



Coit Anti-Bullying Policy

This policy has been developed and implemented in consultation with the whole school community including s, parents/carers, staff, governors and partner agencies.

Coit Primary School acknowledges the assistance of North Lincolnshire County Council in providing content in this document.

Review Date ...1.9.2020.....

Anti-bullying charter signed. Date.....

SIGNATURES

(via the School Council)

Staff Coordinator of Anti-bullying **J.Eagleton**
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Governor with Responsibility for Anti-bullying

Headteacher **J.Eagleton**
.....



INTRODUCTION

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive s can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No child should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Coit. This policy refers to all pupils and staff irrespective of gender, race, religion, disability

Documents used in preparing this policy

- Personal, Social and Health Education (PSHE)
- Bullying no way AU
- Bully Busters
- Tackling bullying in schools A mapping of approaches A summary based on a literature review by the Anti-
- Bullying Alliance research group at Goldsmiths College, University of London, October 200
- Safe to Learn DCSF
- Sheffield Safeguarding policies and procedures
- KCSIE 2.9.19
- Sexual Violence and Sexual Harassment between Children in schools and Colleges May 2018
- Online Safeguarding Policy July 2019
- Preventing and Tackling Bullying 2017
- Behaviour Policy 2018

What is bullying?

- Bullying is behaviour, which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time.
- Bullying makes those being bullied feel powerless to defend themselves.

Why are we against bullying?

‘Every Child Matters’because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- bullying of any kind is unacceptable at our school.

What types of bullying are there?

- **Emotional (sometimes known as Relational Aggression)** (being unfriendly, excluding, tormenting, threatening behaviour and social manipulation of peers)
- **Verbal** (name calling, sarcasm, spreading rumours, teasing)
- **Physical** (pushing, kicking, hitting, punching or any use of violence)
- **Extortion** (demanding money/goods with threats)
- **Cyber** (all areas of internet, email and internet chatroom misuse Mobile threats by text messaging and calls, Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- **Racist** (racial taunts, graffiti, gestures)
- **Sexual** (unwanted physical contact, sexually abusive comments, sexual violence, sexual harassment)
- **Homophobic** (because of, or focussing on the issue of sexuality)
- **Religious** based abuse
- **Disability** based abuse
- **Gender based abuse**
- **Peer on peer abuse** is abuse from another child, intending to physically, sexually or emotionally hurt others children. (This might include physical, emotional, cyber bullying, gender based violence, sexual harassment, sexual assaults and sexting.)

How does bullying occur?

Bullying can be direct or it can be indirect. It can be overt and covert.

Where can bullying occur?

At home, school outside clubs/groups

What are the signs and symptoms of bullying?

- A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;
- Is frightened of walking to or from school or changes route
- 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
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away

- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

*ALL
DIFFERENT*

ALL EQUAL

AS A SCHOOL, TO COMBAT BULLYING WE CAN:

- Organise our school in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other. (we have a week each year dedicated to anti-bullying)
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Stress firmly that all stakeholders-children, parents, staff and governors-have a responsibility to challenge bullying.
- Review the School Anti-Bullying Policy and its degree of success annually
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, SEND etc
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination. This includes a review of what friendship really is.

- Encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
- To build the confidence of quiet, shy or 'different' pupils who may become victims. To recognise that certain children have the potential to become victims. (e.g.EAL, SEND, Multi ethnic groups, physical differences, lower income families)
- Staff who suspect that bullying is occurring will monitor all pupils involved closely by alerting all staff across school, encouraging the child to come forward, providing other means for the children to alert staff to a potential bullying situation

What causes Bullying?

People bully for different reasons. The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Bystanders

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the "sidelines" and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

How can bystanders help when tackling bullying behaviour?

Research has clearly demonstrated (see ABA briefing in the resources section) that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged.

Why is it important to respond to bullying?

Bullying Hurts!

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

Whole school approach

It is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.

