



Copnor Primary School

Anti-Bullying Policy Summary

This policy should be read in conjunction with the Safeguarding Policy.

Copnor Primary School is committed to ensuring that all of the pupils who attend the school feel safe and secure whilst at school. It is every child's right to attend the school without feeling fearful or intimidated by other children or adults. Bullying is not tolerated at all and staff will be actively supportive of any child who reports that they are being bullied in order to reach a positive resolution.

Copnor Primary School is clear that the only way to stop bullying is to acknowledge that it happens and to foster a talking culture in the school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. The school also recognises that bullying is rarely one on one behaviour and so takes time to find out who else is involved—and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it is not acceptable.

Peer Conflict or Bullying

Peer Conflict is a disagreement or argument in which both sides express their views. Peer conflict is normal and, indeed, is a vital part of a child's normal development. In normal conflict, children self-monitor their behaviour.

There is no legal definition of bullying. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online, inside of school or outside of school.

There are four key elements to this definition:

- Hurtful: has caused distress;
- Repetition: happen more than once;
- Power imbalance e.g. physical strength or more than one person;
- Intentional: done on purpose.

Sometimes, the word bullying is used by children and their parents/carers where it is not bullying and it is peer conflict.

Bullying is a form of child-on-child abuse as defined by Keeping Children Safe in Education 2022. The children may often be peers but they do not need to be and in many cases it will involve children of different ages in the bullying activities. Child-on-child abuse can happen in school or out of school.

Reporting of Bullying by Parents/Carers and Members of the Public

There are a number of ways to report bullying. Parents/carers are advised to contact the school office by phone or in person in order to arrange an urgent meeting with the teacher (or another senior member of staff if this is not possible in a short timescale). They can also contact the school in writing via admin@copnorprimary.co.uk. or by letter (although this will be a slower process) to Copnor Primary School, Copnor Road, Portsmouth, PO3 5BZ. Out

of hour contacts, including during weekends and holidays are best sent to admin@copnorprimary.co.uk.

The parents/carers may not want to discuss the matter with the teacher. In this case, they should ask to speak to Darran Cowell (Head of Key Stage 1: EYFS, Year 1 and 2) or Lizzie Shackelford (Head of Key Stage 2: Years 3,4, 5 and 6). They will, however, need to speak to the teacher and may refer any investigation to them, dependent upon the nature of the concern.

The comments section for any social media linked to the school are not acceptable places to report bullying and must not be used.

Supervision

The school ensures that there is adequate supervision at times of transition, entry and exit from school and break times.

The number of children who are permitted to go to the toilets at any one time are limited and the toilets are monitored as this is recognised as a potential area where bullying can occur.

Equality Act 2010

Any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 (and Disability and Discrimination Act 2014), where it is covered by the bullying definition above, will be treated as bullying when targeted against a person's age, disability (including SEN), gender reassignment, marriage and civil partnership, pregnancy and maternity, race , religion or belief, sex (gender), sexual orientation, including those who are or are perceived to be Lesbian, Gay, Bisexual, Transgender (LGBTQ+).

Bullying of children because they are young carers, looked after children (LAC) or is appearance targeted or sexist/ sexual bullying will also not be tolerated. Disablist bullying, where someone is bullied due to a disability, including SEN, is also not tolerated.

What Constitutes Bullying Behaviour?

Bullying behaviour can be, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion (please refer to the Social Media Policy and the Acceptable Use of ICT documents).
- Indirect - can include the exploitation of individuals.

The difference between 'banter' and bullying

Just because 'banter' does not constitute all the elements of bullying, it does not mean that it is acceptable.

- All offensive, threatening, violent and abusive language and behaviour, is always unacceptable, whatever the role of the person;

- This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 (see above) and including where it is disablist;
- Language and behaviour can have different meanings, in different contexts. If the person is unsure, ask what was meant by the comment;
- Just because someone uses certain language to refer to themselves it does not necessarily mean that it is acceptable, nor does it make it acceptable for others to use it;
- Just because someone thinks that something is banter or a joke, it does not mean that other people will;
- People will not always feel confident to speak up if they are offended by something.
- Third parties might be offended, even if they are not part of the conversation.

