COPPICE ACADEMY ANTI-BULLYING POLICY

<u>**Our Approach to Bullying**</u>

Bullying both verbal and physical will not be tolerated in this academy. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the academy community.

Bullying can take place
- between pupils
- between pupils and staff
- between staff.

It can involve individuals or groups and be face to face, indirect or use a range of cyber-bullying methods.

There are potential vulnerabilities in particular groups of children, for example; pupils with special needs, looked after children, children from minority ethnic backgrounds, children with disabilities and traveler children.

In our academy pupils have a right to feel welcome, safe and happy.

At the Coppice we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 4 main types are:-

Physical – for instance, hitting, kicking, taking belongings

Verbal – for instance, name calling, insulting or racist remarks

Indirect – for instance, spreading unpleasant stories about someone, excluding someone from social groups

Cyber – for instance, using technology to facilitate bullying e.g. text messages, e-mail and social networking websites

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of similar power and strength fight or quarrel.

Aims
- we aim to prevent bullying at Coppice Academy
- we aim to raise pupils' awareness of bullying behaviour and the anti-bullying policy .
- we aim to reduce bullying by including proactive programs within the curriculum
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to give students a voice to speak up about bullying

Individuals can be targeted by bullies for a number of reasons, including:
- race/sex/background
- new child in the academy
- child with family crisis
- timid children who may be on the fringes or outside a group

Bullies can make life really miserable for children.

DfE Definition of Bullying:
- it is deliberately hurtful behaviour
- it is repeated often over a period time
- it is difficult for those who are being bullied to defend themselves

Individuals may choose to bully others because they :
- have been / are a victim of violence
- have been / are bullied
- enjoy power/creating fear
- have difficulties in expressing their feelings / have very specific needs
- are coping with behaviour they have seen at home, in school, in the community or on TV or online.
- are unhappy
- are feeling 'peer pressure'
- are insecure
- have low self esteem

Bullying occurs in children from all backgrounds, cultures, races, sexes and ages with a range of needs.

General Statements
- some victims are also bullies
- some victims are treated as culprits
- those who witness bullying and do not act are condoning bullying and becoming part of bullying

Early Signs of Distress
- withdrawal
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for the start of the day
- bed wetting
- crying themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

Framework For Anti-Bullying Campaign
Prevention is better than cure so at Coppice Academy we will:

- **be vigilant** for signs of bullying
- **always** take reports of bullying seriously and investigate them thoroughly.

Children are encouraged to report all incidents of bullying to an adult. These will then be referred to the Class Teacher / Teaching Assistant/SLT
Each Class will use the curriculum to:
- increase awareness of different types of bullying.
- help them to develop strategies to combat all types of bullying.
- ensure that all pupils know how to report bullying; know how to get help and be confident that the response to bullying is effective.
- be encouraged to develop positive values and attitudes such as tolerance, kindness and respect.
- use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying.

- use proactive systems and procedures which promote an inclusive, supportive ethos and positive relationships whereby differences are acknowledged and celebrated.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher/ TA can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.
Responding to incidents must be done in a way that is sensitive to the needs of the victim.

A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.
Serious incidents must be reported to the Principal or a member of the senior management team via an incident form. This information will be recorded on SIMS.

Persistent bullies will be referred to the Clinical Psychologist for an anti-bullying course designed to develop their understanding of the consequences of their actions on the victim. They may also have a fixed term exclusion imposed and in very serious cases, this may lead to a permanent exclusion.

Any disciplinary procedures applied must be used fairly and consistently and take into account the level and type of Special Educational Need (SEN).

SIMS data is used to evaluate the effectiveness of the anti-bullying work carried out across the academy. This data is shared with the whole academy community. Improvements should be highlighted and celebrated.

Break-time duty staff should always:
- ensure pupils are supervised at playtimes and lunchtimes.
- patrol secluded areas such as toilets, corridors and doorways.
- observe pupils' play patterns and relationships – note children who appear isolated or
- unhappy and inform the class teacher.
- investigate every allegation of bullying.
- encourage children to use the quiet areas around the school.
- use playground pals as 'buddies' or prefects

We encourage proactive academy systems and procedures which promote an inclusive, supportive ethos and positive relationships, within which differences are acknowledged and accepted.
These are:
- celebration and 'show and tell' assemblies
- team building
- creative and performing arts
- makaton choir
- drama workshops 'enrichment activities' days
- sports / fun day
- charity / fundraising events
- personalised curriculum
- residential opportunities

To ensure that the academy community is kept aware of and understands the policy and their responsibilities, time will be allocated at staff meetings for discussion. This will include review times or when the policy is changed.

Parents / Carers
Parents / Carers of both the victim and the bully will be informed. Staff will undertake to give feedback to parents / carers on the steps taken.

Involvement of parents / carers at an early stage is essential.
If things have not gone well, the problems will be further analysed. There is the possibility of outside agency involvement. Parents / carers are kept informed at all stages.
Parents / carers will be made aware of the complaints procedure.

This policy is part of the Academy Behaviour Policy.
The policy has been developed by a working party of staff and can be viewed on the academy website.

The Coppice Academy works in partnership with County services such as police, health service, families first and organisations e.g. CACH (Chase Against Crimes of Hate)- www.cachpartnership.org.uk to reduce bullying and promote safer communities.

The student council will have opportunities to review the policy at an appropriate level so that they are able to make their own contributions if required.
Changes can be made as required but will need ratification by the Academy Council following a consultation period.

The policy reflects the Children's Act 1989; The Inspection Act 2006 and The Equality Act 2010.

This policy will be reviewed every two years as a minimum.
The whole academy community is jointly responsible for ensuring that the policy is implemented on a day to day basis.
Evaluation, review and the development of policy and procedures is the responsibility of the Senior Leadership team and the Behaviour Manager.