



**Corporation Road Community Primary School
Anti-Bullying Policy**



Approved by the Governing Body

Chair of Governors: Chris Archer

Approved: October 2021

Review Date: October 2022

Corporation Road Anti-Bullying Policy

1 Introduction

The Equality Act 2010

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

1.1 It is a government requirement that all schools have an anti-bullying policy.

This policy follows DfE guidance for schools <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1.2 DES guidance defines bullying as

- Subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops. Bullying via the internet (cyberbullying) or through the use of mobile phones, social media and gaming sites now affects many young people and appears to be on the increase. Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally
- One-off incidents can in some cases also be defined as bullying
- An imbalance of power leaving the person bullied feeling defenceless
- Emotionally or physically harmful behaviour which could include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet, gossiping, excluding people from groups and spreading hurtful or untruthful rumours. Although sometimes occurring between two individuals in isolation, it can also take place in the presence of others.

Cyberbullying

Bullying that happens online, using social networks, gaming sites and mobile phones, is often called cyberbullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied and takes place anywhere, and at any time, including in the victim's own home.

An isolated incident of cyberbullying can lead to a child becoming a victim again on multiple occasions, for example a degrading or humiliating photograph taken on a mobile phone can be sent to a wide audience by cyberbullies with remarkable speed, and can often remain undeniable. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying may be related to:

- religion, belief, race, class or culture
- special educational needs (SEN) or disability
- appearance or health conditions
- sex, sexual orientation,
- gender reassignment
- pregnancy or maternity
- young carers
- looked-after children

- home circumstances

The emotional distress caused by bullying in whatever form can prejudice school achievement, lead to lateness or truancy, damage self-esteem and, in extreme cases, end in suicide.

The following policy reflects the school's 'Zero Tolerance' of any occurrence, at any level, of Bullying. It also reflects Government Guidance Don't Suffer in Silence and Bullying – A Charter for Action.

Signs and Symptoms for Parents and Staff to watch out for

A child may give signs or behave in an unusual way which may indicate 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 or accompanied to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to harm themselves or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- has lack of eye contact
- becomes short tempered
- has a change in attitude to people at home gives improbable excuses for any of the above

1 Aims and objectives

1.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

1.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

1.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

1.4 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 bullying in our school.

1.5 We aim to reduce incidents and intervene effectively.

Link to relevant policies and procedures

- Safeguarding policy
- Complaints procedure
- Behaviour policy
- Well-being Policy
- Peer on peer abuse policy

2. The “Vision” Statement embodies our philosophy that each child:

Corporation Road Primary – A Proud Community School

At Corporation Road Primary School, we try our very best to make sure our children:

- Know that we want them to succeed.
- Get the best start in life and are well prepared for the challenges later.
- Are happy, confident and want to learn.
- Make really good academic progress every single year.
- Experience a range of opportunities in and outside school that inspire them and widen their horizons.
- Are protected and nurtured, yet encouraged to be independent.
- Are open-minded and reject all types of discrimination.
- Can trust each other and all the adults that work with them.

3. Bullying is viewed with Zero Tolerance. We aim to prevent it in the first place by:

- ensuring that everyone connected to the school is aware of and ‘signed up to’ the anti-bullying ethos and policy;
- ensuring that each individual has responsibility with regard to the prevention of bullying in school;
- recognising that it is likely that there will be incidents of bullying in school;
- ensuring a school ethos in which bullying at any level is regarded as unacceptable;
- ensuring that measures are in place to reduce the likelihood of bullying e.g. consistently applied positive behaviour and discipline policy, use of circle time to address issues, assemblies, PSHE curriculum, being open about addressing issues of conflict; and anti-bullying national events.
- working with children to help them differentiate between bullying and minor, isolated quarrels and disagreements;
- monitoring the school’s reaction to any bullying that may occur to ensure consistency of response.

4. Bullying must be reported:

- individuals are reminded that if they are being hurt in any way they must tell someone they trust;
- children as individuals and as a member of a group – class, friends, club attendees etc. - are reminded that if they see someone who is not being treated well by others or is unhappy they must tell someone they trust;
- anyone reporting bullying must feel they are believed and will be protected;
- staff are to be alert to potential bullying in school.