School Level

- perception survey
- School week on bullying
- Better supervision at play times
- More attractive school environment/playground
- Opportunity for parents to meet staff
- Teacher groups for anti-bullying, pro-social work in school

Class Level

- Class rules, praise and sanctions
- Regular class meetings
- Role playing, literature, arts
- Cooperative Learning
- Common positive class activities
- Class meeting teacher – parents/children

Individual Level

- Serious talks with all children involved
- Serious talks with all parents involved
- Help from 'neutral' students
- Help and support for parents
- Discussion groups for parents of all children involved
- Change of class or school as a last resort

Reporting

SLT record bullying incidents on CPOMS alongside bespoke sheets for bullying/racist behaviours. (Please also see Behaviour Policy). Bullying Incidents are reported to the governing body once per term.

Monitoring

Patterns of bullying alongside different categories of bullying are monitored. (Please also see Behaviour Policy)

Evaluation

Where appropriate additional support is requested from other external agencies such as MAST to support behaviour improvements.

Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT and then if still not satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Review

The EHT/HOS monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The governing body and staff review this policy every year. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

GDPR

The information gathered for the purposes of monitoring bullying incidents will be used solely for this purpose.

It will only be accessible to school staff involved with dealing with any bullying incidents and accessible to relevant parents and carers.

The data will be shared when a child moves to a new setting.

Records will be held on the school CPOMS system.

Steps to Take to sort a bullying issue

Step 1	
Pupil personally approaches:	
Peer Mediator	Class Teacher
Class teaching assistant	Admin staff
MDSAs	Office staff
Buddy/Friend	Healthy Minds Pupil Team
Exec Head/ Head of School	SLT



Step 2
 Pupil meets with form/class teacher and EHT
 Discussion on the facts to ensure the incident is of a bullying nature
 Suggested ways forward
 Parents may be informed (depends on the circumstances-age, incident, previous history)
 Short review time



Step 3
 EHT /Member of SLT leads a discussion/interview with all parties
 Parents informed and invited in to discuss issue with HT suggested and agreed actions/strategies developed into personal behaviour plan
 Short review time



Step 4
 EHT or member of SLT directs to a variety of help strategies delivered by 'trained' personnel eg.

- Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- Circle of Friends
- External Agencies -via MAST form/FCAF form/PIU/Educational Psychologist



Step 5
 Executive Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services
 Temporary Exclusion considered

Appendix

Useful sources of information and Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline - advice and stories from children who have survived bullying
08000 1111

Bullying on line

www.bullying.co.uk

Family Lives 08088002222

Contact for parents with disabled children 08088083555

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting
www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

[Cybermentors](#) (from Beatbullying)

Strategies to use in class and in school

UNICEF

The United Nations International Children's Emergency Fund (UNICEF) 'Rights Respecting Schools' award is another popular approach to ensuring positive relationships in the school community, teaching and demonstrating 'a rights-respecting guide to living'. It is built on the principle that the quality of school life will improve if children and young people learn what their rights and responsibilities are and how to put these into action.

For more information, visit www.unicef.org.uk/rrsa.

SEAL

The Social and Emotional Aspects of Learning (SEAL) programme includes an anti-bullying resource designed to support an intensive whole-school focus as part of Anti-bullying Week held in November every year. It can be used to extend learning opportunities within other SEAL themes, as an element of a response to a whole school issue, or to support cross-curricular coverage of a SEAL theme.

If you'd like further information, please visit the SEAL website or for a practical example of how this has been implemented, please check back in a few weeks to view our latest case studies.

Circle time

Circle time can be used during tutor periods as a way of encouraging children and young people of all ages to reflect on their relationships with one another, along with their individual thoughts and feelings. It can also be used to encourage problem solving within the class as a team.

For more information on circle time, visit <http://www.circle-time.co.uk/>

Peer support and Peer Mediation

Peer mentoring programmes are becoming increasingly popular in many primary and secondary schools. This method directly involves children and young people in supporting an environment where all children feel safe and feel they have someone they can talk to.

Support is available for peer mentoring initiatives through various government-funded peer support pilot projects.

