

## Anti-Bullying Policy



Date reviewed by Staff:	September 2023
Date of next review process:	September 2026

Copeland Road Primary School seeks to provide a safe, secure and positive environment in which the children can develop and grow. Children, and the adults involved with them, are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation. Bullying behaviour is not a natural part of growing up and should not be seen as such.

### **Rationale**

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. Bullying can take many forms. The nature of bullying is changing as technology develops.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in school. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children who have been bullied in one setting may well become a bully in another.

### **The school recognises that bullying is unacceptable and will not be tolerated.**

All those working on behalf of the school with the children are required:

- To follow the school Anti-Bullying Policy;
- To involve children in the development of this policy and practice;
- To make clear that everyone has a responsibility for the safety of others;
- To identify and provide appropriate training in relation to bullying behaviour
- To raise the awareness of adults, children and young people about bullying
- To ensure that all staff and volunteers involved with children are able to maintain and develop positive relationships with them

To provide and encourage a safe, listening environment in which adults and children feel free to discuss their concerns regarding bullying behaviour.

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

- Equality and Diversity policy
- Behaviour Management policy
- Acceptable Use policy (internet safety)
- Safeguarding (child protection) Policy
- Complaints Policy

This statement is based upon three important principles:

- We cannot expect children to draw attention to bullying when it happens – the adults must accept responsibility and take steps to make sure that they are aware of what is happening.
- It is up to **all** adults within school to take bullying seriously, and to do something about it.
- Adults must be a positive role model in the way they treat other adults, or children and young people. Their own behaviour must not be seen to encourage bullying.

### **Aims and Objectives**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and stress. We also aim for tolerance and fairness in all that we do. 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 bullying in our school.

There are many definitions of bullying but most consider it to be:-

- Deliberately hurtful;
- Repeated often over a period of time;
- Difficult for victims to defend themselves.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide.

Bullying can take many forms but the main types are:-

- **Physical** - hitting, kicking, taking belongings;
- **Verbal** – name calling, insulting, making offensive remarks;
- **Emotional**– spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Bullying **can** include: Name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; cyber bullying; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Bullying is considered to be;

- Repetitive, deliberate and persistent
  - Intentionally harmful, carried out by an individual or group
  - An imbalance of power leaving the victim feeling defenceless
- Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying must be taken seriously.
  - Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

### **How we identify bullying:-**

The child's behaviour may change. There may be increased shyness, withdrawal from social activities and groups, diminishing performance, attention seeking, attendance problems and fabricated illness.

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- Have sleep or appetite problems.
- Have more difficulty in concentrating.
- Show variation in performance.
- Have cuts, bruises or aches and pains without adequate explanation.
- Request extra money or start stealing.
- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern of behaviour e.g.
- A sudden loss of interest in a previously favoured activity
- Changing times of coming to and going from the house
- A reluctance to (or no longer wishing to) leave the home
- A request to change school, youth club, etc.
- A refusal to return to a place or activity

### **SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS**

- Other children may inform staff;
- Issues may arise through class discussion;
- Parents may inform the school.

Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.

The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, self-harming or taking their own life.

The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.

Research evidence has shown that victims of bullying may be more likely to experience mental health problems. Victims of bullying may well become socially excluded – which is a clear risk factor to becoming engaged in crime.

### **Procedures for dealing with bullying with immediate action for all staff**

#### **ENSURE THAT BULLYING INCIDENTS ARE DEALT WITH PROMPTLY**

All allegations of bullying should be treated seriously and thoroughly investigated.

The school seeks to ensure that those acting on behalf of the school:

- Actively listen to children and young people;
- Act appropriately on information received;

All staff should:

- Ensure the immediate safety and wellbeing of children and young people
- Protect and support all parties while the issues are resolved
- Take the necessary steps to stop the bullying
- Listen to and treat children and young people sympathetically and take their concerns seriously
- Encourage children and young people to discuss the incidents of bullying
- Involve children and young people in the discussion about what action will be taken
- Consider a range of strategies to ensure that bullying does not occur again
- Record incidents and actions being taken and bring them to the attention of the named person
- Inform parents and discuss the situation with them calmly
- Maintain contact and work with parents
- Respond calmly and consistently

If the class teacher feels that the incidents are too serious to be dealt with by them, or if the bullying is repeated after they have dealt with it, the details should be passed on to the Headteacher or Deputy Headteacher.

