



Courtney Primary School
Nurture, Inspire, Flourish.

Anti-Bullying

Policy

Working together to develop lifelong learners with a strong sense of self who are active participants in their communities.

This version dated	Summary of changes	Next review date
Sept 2024	None	Sept 2025

Definition

At Courtney Primary we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away **and keeps on doing it**, making you feel frightened and/or unhappy.

STOP - Several Times On Purpose

It can be:

Physical - hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

Verbal - name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down, etc.

Emotional/psychological - excluding someone from a group, humiliation, creating a feeling of danger, etc.

Racist - insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence, etc.

Sexual - sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact, etc.

Homophobic - insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence, etc.

Electronic - bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, etc.

Bullying is the abuse of power by one person or a group over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school.

Aims

The Governors and staff at Courtney Primary School believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their life as they grow up.

It is an aim for everyone to:

- Not be scared to come to school
- Feel able to trust one another
- Expect people to be kind
- Not be made fun of
- Not be made sad
- Have friends
- Feel safe

Procedures

The following, consistent approach should be used when investigating allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been upset by a breach in the rules, which can be dealt with in accordance with the school Behaviour Policy.
2. If an incident of bullying appears to be substantiated, a clear account of the incident/s will be recorded and given to the headteacher / deputy headteacher.
3. The headteacher / deputy headteacher will attempt a resolution where the alleged "bully" empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanctions other than those applied for breaches in the Behaviour Policy.
4. Parents/Carers will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.
5. Should further incidents occur, all children involved will then be re-interviewed and the Parents/Carers informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on 'the balance of probabilities'. At this point, sanctions may be applied to the perpetrator/s in line with the school's Behaviour Policy.
6. The incident will be recorded as an act of bullying and recorded on the child's individual record.
7. All incidents of bullying are reported in the termly Headteacher's Report to Governors.

Prevention

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- Explicit work on anti-bullying behaviour and what to do if you see/hear of bullying- see below
- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly making up role-plays

- having discussions about bullying and why it matters
- work of the School Council to identify areas to develop
- pupil conferencing
- staff being vigilant and also approachable

Curriculum

We follow the Jigsaw scheme of work for PSHE. Each term is linked to a common 'jigsaw piece' across the school. In term 2, the 'jigsaw piece' is 'celebrating difference,' where each year group will look at the theme of anti-bullying, including cyber bullying. This means that during term 2, children will receive a weekly session around the issue of bullying. Additionally, an anti-bullying theme is dripped through other 'jigsaw pieces' and e safety, including cyber bullying, is included in the computing scheme of work.

Below is a breakdown of the themes studied in each year group:

EYFS	<p>Themes linked to PSED area of learning- Making relationships, Managing Feelings and Behaviour and Self Confidence and Self Awareness</p> <p>What I am good at</p> <p>I'm special, I'm me! Families</p> <p>Houses and Homes</p> <p>Making Friends</p>
Year 1	<p>I can tell you some ways in which I am the same as my friends</p> <p>I can tell you some ways I am different from my friends</p> <p>I understand how being bullied might feel</p> <p>I can be kind to children who are bullied</p> <p>I know how it feels to make a new friend</p> <p>I understand these differences make us all special and unique</p>
Year 2	<p>I understand some ways in which boys and girls are similar and feel good about this</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I can tell you how someone who is bullied feels I can be kind to children who are bullied</p> <p>I know when and how to stand up for myself and others I know how to get help if I am being bullied</p> <p>I know how it feels to be a friend and have a friend</p> <p>I understand these differences make us all special and unique</p>
Year 3	<p>I appreciate my family/the people who care for me</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is bullied feel better</p> <p>I can problem-solve a bullying situation with others</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p> <p>I can give and receive compliments and know how this feels</p>

Year 4	<p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can problem-solve a bullying situation with others</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can explain why it is good to accept people for who they are</p>
Year 5	<p>I am aware of my own culture</p> <p>I am aware of my attitude towards people from different races</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I respect my own and other people's cultures</p>
Year 6	<p>I can empathise with people who are living with disabilities</p> <p>I am aware of my attitude towards people with disabilities</p> <p>I know how it can feel to be excluded or treated badly by being different in some way I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>

Children's Version of the Anti-Bullying Policy

The school council have produced a child-friendly version of this policy which is displayed in the corridor as part of the school council notice board.

Adults Who Can Help

Around the school, we display posters showing which adults' children can talk to around school.

Bother Box and Circle Time

Each week, every class has a Circle Time during which they have the opportunity to discuss any issues which have been brought up by class members.

Additionally, each class has a Bother Box in which children can record their concerns to be shared just with an adult or with the wider class.

Conclusion

Courtney Primary wants every child to have a happy childhood and, as such, takes bullying seriously. Pupils and parents should be assured that they will be supported if bullying is reported.