Coppice School

Anti-Bullying Policy

Date reviewed	May 2013
Date reviewed	May 2015
Next Review	May 2017

ANTI-BULLYING POLICY

1   INTRODUCTION

EVERYONE IS ENTITLED TO FEEL SAFE AND HAPPY AT SCHOOL

Coppice School has a duty of care in safeguarding the welfare of everyone within the school and will take all reasonable steps to create a safe, caring community in which all pupils are happy and can learn free from the threat of bullying.

As all the children placed at Coppice School have special educational needs with complex issues the interpersonal skills of many of the children are poor and often lead to breakdowns in relationships. Whilst the children's needs should be taken into account when responding to incidents of any nature they must not be used as a reason to lower the expectations relating to this or any other policy.

2   WHAT IS BULLYING?

Bullying is behaviour intended to cause hurt, threaten or frighten someone with the intention of causing distress over a long period of time.

It implies a wilful conscious desire to hurt, threaten or frighten someone with the intention of causing distress over a long time. It can include personal, sexual or racial harassment.

Bullying causes distress over a long time which distinguishes it from a one-off incident, disagreement or a fall-out between pupils which is not bullying.

Bullying can be:

- **Verbal** – name calling, racist remarks, sexual comments, malicious gossip or talking about people so they can overhear and feel uncomfortable or frightened.
- **Physical** – any form of violence or threat of violence including extortion
- **Indirect** – intimidation by rumour, fear, constantly looking or following, or pressure on others to excluding someone from a friendship group.
- **Cyber-Bullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Understanding Cyber bullying:
- Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to
- abuse another person.
- It can take place anywhere and involve many people.
- Anybody can be targeted including pupils and school

  staff. It can include threats, intimidation, harassment,

  cyber-stalking, vilification, defamation, exclusion, peer

rejection, impersonation, unauthorized publication of
private information or images etc.

- Procedures to Prevent Cyber bullying:
- Staff, pupils, parents and governors to be made aware of issues surrounding cyber bullying. It is illegal for any child under the age of 13 to be using Facebook. Therefore, we can expect that no child of Primary age will be using this network facility.
- Staff CPD will assist in learning about current technologies
- Pupils will be involved in developing and communicating this policy.
- Pupils will learn about cyber bullying through PSHE, assemblies, anti-bullying week activities and other curriculum projects.
- Pupils will sign an Acceptable Use of ICT contract.
- Parents will be provided with information and advice on how to combat cyber bullying
- Parents will be expected to sign an Acceptable Use of ICT contract and to discuss its meaning with their children

A bully often seeks to show the victim as weak with no friends in contrast to the bully who may appear to have a group of friends or supporters and is more popular than the victim. They bully seeks power over the usually weaker victim and often enjoys being physically and verbally aggressive and sees this as an acceptable way of achieving their objectives. *The bully may be an adult in which case urgent and appropriate management response would be required.*

Bullying affects:
- The victims, who may already suffer from a poor self-image
- The child who bullies may develop other forms of anti-social behaviour
- Bystanders who may be frightened by frightened by the bullying activities
- Staff who may seem ineffective in dealing with such behaviour
- The ethos of the school

3 WHO ARE THE VICTIMS?

Staff need to be alert for the signs of bullying. Bullying must not be 'ignored' as caused by or due to the child's individual difficulties. A victim of bullying may show some of the following characteristics:

- Quiet, secretive, passive
- Reluctant and not encouraged to tell on the bullies
- Reluctant to tell for fear of further bullying
- Ashamed to be bullied
- Isolated with few friends
- New to the school or class
- Nervous, anxious, quiet or passive
- Left out, on the outside of a group or unpopular
- Unlikely to retaliate
- Not physically strong
- Anxious to be accepted
- Of low self image
- Of a different dialect, background, religion, ethnicity or culture
- Vulnerable
- Generally underachieving
- Late of lessons or a poor attender

Of course any of these could be symptoms of other difficulties that a child is experiencing. However whenever there is evidence of bullying it must be recorded and acted upon.

4 WHERE DOES BULLYING TAKE PLACE?

Bullying can take place anywhere but particularly in the more unstructured times when supervision is lower than in lessons. This includes morning break, lunchtime, movement between lessons. It can also occur on the journey to and from school.

5 SOCIAL INCLUSION

The emotional distress caused by bullying can prejudice school achievement, lead to lateness or truancy and, in extreme cases end with suicide. A third of girls and a quarter of boys are at some time afraid of going to school because of bullying.   Bullying is usually part of a pattern of behaviour rather than an isolated incident. Pupils should be encouraged to report any bullying to staff or older pupils they can trust. Low report rates should not in themselves be taken as proof that bullying is not occurring.

Headteachers have a legal duty to take measures to present all forms of bullying amongst pupils. All teaching and non-teaching staff including lunchtime supervisors should be alert to signs of bullying and act firmly and promptly. Pupils may see failure to respond to incidents or allegations as tolerating bullying.

