

Coates Lane Primary School

Anti-Bullying Policy

Part of the school's Behaviour and Discipline Policy



Rationale

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

Definition

Bullying is an insidious social problem found in many occupations and walks of life. It is defined as:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

In a school environment it can be found amongst both the staff and children. The following is a suggested range of behaviour that constitutes bullying, when targeted against an individual over a period of time. **It is important to note that 'one off' incidents cannot be considered to be acts of bullying:**

PHYSICAL: pushing, kicking, hitting, pinching, any form of violence and threats

VERBAL: name-calling, sarcasm, spreading rumours, persistent teasing

EMOTIONAL: tormenting, threatening ridicule, humiliation, exclusion from groups or activities

RACIST: racial taunts, graffiti and gestures

SEXUAL: unwanted physical contact, abusive comments

Aims

- 1 To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- 2 To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- 3 To show commitment to overcoming bullying by practising zero tolerance.
- 4 To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- 5 To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims

Achieving Aims

All action relating to curricular issues underpins the belief in valuing people as individuals and their right to a bully-free environment.

The stated aims will be further achieved through the school's policies and programmes already in practice.

Identifying the problem (children)

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. (Please see "A Quick Reference Guide for what response to give to a child after an incident/disclosure of bullying")

For those children who are unable to inform staff about their problem, signs of bullying might include:

- 1 Unwillingness to come to school
- 2 Withdrawn, isolated behaviour

- 3 Complaining about missing possessions
- 4 Refusal to talk about the problem
- 5 Damaged or incomplete work

When these problems are associated with a special needs child or where there are indications of sexual harassment, these indicators may well confirm bullying is occurring. Investigation should be undertaken, checking with colleagues and maintaining vigorous vigilance.

Staff will be able to use their knowledge of the children to identify changes in their behaviour that might indicate bullying. Children will be encouraged to be open with their parents who can pass on concerns to the school.

Staff and other adults in school

Bullies are often in a position of power or authority over their victims. They behave as they do to hide their own inadequacies or their personal envy of another colleague. Bullying may occur between professional teaching staff, support staff and voluntary workers. Overwork can also lead to bullying with the bully inflicting their frustration and anger on their colleagues. Telltale signs in victims below are neither inclusive nor exclusive:

- General low morale
- Increased level of staff turnover
- High rates of absenteeism
- Frequent disputes, complaints and grievances
- Inefficient team working

Methods to prevent Bullying at Coates Lane School:

- 1 Victims of bullying both staff and children may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established
- 2 Coates Lane has a ZERO tolerance of bullying. All incidents will be taken very seriously and suitable sanctions put in place.
- 3 All corresponding policies to be read by staff in conjunction with this policy as aspects from each affect how we deal with bullying in school.
- 4 The school has rotas in place for supervising both playtimes and after dinner playtimes, including a rota of for SLT to supervise.
- 5 All members of staff including welfare staff are given training on how to deal with disclosure and are trained to make 'spot' checks if any area/child is causing concern.
- 6 We have invested in high quality resources to help teachers cover the issues of bullying throughout the curriculum and funding is available each year when necessary for up-dating these resources
- 7 The teachers supervise the children coming into school and leaving school.

- 8 Investigations into bullying incidents should be thorough and involve both the bully and the bullied – talking to both parties is important and often this will be undertaken with them together.
- 9 The bully should be helped to recognise their unsociable behaviour and offered support to modify that behaviour.
- 10 Efforts should be made to identify why a child has bullied; support can then be offered to the bully to prevent reoccurrence.
- 11 Assemblies and PSHE themes will cover all aspects of bullying taught through the curriculum.
- 12 Parents will be made aware of the Complaints Procedure in school as necessary.
- 13 Children will be reminded during Assemblies and PSHE what to do if they are being bullied.
- 14 Staff will be made aware of what to do if they are being bullied through the Staff Induction Procedure.
- 15 If any child/parent reports any incident of bullying, the member of staff must take the report seriously and carry out an initial investigation. If they then feel that a 'bullying' incident has taken place they must then speak to the Headteacher OR use CPOMS to log the concern, who will then carry out an investigation (Speaking to both the bully and the bullied). Action will then be taken a) to impose a suitable sanction on the bully if appropriate b) to support the bullied and c) to prevent any incidents happening again. If the bullying incident is deemed as serious and has been going on for some time then this will be taken immediately to the Headteacher who will consider suitable consequences for the perpetrator.
- 16 If the bullying report is about a member of staff it should be given to a member of the SLT or the Headteacher. If it is about the Headteacher it should be given to the Chair of Governors.
- 17 All these logs on CPOMS will be monitored for trends etc. On each log, the results and actions taken after the investigation will be recorded as appropriate.
- 18 Parents will be ensured that their concerns will be taken seriously.
- 19 Training/staff discussions about bullying will be included on the INSET every year.
- 20 Our Pupil Leadership Team has 2 representatives from all classes. A Chair and Secretary are voted for at the beginning of the academic year by both staff and children, each term 2 children are elected by their class to serve on the Pupil Council for one year. The council members are actively encouraged to raise any behaviour/bullying concerns and help with suggestions to solve issues that may arise. The School Council are given time each week to meet and to give feedback to their classes

As Headteacher, I accept responsibility to ensure that this policy is adhered to as fully as is practically possible. I am therefore the named person in this context.

This Policy and the monitoring of bullying incidents will be reviewed annually during the summer term.

The Governing Body of Coates Lane Primary School is aware of its' statutory duties in relation to anti-bullying and the lead governor is Mrs Julie Thompson.

A QUICK REFERENCE GUIDE FOR STAFF

Immediate response to a child after an incident/disclosure of bullying

PROCEDURES

All staff should be aware of Child Protection Procedures and follow the School Anti- Bullying policy for appropriate action

Stage 1

- 1 Reassure the child
- 2 Ensure the safety of the child
- 3 Assess the level of the distress
- 4 If relevant, check for injury and take appropriate action, necessary action
- 5 Do not promise confidentiality
- 6 Give lots of praise and reassurance

Stage 2

- 7 Reassure the child they were right to tell
- 8 If the child is very upset, for example cant's speak, wait to talk to the child, if possible
- 9 Be patient and give the child time to tell their story in their own words
- 10 Explain that you will note down the incident
- 11 Listen very carefully to the child's account
- 12 Try not to criticise the behaviour of other child/children involved
- 13 Accept what is being said – keep an open mind
- 14 Ask open questions “ Anything else to tell me?” Try not to ask leading questions, e.g. “What did he/she do next?”
- 15 Use prompts such as “yes” – “and”

- 16 Recount the story back to the child, clarify you have the right account
- 17 Ask the child what he/she would like to happen next!
- 18 Depending on his/her response, agree with the child what you are going to do next
- 19 Be aware that after a disclosure the child may be anxious about the reactions of the adults and also the actions of the bully
- 20 Offer immediate support and plan together what will happen for the rest of the day to ensure safety in school and on the way home
- 21 Speak to SLT and complete a log on CPOMS.

Stage 3

- 22 Make sure you have the child fully supervised if there is an issue of safety
- 23 Consider allowing him/her to stay in at breaks and lunchtimes if necessary either supervised or with a trusted friend
- 24 Before the end of the day explain what the school will do to make sure the bullying behaviour doesn't re-occur either on the way home or on the following day. This will help to ease any anxiety the child may have overnight

Stage 4

- 25 Follow up next day and inform the Headteacher. Continue follow-up during the week
- 26 Monitor regularly

