



Anti-Bullying Policy

Copley Junior School

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ANTI-BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Aims

- To ensure that all partners in the school community at Copley Junior School, regardless of age, religion, gender or race can fulfill their role, free from fear of any physical, verbal or mental bullying, either overt or covert.
- To ensure that all partners in the school community including staff, governors, parents/carers and children understand that they have a shared responsibility to prevent and stop bullying when it occurs.

Objectives

- To promote a caring ethos in school that does not tolerate bullying in any form.
- To ensure that the school takes action to prevent bullying wherever possible and that all partners in the school community have an understanding of what bullying is and why it is unacceptable.
- To investigate all incidents of alleged bullying and, where bullying is found to have occurred, to take appropriate action to stop unacceptable behaviour.
- To deal consistently with incidents of bullying, in line with the school's agreed Anti- Bullying Policy and Positive Behaviour Policy.

Definition of Bullying

Bullying behaviour is the repetitive, intentional intimidation of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

The following principles define bullying:

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is usually repetitive (though one off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves)

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on, the issue of sexuality
Verbal	name calling, sarcasm, spreading rumours, teasing
Cyber	all areas of the internet such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

Key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time;
- That it is deliberate and not accidental;
- That it involves the person doing the bullying having some power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the person wants).

Bullying behaviour is **not** teasing between friends without intention to cause hurt. Bullying behaviour is **not** falling out between friends after a quarrel or disagreement or when children do not get on with one another (though in some cases this can lead to bullying).

Bullying behaviour does **not** include activities that all parties have consented to and enjoy (although any evidence of coercion must be looked for carefully).

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As practitioners we have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

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
- doesn't want to go on the school / public bus
- 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
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with 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 starving (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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Policy into Practice

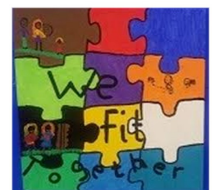
1. Everyone in our school takes action to prevent bullying wherever possible:

- By maintaining an appropriate level of supervision especially at playtimes and in areas beyond the classrooms such as cloakrooms and toilet areas.
- By ensuring consistent reporting procedures at playtimes and lunchtimes. Lunchtime supervisors report incidents to class teachers and incidents worthy of note to the Head teacher. The school's Senior Midday Supervisor liaises regularly with the Head teacher regarding behaviour at lunchtime. Class teachers report any incidents worthy of note which occur during their lessons

or duty times to the Head teacher. Pastoral Slips are used to record incidents and concerns.

- By the Head teacher's monitoring reporting/recording procedures on a weekly basis. Records to be made if the incident is 'worthy of note' (a guiding principle).
- By including the issue on the agenda for the Senior Leadership Team on a regular basis.
- By encouraging all children to report incidents that they regard as bullying, whether for themselves or on behalf of other children.
- By talking to the children regularly in class, using PSHCE lessons as the starting point for discussion.
- By making vulnerable children known to teachers, learning support assistants, lunchtime supervisors and to any supply teachers who work in school.
- By encouraging pupils to take leadership roles to promote anti-bullying and positive behaviour e.g. Anti-Bullying Ambassadors, School Council members, Mini Life Coaches, whereby children have opportunity to lead anti-bullying and emotional health and well being practice in school, and to share information with the school community via their website pages.
- By taking an active whole school role in national focus weeks e.g. national Anti-Bullying Week, national Safer Internet Day etc.
- By evaluating our practice regularly so that we continue to build upon outstanding practice in supporting pupils' personal development, behaviour and welfare. This includes external evaluation of our anti-bullying procedures and practice. We have been externally accredited with the Anti-Bullying Charter Mark at Gold level.

Anti-Bullying
Charter Mark



Gold

2. An ethos is developed in the school that does not tolerate bullying:

- By staff setting an example to the children in the way they treat the children and each other.
- By building up the self esteem of every member of our school community.
- By positive behaviour teaching and management of the children.
- By creating an atmosphere of mutual respect and tolerance.

3. Where bullying does occur it is recognised and dealt with in a way that is consistent with this policy:

- By encouraging the reporting of all incidents perceived as bullying.
- By involving parents/carers at an early stage whenever bullying is recognised as ongoing and not an isolated incident.
- That all staff are kept informed of individual concerns.
- Bullying and physical harm are dealt with under the school's Positive Behaviour Policy and may lead to exclusion.

The Process of Dealing with Bullying

1. Any allegation of bullying is investigated immediately by whoever receives the allegation.

- Could the incident have occurred?
- Are there any witnesses?
- Has the alleged bully been involved in bullying before, either of the same child/ren or of someone else?
- Ask other members of staff who may be able to offer information or insights.
- Speak to all children involved individually and note in writing what they say.

2. If there is no conclusive evidence that the incident was bullying it should still be reported to the Head teacher (or Deputy Head teacher in her absence) and a record kept of all involved.

3. If bullying has occurred it should be reported immediately to the Head teacher.

- The victim will be reassured.
- The Head teacher will make every effort to immediately contact the parents of the bully by telephone to give an account of the incident and what measures the school intends to take.
- The Head teacher will make every effort to immediately contact the victim's parents by telephone to give an account of the incident and action taken by the school.
- The bully will be warned that any further bullying of the same child or other children may warrant parental involvement and could, in certain circumstances, lead to exclusion.
- Any other appropriate form of punishment may also be given e.g. loss of privileges, kept in at playtime etc. in line with procedures set out in the school's Positive Behaviour Policy.
- The class teacher will be asked to monitor those involved and the Head teacher, class teacher and learning support assistant will endeavour to reassure and check on the victim regularly after the incident, giving them the opportunity to share if the bullying is continuing.
- The incident is recorded and any notes or additional information kept.

4. In the event of further incidents of bullying or in the case of a serious level of bullying:

- The bully's parents will be informed of the incident and an appointment made for them, to come into school to discuss evidence and subsequent further action.
- The Head teacher will make every effort to immediately contact the victim's parents by telephone, and where unable to do so will leave a message inviting

parents to come into school to discuss the incident and action taken by the school.

- Each incident will then be dealt with individually, depending on what has occurred and the support offered by the bully's parents.
- Severe bullying could lead to exclusion but, in all instances, the future behaviour of the bully will be closely monitored.
- The victim will be closely supported and regular contact maintained with the parents.
- The victim will be encouraged to choose a particular 'buddy', in order to offer additional peer support.
- Any identified 'bully' will be required to show 'reconciliation'.
- Parents of victims and perpetrators will be offered separate appointments whilst investigations take place.

Provision for Staff

All staff are involved in the formulation and review of the school's policies and procedures for Anti-Bullying, Positive Behaviour and Whistle blowing.

Roles and Responsibilities of Parents/Carers

In order to support the work of the school we ask that parents/carers:

- Inform the class teacher of any concerns or incidents as soon as possible;
- Attend meetings in school to discuss their child's behaviour and support action taken by the school;
- Support the implementation of the school's Anti-Bullying Policy and Positive Behaviour Policy.

Any complaints relating to how an incident of bullying has been dealt with should be made in accordance with the school Compliments and Complaints Policy.

Responsibility for Monitoring the Anti- Bullying Policy

All incidents worthy of note are collated by the Head teacher and an overall record is kept of incidents to enable trends to be monitored.

The governor responsible for monitoring the implementation of this policy is Mrs M. Williamson.

Policy reviewed and updated by all staff and governors of the Curriculum and Standards sub committee: October 2016