Baiting and bullying

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully.

Approach to Bullying

We work hard with children and staff to create a culture of mutual respect and care where children understand how to support one another, working and playing in harmony. Therefore, we encourage and expect all staff to model exemplary conduct towards each other, the children and other stakeholders. The staff, children and parents/carers have their own codes of conduct, in which exemplary conduct/ what is not exemplary is highlighted to the different groups.

Principles

- All allegations of bullying will be carefully investigated;
- Bullying causes long term damage to both the person on the receiving end, and those who bully and needs to be ended as quickly as possible;
- Pupils, parents/carers and staff will be encouraged to talk openly about the issue;
- It is made clear how children can report bullying;
- As part of the curriculum, greater understanding of bullying in all its forms will be developed;
- Children will be taught strategies, appropriate to their age, need and development, to help them deal with any bullying situations which they may encounter;
- Children will be supported to speak out if they or someone they know is being bullied;
- If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen;
- Copnor Primary School believes categorically, that it is not a child's fault if they are bullied;
- All children are educated as to the dangers (as well as the positives) of being online and communicating with others using this medium;
- Staff will respond calmly and consistently to allegations or incidents of bullying;
- The school will protect and support all parties during school/extra-curricular time and on school premises whilst issues are resolved;

- The school recognises that it is not true that girls are malicious and spiteful and boys just ‘have a punch up and get over it’. It avoids gender stereotypes when it comes to tackling bullying.

Whole School Strategies to Minimise Bullying

1. A regular programme of Personal, Social, Health and Economic (PSHE) Education work will support this policy. This will include opportunities to celebrate difference and diversity of all pupils, develop the children’s understanding of bullying and its impact. These will be furthered in assemblies and other cross curricular opportunities;
2. E-safety will be actively taught;
3. There will be regular teacher and class discussion, for example, during circle time, when dealing with friendship / playtime issues and in assemblies;
4. Peer support will be strongly emphasised: children will be taught how to effectively support a bullied child and how to resist ‘joining in’ with bullying;
5. The school supports Anti-Bullying Week and other opportunities to explore children’s wellbeing and the supporting of positive mental health;
6. A school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness or a victim of bullying.

How the School Responds to Specific Allegations of Bullying

Children will be reminded who to talk to in the first instance if they are feeling unhappy because of being bullied/ they feel that they are being bullied. The child should tell their class teacher in the first instance. A child may also wish to talk to another member of staff/volunteer instead.

Children who have SEND may find it difficult to communicate that they feel they are being bullied. It is vital that their voices are heard; therefore, where a child has a communication impairment, the SENDCo will liaise with staff who are working with children with a communication impairment to look at ways to ensure that their views are taken. They will also liaise with staff more generally about how to support children with SEND and bullying.

Some children may prefer not to report the bullying to an adult. They may wish to share with a friend who will report the bullying to an adult. Such disclosures will be taken seriously and will be dealt with in the same way as if the child themselves had disclosed.

Anonymous disclosures of bullying are very hard to investigate. However, where these are provided, then they will be looked into. The school does not use worry boxes. This is because children do not have sufficient opportunities to use these without being seen doing so. This discourages children from using these.

The class teacher will take steps to discuss the problem with the child who is being bullied and also the child/children accused of bullying behaviour to establish the situation and talk through any issues. This is done very sensitively, finding out the facts of the situation, and taking care to support the child who is being bullied.

The class teacher will then speak with the child/children whose behaviour is considered bullying, explaining the situation and how the other child is feeling. This should lead them to an understanding of the consequences of their action and lead to an apology to the child/children who have been bullied. An early resolution is sought using this approach.

Both parties and parents/carers are informed that the situation is being monitored by the class teacher/s concerned.. Parents/carers may be invited to come into the school at this time to further discuss the situation although, if it is resolved, it may be decided that face to face contact is not needed at this stage.

