

Copthorne C.E. Junior School

Anti-Bullying Policy

**Approved July 2025
To be reviewed July 2027**

A DEFINITION OF BULLYING

At Copthorne CE Junior School, we believe that every child has the right to feel safe and secure in school and in the playground. We have zero tolerance of bullying and rigorously address any sort of behaviour which hurts, threatens or frightens any member of the school community. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and that action will be taken against the anti-social behaviour of the bullies.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (Anti-bullying Alliance)

Bullying can take many forms, but the main types are:

- **Physical attacks** - hitting, kicking, taking/ damaging belongings
- **Verbal attacks** – name calling, insulting, making offensive remarks
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- **Relational bullying** – present in the form of malicious gossip, the silent treatment, where through purposeful manipulation a bully or bullies try to damage the victims' relationship with their peers
- **Cyber-bullying** - in the form of abusive messages via text, e-mails and social network sites
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic**- because of, or focusing on the issue of sexuality
- **Racism**
- **Other protected characteristics**

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities or any other protected characteristics (Equality Act 2010) are involved. If the victim might be in danger then intervention is urgently required.

Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child has been adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences, for example because of Special Educational Needs or disabilities.

Bullying is often different from other aggressive forms of behaviour or friendship issues in its repetitious and often secretive nature. Bullying can take place anywhere in school but is more likely to happen in the playground or online.

AIMS AND OBJECTIVES OF THIS POLICY

- To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression, where everyone has the chance to partake of the social and educational opportunities, offered by the school.
- To promote a whole school approach where signals and signs are identified, and swift and effective action is taken.

This policy provides a framework and guidance within which all staff, both teaching and support staff can operate. It should be read in conjunction with all related policies.

Shared Belief

We aim to create a safe and secure environment where all can learn without anxiety. This is developed by building a school ethos in which all members are treated equally and with respect. The school Vision underpins our approach to tackling any bullying issues.

Activities which help to build the school ethos include:

- Whole school Worship
- Class discussions and setting of class rules and expectations
- Pastoral Care Groups
- School Council
- RE / RSHE Curriculum
- Anti- Bullying Week
- Other pupil leaders
- Staff promotion of a climate of trust with praise and rewards used to build self-esteem

Understanding

We aim to make all those connected with the school aware of our opposition to bullying. We also make it clear that every adult and child has responsibilities with regard to the elimination of bullying.

Activities which help to develop understanding and awareness include:

- RSHE resources/ Scheme of work
- RSHE activities, discussions
- RE Curriculum activities
- Worship
- Books and films on bullying
- Participation in National Anti-Bullying Week

Identification

We aim to have any incidents of bullying identified and reported through whole school, consistent procedures. These include:

- Children being encouraged to tell an adult if they feel they have experienced bullying
- Awareness of trusted people they can tell
- Class discussions of what is and what is not bullying
- Worry boxes / Monsters for those who find face-to-face disclosure difficult
- Staff monitoring of children's behaviour and peer relationships in class and in the playground
- Training on identification of bullying behaviour to be given at one staff meeting each year
- Staff training in strategies for dealing with bullying and protective behaviours
- Posters promoting Telling
- Childline posters

ROLES AND RESPONSIBILITIES

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school and ensures that the Anti- Bullying Policy is in place and reviewed annually. This policy statement makes it very clear that any incidents of bullying that occur are taken very seriously and dealt with appropriately. The professional judgement of the Headteacher will be respected.

