

**COOPERSALE HALL SCHOOL
ANTI-BULLYING POLICY
EYFS, KS1 & KS2**

Introduction

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. The policy has regard to DCSF Guidance 'Safe to Learn: Embedding anti-bullying work in schools' (2007).

Definition

Bullying can occur through several types of anti-social behaviour. It can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation;
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone;
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things;
- Racist/cultural/religious racial taunts, graffiti, gestures, making fun of culture and religion;
- Sexual unwanted physical contact or sexually abusive or sexist comments;
- Homophobic because of/or focussing on the issue of sexuality;
- Disability unkind comments or actions made to a child relating to their disability;
- On-line/cyber setting up 'hate websites', sending offensive text messages, offensive messages or photographs on social networking websites, e-mails and abusing the victims via their mobile phones;
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying often focuses on anything perceived as being different from the majority. This can undermine our work in promoting equal opportunities and teaching moral principles. Bullying may seize upon aspects of body shape or appearance, class, race, religion, sexual orientation, disability gender or nationality.

Bullying is often recognised as a prolonged 'attack' but it may also be a single unresolved event, which casts a shadow over a child's life. Research has shown that whilst schools do not tolerate bullying, its extent is often greatly underestimated. Bullying is a serious problem because it can cause psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Aims and Objectives

- To create an atmosphere where all children can reach their full potential within a safe and caring environment and therefore bullying and other forms of anti-social behaviour will not be tolerated;

- To ensure children are made aware of the code of conduct, which outlines how children are expected to behave towards all other members of the school community. This code of conduct outlines the fact that harassment will not be tolerated by anyone;
- To address issues relating to bullying and behaviour using educational elements such as assembly times and through the School's policy on P.S.H.E. and citizenship. (see P.S.H.E. policy);
- To use projects, drama, stories, literature, historical events, current affairs and so on to raise children's awareness of issues relating to bullying;
- To work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2000, The Government Green Paper 'Every Child Matters' 2003 and The Children Act 2004;
- To ensure that parents are made fully aware of the school's anti-bullying policy;
- To raise awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.

Spotting potential Bullying

A child may demonstrate signs that bullying is happening. Adults should be aware of these and investigate if appropriate.

Bullying may not be the cause, but should be considered when a child:

- Changes usual routine
- Is unwilling to go to school, says feels ill in the morning
- Becomes withdrawn
- Starts stammering
- Has nightmares, cries themselves to sleep, wets bed
- Shows sign of a drop in the standard of work
- Has damaged books or clothes
- Asks for or starts taking money (to pay bully)
- Has unexplained bruises or cuts
- Starts to bully others, becomes disruptive or unreasonable
- Stops eating
- Gives improbable excuses if questioned about any of the above
- Is nervous when using Internet, mobile etc.

Particular attention should be given if a child:

- Is less able academically; they may not find it easy to express what is going on or have friends to support them
- Has issues of appearance, weight, size or medical condition that may make them the object of teasing and about which they may be embarrassed to speak
- Is seen as having an unusual level of affluence or not
- Has particular family, faith or cultural issues that may make them the target of bullying.

Strategies for Dealing with Bullying

Relationships can break down and so procedures to deal with bullying need to be in place. The purpose of this procedure is to protect and support the victim, to guide and educate the perpetrator and to re-establish a secure and happy environment.

All staff will receive training in dealing with bullying via induction and regular review of policy at staff meetings. The Anti-Bullying Policy dovetails with the school behaviour policy and staff need to be aware of all these policies.

Depending upon the perceived seriousness of the situation, issues of bullying will be dealt with by the class teacher and the Headmistress and/or Deputy Head for KS1&2 and the key person/class teacher and the Headmistress and/or EYFS Coordinator for the EYFS. The Headmistress will inform any other member of staff as necessary and keep confidential records of all bullying incidents.

The emphasis for all teachers should be upon listening, understanding and helping all concerned. All children should know that we regard bullying as a serious offence and that all claims of bullying will be thoroughly investigated.

Prevention

The following may be used:

- Learning to challenge stereo typical attitudes
- Writing a set of school rules
- Signing a behaviour contract
- Using role play, art, poems, stories to approach the subject
- Use of assemblies
- Discussions about bullying, why it occurs and how to prevent and stop it.