6 AIMS OF THE ANIT-BULLYING POLICY

- To prevent bullying
- To increase staff awareness for identifying and recording bullying
- To increase pupils awareness of what bullying is
- To develop a culture of reporting any bullying
- To inform individual planning and risk assessments relating to bullying issues to change behaviour
- To inform parents and carers
- To provide and generate appropriate strategies for dealing with bullying

7 STRATEGIES AND PROCEDURES TO REDUCE/PREVENT BULLYING

School strategies aim to prevent bullying by making pupils fully aware of the anti-bullying policy through PSHE lessons and assemblies and which include:

- Conflict resolution
- Negotiation
- Rights and responsibilities
- Courtesy
- Respect for others
- Intolerance of bullying
- The importance of self discipline
- The difference between right and wrong

Anti-bullying is part of the school's behaviour policy and staff must challenge any bullying they see. Failure to challenge is to condone bullying. In an effort to prevent bullying the school's PSHE programme should revisit bullying each year.

Pupils need to feel confident that they can approach any member of staff if they have concerns regarding bullying.

All suspicions of bullying must be acted upon. Appropriate intervention will depend upon the children involved and staff should consider the best course of action based upon.

- Background knowledge of the child
- Previous incidents of bullying
- Annual review or other targets
- Relationships with the child

It may be appropriate to ask a member of staff who has closer involvement with the child to monitor the situation and intervene. This may include the class teacher, named person or head of department. All incidents of bullying and action taken must be recorded to inform future interventions.

Good communication to all staff is essential. Maintaining and cross referencing of bullying incidents should be part of each departments, the named persons and class tutors regular review of children's progress.

8 GUIDELINES FOR STAFF

- Be alert for early signs of bullying – distress, deterioration of work, spurious illness, feeling isolated, the desire to remain with adults, frequent lateness to school and lessons, low self esteem, school avoidance.

- If you see any bullying – intervene, stop it and report and record it.

- All staff should be aware that all allegations of bullying must be taken seriously and investigated as quickly as possible.

- Be available and willing to listen. Treat any information seriously, believe the victim and write down the information and report it to the appropriate member of staff.

- Encourage pupils to **say NO to bullying** and to report any bullying or suspected bullying and encourage pupils to tell staff if they are bullied or suspect a friend is being bullied. Remind them that doing nothing when they see bullying only encourages and supports the bully.

- Assure pupils that the school will respond to all allegations of bullying

- Ensure that pupils know what to do if they think they are being bullied

- If possible split up bully and victims in school (this may be the positioning in class and how dismissed)

- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is bullied.

- To develop a culture within the pupil population that will not condone bullying

- Help pupils to ignore rumours, name calling, (other than racist comments) and to be confident.

9 PARTNERSHIP WITH PARENTS

Parents need to feel confident that the school has a clear policy for dealing with bullying and will treat all allegations of bullying seriously.

All cases of bullying should be recorded. Teachers will communicate with parents and manage the school's anti-bullying policy and support for the victim.

Parents need to be advised that the school cannot react immediately to an allegation of bullying without further investigation.

Individual incidents of bullying will be monitored by named person with the support of senior staff as required. Monitoring should take place through annual reviews, staff meetings, landing and departmental meetings as well as oversight by the named person.

10 SCHOOL ACTION

The school is required to demonstrate that it took reasonable steps following an allegation of bullying and that detailed records of the action taken were recorded.

All allegations of bullying will be:

- Recorded
- Fully investigated
- Parents and relevant staff will be kept informed
- Evidence will be collected and recorded
- An agreed strategy will be monitored
- Detailed records will be kept – and retained by the school

11 SUPPORT FOR THE VICTIM

Victims are encouraged to:

- Report the bully
- Ask the bully to stop
- Walk away or keep close to friends
- Report it to a friend, member of staff or a parent
- Avoid retaliation
- Be positive and not blame themselves

The school must be seen to create an ethos of care for the victim and other pupils should be encouraged to see bullying as wrong and befriend and support the victim.

12 ACTION AGAINST AN IDENTIFIED BULLY

The main aim of this policy is to prevent bullying. Once a bully is identified both the bully and the victim should be given support and guidance to try and change the pattern of behaviour.

A bully's behaviour may be changed by

- Direct support and supervision (including monitoring)

- Use of a behavioural target with an I.E.P. or other programmes

- Disciplinary intervention – appropriate sanctions could include: removal from class, reprimand, detention, inform parents, increased supervision or in extreme cases exclusion or involvement of police or child protection procedures

Although the background and specific difficulties of the child must be taken into account these must not negate the need for appropriate intervention but may be used to determine the best course of action. If an incident of bullying by staff towards other staff is reported then this will be investigated thoroughly by a member of the SMT in accordance with DMBC guidelines.

13 MONITORING THE POLICY

The policy will be monitored annually as part of the ongoing review of policies and procedures carried out by the school. This review will be based upon a study of incidents/responses, staff feedback and changes in statutory requirements.
Policy should be read in conjunction with; Behaviour Policy, equal opportunities and Complaints Policy.