5. Bullying will be addressed

- all allegations of bullying will be treated seriously and investigated;

- following an investigation, if there is evidence of bullying, the perpetrator(s) will be dealt with in accordance with the School Behaviour and Discipline policy;
- victims of bullying will see, as a matter of priority, that matters are resolved and that bullying behaviour and the perpetrators of bullying are not tolerated;
- when bullying occurs, those around will be involved using a restorative approach to the incident and opportunities will be identified to further emphasize the negative impact of bullying on an individual, groups and communities;
- perpetrators of bullying behaviour will be given appropriate sanctions or consequences. By the same token, and at an appropriate time, individuals will be given every opportunity to recover from the incident or phase with dignity and forgiveness. It is understood that bullying behaviour can be a sign of distress in children and a possible response to having feelings of jealousy and envy for the victim, a sense of being marginalized, alienated, disliked and even unloved. Zero tolerance is not diluted under any circumstance but some understanding of the reason behind the bullying can help to bring about the long term solution;
- any incident of bullying will be monitored, logged and followed through. Both victim and perpetrator will be aware of this being the case.

In helping to prevent bullying and in dealing with incidents of bullying there are roles for Parents (families), Staff, Children and Governors.

5. The role of Governors

- The governing body supports all school-based staff 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.
- The governing body monitors incidents of bullying that do occur and reviews the effectiveness of school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents and outcome of bullying (every incident is recorded on CPOMS) and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of governors to look into the matter. The Chair should respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Chair of the Governors notifies the Head Teacher and asks her to conduct an investigation into the case and report back to a representative of the governing body.

6. The role of the Head Teacher

- It is the responsibility of the Head Teacher 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 identify, report and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head Teacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.
- Where bullying is identified in our school appropriate investigation is undertaken. Accurate records will be completed and reported to the Head Teacher.

7. The role of the teacher and support staff

- All staff use a range of opportunities to ensure that all children know that bullying is wrong and that it is unacceptable behaviour in our school. This is reinforced in assemblies, circle time and in lesson time. We also try to arrange suitable drama productions to get our message across.
- Accurate records of bullying using the school's record of concern forms are completed and kept to ensure that all incidents are investigated thoroughly. It is the responsibility of all staff to implement the school anti-bullying policy
- All reports of bullying are listened to and all staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers record all incidents that happen in their class on CPOMS . If teachers witness an act of bullying, they will investigate it themselves or refer to the Head Teacher.
- Lunchtime support staff keep a record of incidents, which happen during lunch break and report to class teachers. These incidents are then recorded on CPOMS.
- Teachers and support staff do all they can to support the child who is being bullied. Following consultation with the Head Teacher, if a child has been bullied the teacher will inform the child's parents plus actions that the school has taken.
- All incidents of bullying where parents are called in are logged and kept in a secure filing cabinet in Head Teachers Office. Our anti-racist logging system is maintained separately..
- When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and appropriate sanctions or consequences for the child who has carried out the bullying.
- All staff use a restorative approach when addressing these type of situations. Time is spent talking to the child who has bullied, explaining why his/her action was wrong and the child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Head Teacher should be informed.
- The child's parents will then be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external agencies such as Early Help.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum to help pupils understand the feelings of bullied children and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere.

Strategy for Dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too

- Discuss the incident with the victim
- Identify the bully/bullies
- Discuss the incident with the bully
- Collate witness statements from both sides
- Using a restorative approach the following questions will be asked ;
 - a) What happened ?
 - b) What were you thinking at the time ?
 - c) What do you think about it now ?
 - d) Who has been affected by what has happened ?
 - e) In what way ?
 - f) What do you think needs to happen to make things right ?
 - g) How could you make sure this doesn't happen again ?
- Sanctions for the bully may include withdrawal from favourite activities, loss of playtime, exclusion from school, depending on the perceived severity of the incident. This will be negotiated with parents.
- During school hours continue monitoring the situation
- As the behaviour of the bully improves, then favourite activities etc. can be reinstated and the child should be praised for their good behaviour

8. The role of parents

- Parents who are concerned that their child might be bullied or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher in the first instance. If they are not satisfied with the response they should then contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure
- Parents will be asked to support the school with any sanctions that are put in place if their child is the perpetrator.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

9. 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. Staff cannot take appropriate action if the facts are not known.
- Pupils are invited to tell us their views about a range of school issues, including bullying via the school council. We also ensure that children's views are heard during the assemblies/circle time sessions and pupil voice.

10. Monitoring and review

- Policy and practice are monitored on a regular basis by the Head Teacher, who reports to the governors on request about the effectiveness of both.
- The Head Teacher will monitor incidents, identify any patterns or perpetrators and take appropriate actions learning from incident.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying monitoring systems and by discussion with the Head Teacher. This gives Governors an overview of the types of bullying taking place, such as racist bullying or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed in two years, or earlier if necessary.

Advice and guidance for staff and parents

Bullying Alliance www.anti-bullyingalliance.org.uk

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Bullying Online www.bullying.co.uk

Kidscape www.kidscape.org.uk for further support, links and
Child Line 0800 111