The Role of the Headteacher

The Headteacher, with the staff, will promote the school climate of mutual support and praise for success, that develops children's self esteem and makes bullying less likely to occur. It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that:

- all members of staff are aware of the school policy and are appropriately trained to deal with incidents of bullying
- all children know that bullying is wrong and that it is unacceptable in this school
- the profile of the school's anti-bullying culture is highlighted at every opportunity
- confirmed incidents of bullying will be recorded and kept centrally

The Role of the Staff

All members of staff in school should:

- take all forms of bullying seriously
- be vigilant and aware of the signs of bullying
- intervene to prevent incidents taking place
- listen carefully and calmly to pupils regarding alleged bullying incidents
- record significant incidents (who, when, where, how)
- make a member of SLT aware of the incident
- ensure records are given to a member of SLT for the central record
- advise both the victim and bully that records are being made
- actively support a climate of trust and respect for all within the school
- address 'bullying' through the curriculum

The Role of Pupils

Pupils must tell someone if they are being bullied and must recognise they have a responsibility for their own wellbeing. Bullying will not disappear if ignored. Pupils should know that their concerns will be taken seriously. Pupils also have a duty to speak to an adult if they have concerns for another child in the school.

The Role of the Parents and Carers

Parents / Carers have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school community. The school work's hard with parents to ensure clarity between friendship problems and bullying. Parents / Carers are encouraged to come into School immediately they are concerned that there is a situation that has already or may potentially become bullying. This can be done in the following ways:

- talk to the class teacher before or at the end of the school day
- phone the school office to arrange a time to speak with the class teacher
- email the class teacher through the class email account
- encourage / support their child to talk to an adult in school
- talk to the Headteacher

Guidance on signs of being bullied

These may be signs that Parents / Carers can look for in their child:

- not wanting to go to school or truanting.
- becoming shy, withdrawn and lacking in confidence.
- having 'mystery illnesses,' non- specific pains, tummy upsets, headaches.
- arriving home with unexplained cuts/bruises or with clothing torn.
- becoming frightened of walking to school. There may be a desire to change route or to go/return much later than usual.
- asking for unexplained extra pocket money.
- reluctance to meet other children.
- personality changes e.g. irritability, tiredness, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness.
- temper outbursts, abusive language or impulsive hitting out.
- bed wetting and nightmares.

The school works hard with pupils and parents to ensure clarity between friendship problems and bullying. Repeated friendship problems may indicate that bullying is happening.

What Parents can do about Bullying

- Discuss the matter sensitively with the child by encouraging them to talk about behaviour generally rather than specifically.
- Sympathise, listen carefully, and try to calmly find out what happened.
- Reassure the victim that the bullying will cease.
- Inform the school and discuss the matter with the class teacher or senior member of staff. It is neither appropriate nor acceptable to take matters into your own hands ie approach the 'bully' at school.
- If the bullying is in school or on the journey to school, work out a plan of action with the staff and ensure it is put in place.

- Do not advocate a 'hit back' policy. This may be alien to your child's temperament and make the situation worse.

What is cyber bullying?

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyber bullying may be carried out in many ways, including:

- sending threatening, insulting or abusive messages
- creating and/or sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- dissing - sending or posting messages to make people think badly about them
- spamming - sending repeated messages to annoy or get attention
- flaming - sending offensive or aggressive messages
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as 'sexting'
- pressuring children into sending sexual images or engaging in sexual conversations.

Prevention of Cyber Bullying Understanding and information

The Headteacher will oversee the practices and procedures outlined in this policy and monitor their effectiveness. They will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying. Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.

- Pupils will be informed about cyber bullying through curricular and pastoral activities.
- Pupils and staff are expected to comply with the school's Acceptable User Policy.
- Parents will be provided with information and advice on cyber bullying.
- Positive use of ICT will be promoted and the Acceptable Computer Use Policy will be kept under review as technologies develop.
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.

- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents (cpoms)
- Visits by the PCSO

Responding to cyber bullying

A cyber bullying incident might include features different to other forms of bullying, prompting a particular response.

