



Cropredy C of E Primary School

Anti-Bullying Policy

Ethos: Cropredy Church of England Primary School is caring and inclusive, whilst recognising individuality. Equal opportunities are provided for the whole school family of adults and children. We aim for all children to enjoy school life and be happy, with enquiring minds and a willingness and desire to work; so that they reach their full academic potential through education of the highest quality in a safe and stimulating environment. Through mutual understanding and support, our children develop self-respect, self-motivation, self-esteem and confidence. They make well-informed choices, develop social skills and the sensitivity to respect and celebrate the differences and strength of others.

Curriculum: We provide a broad and balanced curriculum, based on relevant firsthand experiences wherever possible, to engage and stimulate all children to make good progress and become lifelong learners.

Community: Recognising its historic foundation, the school will value and celebrate its links with the local community and its partnership with churches at parish and diocesan level.

Provision: We will endeavour to provide the highest standard of accommodation and resources to support the learning needs of all our children.

Lifelong learning: All members of the school community will be supported through a programme of development, balancing their needs with the needs of the school.

Christian and British values: The school will encourage an understanding of the meaning and significance of all faiths. It will exemplify Christian and British values through the experience it offers to all its children, regardless of their gender, race, religious or non-religious beliefs. **WE DO NOT TOLERATE BULLYING AT THIS SCHOOL**

Bullying can take the form of multiple incidents:

- verbal name-calling, sarcasm, spreading rumours, persistent teasing, ridicule
- excluding pupils from group play (sending to Coventry)
- taking or hiding other's property
- physical hurt or threats
- racist/homophobic comments, gestures, graffiti,
- unwanted sexual contact, abusive or suggestive comments
- isolating children for their bullying can be: Emotional: being unfriendly, excluding, tormenting (e.g. threatening gestures)
- physical: pushing, kicking, hitting, punching or any use of violence

- sexual: unwanted physical contact or sexually abusive comments
- homophobic (transgender, biphobia): because of, or focussing on the issue of sexuality
- cyber bullying/ bullying by text: All areas of the internet, such as e-mail & internet chat rooms misuse
- mobile: threats by text messaging or calls and misuse of associated technology, i.e. camera and video facilities/use of mobile phones.

If bullying is suspected, we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken: We support the victim in the following ways:

- By offering them an immediate opportunity to talk about their experience with their class teacher, or another teacher if they choose.
- Informing the victim's parents/guardians
- By offering continuing support when they feel they need it
- By offering a range of strategies to avoid being bullied in the future
- By taking one or more of the five disciplinary steps to prevent more bullying.

We also discipline, yet support the bully in the following ways:

- By talking about what happened, to discover why he/she became involved
- Informing the bully's parents/guardians
- By continuing to work with the bully in order to eliminate attitudes
- By taking one or more of the five disciplinary steps

Disciplinary stages (Linked to the stages listed in the Behaviour Policy)

It may be necessary to implement later stages earlier depending on the nature of the incident(s):

Stage 1: Talking to other teachers and pupils – checking details of the incidents. Talking the matter over with the child about the impact and implications This stage will start with a warning and they will then have their name written down in a class book. Reparations to be made e.g. a verbal apology. The member of staff will discuss the incident with the Head Teacher and ensure all staff are made aware. The class teacher, in agreement with the Head, will notify parents of an incident.

Stage 2: The child will again be warned officially to stop offending and a suitable punishment/strategy will be employed. The Head teacher will also be informed. The main strategy will be: The Head teacher to discuss with parents at earliest opportunity. Withdrawing any pupil from participating in an activity for a period of time equivalent to their age as appropriate to safeguard the welfare of the individual pupils. Reparations to be made where appropriate, e.g. a verbal apology, written apology

It may also be felt necessary to: Remove the child from the classroom for a short period of

time/session/ lunchtime. A denial of playtimes or lunch times.

Stage 3: If the behaviour continues the following action will be taken: Talking again to parents or in cases of unacceptable behaviour an immediate phone call to the parents and or meeting with parents. Incident form to be completed and sent to parents. From Stage 3 all incidents will be recorded on an incident sheet and sent to parents.

Stage 4: If the behaviour continues for a limited period of time. Placing the pupil on report. Here the behaviour is monitored throughout the day. Regular meetings with parents will be scheduled to ensure communication between home and school. Look at the SEN system.

Stage 5a: If a child does not stop there will be an internal exclusion – time out in another class or the Head Teacher’s office.

Stage 5b: If the child does not stop, they will be excluded for a minor fixed period (up to 5 days). In all cases of exclusion, the parents/guardians will be asked to bring their son or daughter to discuss the terms of re-admittance with the Head teacher. In an extreme case of physical, aggressive, abusive or disruptive behaviour – child to be excluded. In all cases of exclusion, the parents/guardians will be asked to bring their son or daughter to discuss the terms of re-admittance with the Head teacher.

Stage 5c: If the behaviour persists, he/she will be recommended for exclusion for a major fixed period (5-15 days). In the event of very extreme dangerous behaviour and the child does not end such behaviour, he/she will be recommended for permanent exclusion (expulsion).

Responsibilities

All staff are responsible for promoting good behaviour and discipline in line with the Behaviour and Anti-Bullying Policies. Parents are asked to sign the home school agreement when children start in school, supporting the school’s policy and children write their own code of conduct linked to the home school agreement. PSHE lessons are used to promote awareness of the policy.

Identifying problems

Children who are bullied at school are not always prepared to tell those in authority. At Cropredy we encourage children to talk to adults or to write down their troubles. All disclosures are treated seriously.

Observations regarding specific behaviour patterns which may identify bullying might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem

- Being easily distressed
- Damaged or incomplete work

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts to threaten suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the mornings
- Begins to do poorly in schoolwork
- Comes home with torn clothes or damaged books
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch may have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or telephone
- Is nervous or jumpy when receiving e-mails etc.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Staff also use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. If staff do identify such behaviour the head teacher should be informed immediately. Parents are asked to pass on their concerns to the head teacher in writing as soon as possible.

Methods of Prevention

Victims of bullying may end up believing that they deserve to be bullied. They feel powerless and vulnerable. In our PSHCE programme we have specific strategies for maintaining high self-esteem. We are also able to counsel pupils individually. It must be known that bullying

will not be tolerated at this school and all incidents will be taken seriously. Investigations into bullying incidents will be thorough and involve both the bully and the bullied. The bully will be helped to recognise their unsociable behaviour and offered support to modify their behaviour. Parents should be aware that their concerns will be taken seriously.

In summary, this school will:

- Take all bullying problems seriously
- Investigate all incidents thoroughly
- Ensure that bullies and victims are interviewed separately
- Obtain witness information
- Keep a written record of the incident, investigation & outcomes
- Inform staff about the incident
- Ensure that action is taken to prevent further incidents, as detailed above.

Reviewed by: Chair of Governors Chris Kaye

Policy adopted: September 2019 Policy review date: September 2020

..... Date/...../..... Sharon Turner, Interim Head teacher

..... Date/...../..... Chris Kaye, Chair of Governors