The Headteacher and/or Deputy Headteacher will interview the victim and alleged perpetrators separately and consider whether the actions were deliberate and serious bullying. If they are, the senior member of staff will:-

- note the details on the appropriate section on CPOMS.
- inform the parents of the perpetrator about the incidents that have taken place,
- allow the perpetrators time to consider their behaviour and to devise an appropriate way of rectifying the situation,
- arrange to meet both parties at regular intervals to ensure the bullying has not been repeated.

If there are further incidents of bullying the Head Teacher may-

- invite the parents in to discuss the matter,
- suspend the perpetrator(s) from school for a fixed period,
- exclude the perpetrator(s) from school permanently.

(In the event of fixed term suspension or permanent exclusion, the Governing Body and LA will be informed).

## **Action to be taken to prevent bullying**

- a. Bullying to be addressed during regular timetabled PSHCE lessons and assemblies.
- b. Classroom and school displays reinforce the school's expectations of children's behaviour.
- c. Bullying to be addressed both directly and indirectly in class and school assemblies (e.g. Anti-Bullying Week).
- d. All class teachers to reinforce positive behaviour through the use of praise and the rewards system.
- e. All staff are good role models, who do not demonstrate behaviour that could be seen as bullying.
- f. The School Council will regularly discuss the effectiveness of the anti-bullying policy.
- g. All parents will have the anti-bullying policy available to them on the website and in hard copy if requested.
- h. The playground will be well supervised at break and lunch times. A senior member of staff will be available at all times to support the teachers on duty.
- i. The staff will monitor the number and nature of incidents of bullying that take place, to record them on CPOMS and to inform the Headteacher.
- j. Staff meeting time will be set aside to discuss (and revise, if necessary) the anti-bullying policy and associated policies e.g Behaviour Policy.
- k. The staff will use of CPOMS to monitor children's behaviour. This is available to the Headteacher and other senior staff for scrutiny.
- l. All staff work hard to encourage a positive, supportive and caring ethos to be strong in our school.

## **ROLES IN SCHOOL**

### **The role of the Headteacher**

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 Governing Body about the effectiveness of the anti-bullying policy on request and should report any major incident that occurs.

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 times. They ensure that all staff receives sufficient training and support to 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 part of their behaviour. The Head Teacher keeps a record of any serious incidents of bullying and of the outcomes of any discussions with parents.

### **The role of the teacher and support staff**

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, then the teacher will refer the matter to the Headteacher who will inform the child's parents.

If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve discussion and support for the victim of the bullying, 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, staff inform the Headteacher. We then discuss the situation with the child's parents. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may

contact external support agencies such as the Anti- Bullying Service and Crisis Response.

Staff will attend appropriate training to support behaviour management in school e.g. Team Teach where strategies to de-escalate incidents are covered.

Teachers & support staff 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.

### **The role of the 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.

If you suspect your child is being bullied at school or other organisation e.g. a club:

- Talk to your child about what is happening;
- Be calm
- Show sensitivity
- Show concern
- Reassure your child that he or she is not to blame
- If at all possible, act with your child's agreement;
- Contact someone in the school/organisation
- Maintain contact and work with the school/organisation.

Do listen to your child

Do take your child's concerns seriously

Do encourage your child to tell you what has been happening and in particular to report any trouble that has been encountered

Do help your child to try and find a safe solution

Do talk to the school or organisation

Do look for signs of distress shown by your child

Don't ignore your child if they say they are worried about being with certain people or in certain places  
Don't tell your child: "Just put up with it". Bullying is never acceptable. Action needs to be taken to stop bullying.

Don't tell your child to fight back. Schools cannot condone fighting and this is likely to make the situation worse. The bully may be stronger and your child could be hurt or get into trouble.

Don't immediately rush off and deal with the situation yourself, let the school/organisation know and leave it to them to deal with.

Don't approach the parents/carers of the perpetrator as this can also make things worse.

**YOUR CHILD HAS THE RIGHT TO BE SAFE.**

### **The Role of Children**

**YOU HAVE THE RIGHT TO BE SAFE. YOU HAVE THE RIGHT TO EXPECT OTHERS TO KEEP YOU SAFE.**

Speak out about bullying, talk about what is happening and how it makes you feel.