If there is no improvement, or further bullying occurs, the parents/carers of the child whose behaviour has been considered bullying must be contacted in order to come into school to discuss the problem and to talk the issue through with the Teaching and Learning Lead and/or a member of the Senior Leadership Team as appropriate.

The school will make it clear that a zero-tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the child whose behaviour is considered to be bullying will be excluded for a fixed term or will experience a different/ a couple of different sanctions as per the behaviour policy.

As a result of the discussion, clear expectations are laid down as to:

- Expected behaviour and attitudes;
- Where the child should be at specific times of the day;
- Who they should report to, and when;
- Who they should keep away from;
- What the arrangements for beginning/ending lessons, lunchtimes, starting and ending day are.

Support is given to the child whose behaviour is considered bullying to help them develop an increased sense of empathy, to look at the situation through the other child's eyes, raise their self-esteem and develop appropriate social skills. However, even though staff may understand why a child is bullying i.e. what has led them to display bullying behaviour, bullying can never be condoned and must be stopped as soon as possible.

ELSA may be provided to both the victim of bullying as well as the bully.

The Role of the Bystander

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but 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 will feel driven on by the audience.

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 and are part of the school's approach to reduce bullying incidents. These strategies, alongside reactive strategies to deal with bullying incidents when they occur and the role of the bystanders is also completed.

The risks of encouraging children to intervene in bullying situations must also be acknowledged and the children are taught how reporting incidents they observe is the best way to intervene safely, thereby not being a passive bystander.

Allegations of Bullying Outside of School

As per the advice provided by the Government, headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council. Outside of school incidents will be investigated in the same way as for an incident in school. This will include online bullying as well as where the children travel to and return from school. Where children from multiple schools are potentially involved, a senior member of staff will be involved in discussing the allegation with a senior member of staff from the other school/schools.

Support from Outside Agencies

For each individual case of bullying, consideration will be made as to the appropriateness of seeking support from outside agencies. Examples of such agencies includes Child and Adolescent Mental Health Services (CAMHS), the police and children's services. Around the school are also posters advertising the NSPCC's Childline. This is reinforced with discussions about this support during PSHE lessons and other opportunities.

Staff Training

All staff are trained on the law relating to bullying, when bullying is a safeguarding concern and are trained how to escalate a concern and who to escalate it to. They are also trained on the use of CPOMs and its use as a recording tool. Part of the school's induction programme for new staff, includes specific training on bullying and the school's anti-bullying approach.

All staff are provided with access to this policy and are invited to support the development of it.

Parents/Carers Confronting Children/ Other Parents/Carers where an Alleged Case of Bullying has Occurred

In line with the Parents'/Carers' Code of Conduct, the school will not tolerate instances where parents/carers approach other parents/carers or children about alleged behaviour towards their child. .

Monitoring

The school will monitor incidents of bullying and keep records.

The attendance of all children is monitored and actions are taken to improve the attendance of all children. Where there is the potential for bullying to be involved in a child's absence, this will be recorded by the Attendance Officer or the person who recorded the absence.

Evaluation

The success of the policy is evaluated against the following criteria:

- Aims and objectives stated in the policy;
- the success of children in receiving positive rewards;
- The number of sanctions imposed, referrals to the headteacher, contact with parents/carers, exclusions and use of physical force to control/restrain children;
- The number of complaints from parents/carers and other members of the school community;
- The ethos of the school.

This Behaviour and Anti-Bullying Policy has been developed in order to determine and request appropriate behaviour from ALL children, which will help encourage the social and educational development of each child.

Pastoral care for school staff accused of misconduct

Where a member of staff is accused of misconduct in their duties of ensuring that the Behaviour and Anti-Bullying Policy is being administered, then PCC's pastoral support will be offered and in place while (and if necessary after) the accusation of misconduct is investigated.

This summary will be updated in line with the main Behaviour and Anti-Bullying Policy.