Citizenship/ PSHE offers a good opportunity to tackle bullying. Children can learn how they can support victims.

Procedures

Reporting and Recording Arrangements

A child who feels they are being bullied must tell a teacher and/or a parent or guardian or any other member of staff with whom they feel comfortable. If they do not feel confident enough to speak up by themselves, children should be encouraged to enlist the moral support of a friend. Above all children should be encouraged to tell someone straight away.

Teachers should not ignore or disregard a complaint. When a case is referred to them teachers should:

- ask for details and record the information on an anti-bullying incident report sheet
- give completed form to the Headmistress / Deputy Head / EYFS Coordinator (for EYFS) in an envelope.

The Headmistress / Deputy Head / EYFS Coordinator will then follow these procedures:

1. As soon as possible interview all involved parties. It is essential that records are kept of all interviews (using a School Encounter form – available in the staff room).
2. Speak to the victim to establish what exactly has occurred and whether there are any witnesses. These witnesses should then also be interviewed. (It may not be possible to preserve confidentiality in these discussions as the person accused of bullying will need to be told exactly what they have done and the effect it has had.)
3. The person being accused of bullying should then be interviewed, once the details of the complaint have been established. Again this should be recorded on an encounter form.
4. If a bullying incident has been reported to the Headmistress, then parents of both the victim and the child doing the bullying will be informed. Parents will be made fully aware of the School's anti-bullying policy. It will be stressed that if the bullying continues sanctions will be used.

5. All members of staff, including lunch time supervisors, involved with the children should be made aware of any incidences of bullying and any strategies such as report or target cards and not sitting by or working with certain children.
6. Arrange a follow up meeting with the children a week later to check how things are going and offer support to both the victim and the bully. A record of this should also be kept on the relevant form.

Children will be made aware of the School's policy on bullying via educational elements such as PSHE, assemblies, projects, drama, stories, literature, historical events, current affairs etc.

Involvement of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- a) look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard;
- b) always take an active role in your child's education. Enquire how their day has gone, with whom they have spent their time, etc;
- c) inform the School immediately, if you feel your child may be a victim of bullying behaviour. Your complaint will be taken seriously and appropriate action will follow;
- d) if a child has bullied your child, please do not approach that child on the playground, involve an older child to deal with the bully or contact the parents of the alleged bully. Please inform the School immediately;
- e) reinforce the School's policy concerning bullying and make sure your child is not afraid to ask for help;
- f) if you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with sensitively.

Parents will be made fully aware of the School's anti-bullying policy. In some cases, parents may be the first to alert a teacher to an incident of bullying and they may be in some distress when they contact the School.

Good practice includes:

- recognising that the parent may be angry or upset
- keeping an open mind – lack of staff awareness does not mean it is not happening
- remaining calm and understanding
- making clear that the School does care and that something will be done, explaining the school policy and seeing that procedures are followed.

Sanctions

Sanctions for the bully may include:

- circle time discussions with whole group (EYFS)
- face to face discussions between children
- targets for behaviour from the Headmistress, Deputy Head or EYFS Coordinator
- loss of privileges or playtimes
- reporting to the EYFS Coordinator, KS1 Co-ordinator, KS2 Co-ordinator, Deputy Head or Headmistress on a daily or weekly basis,
- If the behaviour of the bully does not improve this could lead to suspension or ultimately exclusion (see exclusion policy).

As the behaviour of the bully improves then sanctions should be removed and the child should be praised for their good behaviour. It is important to remember that their self-esteem may also have been damaged by being found bullying, or low self-esteem may have been the root cause.

Both the bully and the victim will be offered support by their class teachers and members of the Senior Leadership Team who have dealt with the issue.

Useful Links

Behaviour Management Policy
Safeguarding Policies

Useful Contacts

Childline- 0800 1111 www.childline.org.uk

NSPCC Helpline- 0808 800 5000

www.there4me.com (an online service for young people)

Kidscape- 020 7730 3300 www.kidscape.org.uk

Parentline Plus www.parentlineplus.org.uk

**THIS POLICY WAS REVIEWED AND UPDATED IN MAY 2011
KAYE LOVEJOY**