Don't be embarrassed or ashamed about speaking out about bullying and asking for help.  
Talk to people who can help - your parents can help/your friends can help. Other adults you trust can help

Some people pretend bullying does not exist, this can be hard, but you can still help yourself and can ask others to help you. Sometimes it is easier to write or draw rather than talk. It is a good idea to keep a diary of incidents. Get together and talk with friends. Look for posters or leaflets on bullying e.g. Childline posters around school

- Do support and befriend the victims of bullying
  - Do support friends when they are being bullied
  - Do help others to have confidence to tell someone
  - Do think of each other's feelings
  - Do be aware of bullying and look out for it
  - Do report it, if you witness bullying
  - Do find out what school says about bullying
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- Don't ignore the problem
  - Don't join in even if everyone else seems to
  - Don't join in because you're frightened you might be picked on
  - Don't pick on others or tease
  - Don't name call
  - Don't keep quiet about bullying

### **Remember**

Bullying can make every child feel scared and alone. Bullying might mean:

- Name-calling
- Hitting
- Ignoring
- Scaring
- Picking on
- Teasing
- Rumour spreading
- Nasty text messages, e-mails or phone calls

You should not be silent when you are being bullied

### **Other Forms of Bullying**

Homophobic Bullying (Bullying someone about their sexual preference, i.e. calling someone "gay" or "lesbian" whether they are gay/lesbian or not)

#### **It should be recognised that;**

- Homophobic bullying can and does exist.
- Everyone may at some point have contact with children/young people who are either gay/lesbian/bisexual (likes both sexes) or who are at some point questioning their sexuality and as a result are either being bullied or at risk of being bullied.

#### **It is therefore important that schools need to ensure;**

- Children and young people feel that they can talk honestly and openly about homophobic bullying.
- There is a clear policy of sensitivity and confidentiality when handling issues regarding homophobic bullying.
- Be aware that they may be the initial point of contact for children/young people not only suffering homophobic bullying, but for those questioning their sexuality and as such may feel reluctant to seek or want parental involvement.
- Encourage a positive, understanding and inclusive environment for all children/young



people irrespective of their sexual orientation or those not conforming to rigid stereotypical gender roles.

- Develop an environment where homophobic language is not tolerated or used as a way of name-calling.
- Observe the Durham County Council Bullying and Harassment Guidelines for staff

### **Racist Bullying (bullying someone because of their skin colour or culture)**

Racism and bullying are major concerns for all children and young people. Copeland Road Primary School will not tolerate any form of racial harassment of pupils, users or staff in school. Monitoring of incidents will ensure that patterns of behaviour are recognised and measures are put in place to respond appropriately to this.

Black and minority ethnic communities, including Asylum Seekers, Refugees, Gypsies and Travellers, have historically faced discrimination in all areas of their life. Discrimination has more often than not been on the grounds of colour, race, religion and national origins, which have led to racist attitudes and practices.

Racial harassment can take a number of different forms of which bullying is one type. Discriminatory incidents and bullying both require to be dealt with in similar ways both reactively and proactively and therefore combined monitoring will ensure that every incident is dealt with in the same way. Awareness raising through curricular/non-curricular activities is encouraged.

Schools should be always alert to this and ensure that they always try to challenge racism in all its forms and challenging any behaviour, which might be construed as racist or likely to incite racism. A racist incident is *“Any incident which is perceived to be racist by the victim or any other persons and this includes crimes and non-crimes.”*

Institutionalised racism is defined as:

*“the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”*

#### **Racist incidents may be in the form of:**

- Assault
- Aggression
- Bullying
- Criminal damage
- Graffiti
- Harassment
- Malicious phone calls
- Theft
- Threatening behaviour
- Verbal abuse
- Written/printed material

#### **Racist incidents should be dealt with in the following way:**

- Confidentially, promptly and sensitively. Victims should feel reassured that the situation will be handled in a professional manner
- Witnesses identified and statements taken
- Victim kept informed and appropriate support provided
- Records kept of all contact with the victim
- Completion of all relevant documentation, recording as much information as possible

## **Mobile Phone/Online Bullying**

(Please refer to Copeland Primary School – Online Safety Policy for more detailed information)

### **Monitoring and review**

This policy is monitored regularly by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness. They do this by examining the school's anti-bullying data, and by discussion with the Headteacher. This policy has been developed in consultation with pupils, parents/carers, school staff and the Local Autho