Key differences might be:

- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what happened

See School Policy for ‘e-safety and acceptable user agreement’

STRATEGIES TO COMBAT BULLYING

Proactive Approach

The school encourages cooperative play between children throughout the day, in order to reduce opportunities for bullying. These may include:

- a range of team games, such as football and cricket
- provision for quieter activities, such as small play equipment and chatting in the Sensory Garden, Arthur’s Place and Reflection Garden
- physically challenging activities on the trim trail

Other pro-active strategies include:

- encouraging children to discuss differences openly between people that could motivate bullying through assembly
- making bullying a regular subject in worship
- making a particular focus in Anti-Bullying Week

The Curriculum

The RSHE curriculum can also be used to raise awareness about bullying and the anti-bullying policy, to increase understanding for victims and teach pupils how to manage constructively their relationships with others. This can be done through whole class discussion and assembly times but also by encouraging the development of a range of relationships and friendships across the school community:

▪ **Co-operative Group Work**

Children work together on shared tasks involving co-operation and individual accountability. Tasks might include problem-solving activities, discussion groups, role play and trust-building exercises. These activities encourage pupils to be more tolerant of each other, to be trusting and to become better integrated into their peer group.

▪ **Reflection Time**

Time is set aside regularly for discussions and reflection and this is an integral part of the RSHE curriculum (see Policy). RSHE encourages children to focus on their own feelings and the feelings of others, to listen to one

another and tolerate others' views, to learn to take turns and to discuss difficult issues.

▪ **Learning Mentor /ELSA**

The Learning Mentor is available to all children and provides an additional opportunity for children to discuss any concerns or worries.

PROCEDURES TO FOLLOW

Once concerns about bullying have been raised, these procedures will be followed until the situation has been resolved and intervention is no longer required. The following methods focus on pupils who have been bullying as well as those being bullied. The aim is to establish ground rules that will enable pupils to co-exist together at the school. The following strategies may be followed by the Headteacher, or in some cases, the

Class Teacher:

- hold brief, non-confrontational discussions with each pupil in a quiet room without interruptions to establish whether bullying has taken place

If bullying has taken place:

- Information is shared with SLT
- get an agreement with all involved that the child being bullied is unhappy and that the bully will agree to improve the situation – the adult may have to be prescriptive
- talk supportively with the bullied pupil about strategies that may help them
- keep signed and dated records of reported events, including date situation is judged to have been resolved (cpoms)
- make a decision regarding any consequences and actions (with reference to the behaviour policy)
- inform all relevant staff
- involve the parents of both children
- monitor situation until an agreed review date
- maintain an on-going dialogue until all parties are satisfied
- check whether the bullying starts again or targets another pupil
- consider involvement of outside agencies

WHEN TOUGHER MEASURES ARE NEEDED

Where pupils do not respond to the above strategies, it will be necessary to take further action, giving due consideration to the pupil's age, Special Educational Needs, disability or religious requirements. Actions that may be considered in on-going bullying cases are removal from the class, fixed period exclusion and permanent exclusion, in line with the West Sussex Exclusion Policy.

PRINCIPLES OF GOOD PRACTICE

- the self-esteem of children is promoted
- pupils are aware of strategies they can adopt (see enclosed information for pupils)
- action plans involve the active commitment of more than one member of staff
- confidentiality is maintained by all

- the school cannot take responsibility for the behaviour of children outside school but any reported incidents may be investigated and parents consulted, where appropriate. We appreciate that behaviour of some pupils outside of school may link to the bigger picture within the school context.

This Policy should be read and used in conjunction with the school's Behaviour Policy.

It has been agreed by Governors and Staff.

Help organisations:

KIDSCAPE Parents Helpline

Call: 020 7823 5430

WhatsApp: 07496 682785

Email: parentsupport@kidscape.org.uk

Family Lives

Familylives.org.uk

Helpline

1.30 – 9pm

0808 800 2222

NSPCC

www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

Helpline : 0808 800 2222

help@nspcc.org.uk

BULLYING INFORMATION FOR PUPILS

If you are upset by another child:

- try to stay calm and look as confident as you can
- be firm and clear – tell the other child to stop
- get away from the situation
- tell an adult what has happened straight away

If you have been upset by another child:

- tell a Teacher or another adult in your school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come along with you or use a Communication Key Card

If this happens again:

- keep speaking up until someone listens and does something to stop the bullying
- don't blame yourself for what has happened

