

# Cookridge Primary School

## Anti-Bullying Policy



*Reviewed – October 2019*  
*Review – October 2020*

*The Anti-Bullying Policy will be published on the school website.*

*'Together We Achieve the Extraordinary'*



# Cookridge Primary School Anti-Bullying Policy

At Cookridge Primary School we believe that every child, regardless of race, ability, religion or gender is entitled to an education in a safe and secure environment. We believe that an Anti-Bullying policy and a standpoint of zero tolerance to this problem leads to a preventative and proactive approach throughout the school.

We define a **Bully** as someone who knowingly and repeatedly perpetrates unkind acts (either verbally or physically) towards an individual or group.

We define a **Victim** as the unwilling recipient of these unprovoked acts.

The types of repeated unkind acts might include:

- physical harm
- threat of physical harm
- extortion, demand of money or favours
- destroying, damaging or hiding property
- spreading rumours about an individual's reputation or that of his / her family
- nasty name calling or teasing
- using a look or a stance to trigger offence
- exclusion, deliberately leaving someone out of an activity
- manipulation, forcing someone else to carry out any of the above actions
- any of the above via the cyber world – online bullying (text/internet)
- any of the above related to Homophobia/racism/sexual orientation/gender/online/peer on peer bullying

At Cookridge Primary School we believe that education about Bullying is the most effective means of prevention. To this end we deliver the Anti-Bullying message through our school rules, Restorative Practice, Behaviour policy, Assemblies, PHSCE lessons and Circle Time, school council and Anti-Bullying Week. However, we also look for opportunities through other curriculum areas as and when it is appropriate to deliver the message. Posters in Art, Drama, Poetry and stories about Feelings in Literacy and the design of questionnaires with statistics to be studied in Numeracy lessons. All are examples of how individual teachers or year groups can tackle the problem in a variety of imaginary ways. After school activities are also an area in which the problem of Bullying can be addressed.

As part of our preventative steps we as staff endeavour to identify those being bullied. The children fall into three general categories:

**Passive Victims** (these make up the majority)

- are often smaller or weaker than their peers
- display an unhappy, withdrawn demeanour and / or are isolated
- are often clumsy or uncoordinated and poor at sport
- are reluctant to go into the playground or keen to stay around adults
- display a lack of confidence, can feel depressed, inferior, helpless and unable to cope
- usually display a positive attitude to school work



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## **Victims of name calling, racism and/or other social prejudice**

- are victimised for being different e.g. race/ethnic origin, religion, colour, size or physical disability
- are victimised for alleged or actual sexual preferences
- are victimised for being vulnerable children in society e.g. travellers, looked after children
- may be vulnerable where they are in small numbers
- may be targeted because they are very bright or have special needs

## **Provocative victims** (a small minority of victims)

- seek constant attention for pleasing, compliant behaviour
- tease and taunt others and then complain when others retaliate

We as staff appreciate that those pupils being bullied tend to show **changes in behaviour** which could include:

- a reluctance to come to school
- erratic attendance
- a reluctance to walk home with other pupils or leave school at the same time
- unlikely excuses for possessions damaged or destroyed, for example school books being scribbled on, spectacles broken, dinner money stolen etc.
- isolation in the playground, dining room, during games etc.

**Tell tale signs** of children being bullied in school also often appear during conversations with parents or in notes to school. For example, there may be no likely explanation given by parents or teachers for the following:

- a child having problems with sleeping, bedwetting, nightmares
- a pupils lack of appetite or sleeping disorders
- a pupil developing a tendency to stammer
- a pupil displaying promiscuous sexual behaviour
- a pupil's attempted suicide

It is vital that parents are aware of our policy and that they too take responsibility for keeping school informed.

## **Cookridge Primary School procedure for dealing with incidents of Bullying**

- All pupils at our school are encouraged to tell someone if they are a victim of bullying. Notices are displayed in every classroom to remind children of what to do if they are being bullied. All pupils at school are encouraged to inform a responsible adult if they know or suspect another pupil is the victim of bullying. 'Worry Slips' are available in classrooms for children to fill in if they wish to speak to an adult. (Adults Available- Mrs Hunter/ Mr Kerr/ Mr Maldonado/Mrs Brosnan/Mrs Hoyle/Miss Brophy/Mrs Phelan)
- Whilst staff at Cookridge Primary School attempt to educate pupils about bullying and are aware of the preventative steps we as a school take to ensure that incidents of bullying are kept to a minimum. We acknowledge that on occasions there may be situations that arise that we have no control over i.e. if a pupil, for whatever reason, has not disclosed the fact that they are being bullied and staff have not noticed or been informed (by another pupil or parents) of any changes in behaviour. We will ensure that, once informed, staff will act quickly and decisively to deal with incidents. Staff will be vigilant in monitoring the children during all activities including break times and lunchtimes and all staff including Teaching Assistants and Lunchtime Supervisory Assistants will be aware of and follow the policy.



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At Cookridge Primary School we have set out the following procedures for staff to follow:

- Any act of bullying must be initially reported to the class teacher who must then investigate the incident and record the incident on an incident sheet and handed into the Headteacher.
- If the incident is one of a serious nature, that cannot be dealt with by the class teacher or is an incident of repeated minor behaviour, the class teacher must report this to a senior member of staff i.e. the Headteacher or Deputy Headteacher. Any incidents with Racial, Homophobic or any form of sexual/gender orientation (including transgender) bullying overtones must be recorded on an incident sheet and handed to the Headteacher. At this point the senior member of staff will investigate the incident or incidents further and if no suitable educative processes can be found to deal with the situation, sanctions will be imposed on the pupil found to have been involved with the bullying. This may include a hate crime referral.

These sanctions may involve the removal of privileges (such as green time, playtimes or lunchtimes), the involvement of parents (letters sent home to inform them of the incident/s, letters requesting a meeting to discuss the incident/s or letters informing parents of the exclusion from lunchtimes or other activities). In persistent or extreme cases, a child may be suspended from school. (See Behaviour Policy)

As a restorative Practice school we encourage pupils to be involved in developing their own solutions to bullying. We encourage pupils to become involved in the development of class and school rules and make them aware that the school takes the issues of bullying seriously and has a zero tolerance policy regarding the problem. The school council regularly review the policy and procedures in place for Anti-Bullying and all children are asked to contribute through our class council systems.

Teachers as well as pupils need a supportive school culture which deals effectively with such behaviour.

## **Bullying and SEN**

Mrs Hoyle, SENCo, is available if any children have issues to discuss