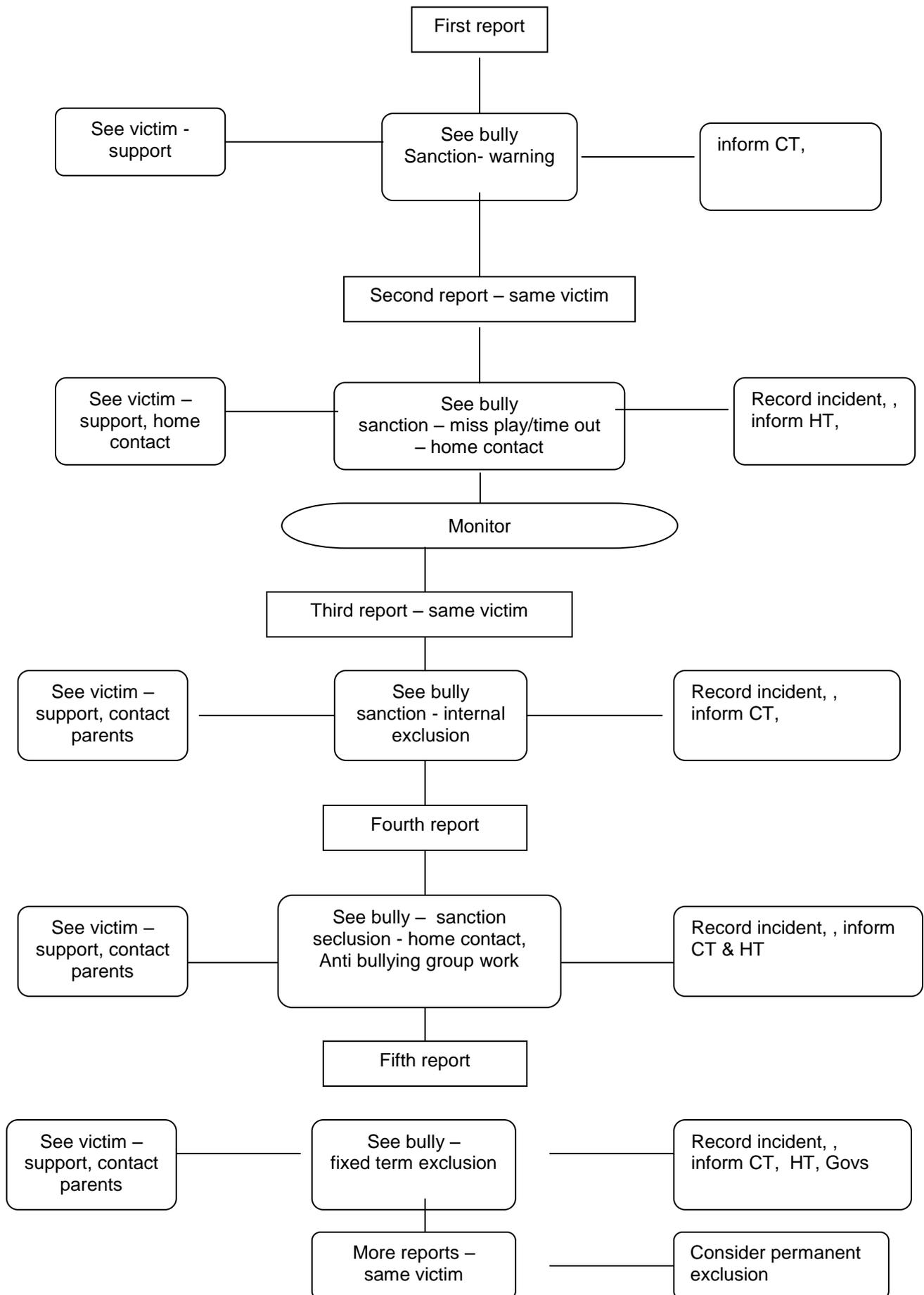
Appendix 2

ACTIONS FOR THE BULLY

- Discuss events openly with the bully, or individually with the bullies if more than one is involved. Ask them what they know and encourage them to explain their behaviour.
- If a number of children are involved, have them write down (or explain) what happened separately. If there is a group involved, they should explain what happened separately and be spoken to individually.
- State the facts as you know them.
- Do not accept false excuses e.g. I was only playing, it was a joke
- Explain the effect that such behaviour can have on another child.
- Agree with the bully, or individually with each member of the group involved, what they intend to do positively to resolve the situation.
- Meet the group together, state what happened in the individual meetings and ensure that everyone is clear about the action they are to take.
- Set clear limits of behaviour, and goals to be achieved.
- State the consequences. These will vary according to the nature of the incident, but will include some of the following:
 - A missed playtime
 - A record of the incident kept in behaviour file
 - Time out to cool down at the times when incidents tend to occur - playtime, wet playtimes, lunchtimes, at the end of school. If a group then they may not be allowed to have playtime together or sit together at lunchtime.
 - Placed on Report card for short period of time
 - Waiting in school until other children have left at the end of the day to allow others to go home safely, or being escorted out of school.
 - Contact with parents. Parents should be encouraged to discuss the incident with their child, and a meeting between the parents and the school arranged if appropriate.
 - Having someone to monitor their behaviour in the playground - the bully cannot go into the playground or around the school without a senior pupil.
 - A home/school book
 - Internal exclusion – in another classroom
 - Seclusion - in a room alone
 - Fixed term external exclusion
 - Permanent exclusion

Trust the bully once goals have been set and reward good behaviour. Arrange a follow up meeting a few days or a week later when they can be accountable for their actions. Stronger actions will be taken should the bully defy the assistance offered. Circle time can be very effective for following up bullying incidents, particularly if several children are involved in the bullying.

This works with the sanctions/consequences stated in the whole school behaviour policy.



Bullying incident reporting form

Date _____

New case? **yes/no**

Nature of bullying (tick all that apply)

- Verbal
- Physical
- Racial
- Isolation
- Intimidation
- Non verbal (give details)
- Written
- Extortion (asking for money etc)
- Other

When and where did it happen?

- On way to/from school
- In class
- In playground
- In corridor
- In toilets
- In hall
- Other

Details of victim & bully

| | Victim | Bully | Bully |
|-------------|--------|-------|-------|
| Name | | | |
| Age | | | |
| Class | | | |
| Male/female | | | |
| Ethnicity | | | |
| SEN | | | |

Action taken

- Refer to class teacher
 - Refer to Senior staff
 - Refer to Headteacher
 - Stage 3 warning for bully
 - Stage 4 loss of privilege for bully
 - Stage 5 internal exclusion
 - Stage 6 seclusion
 - Parents of bully contacted (phone/letter/face to face)
 - Parents of victim contacted (phone/letter/face to face)

 - Support for victim (give details)
-

- Mediation
 - Referral to SENCo
 - Other
-

PTO

Use this side to record discussions

Recorded by _____ name _____ role