



Where learning's an adventure

Anti-bullying Policy

	Name	Signature	Date
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Checked and Reviewed by:			
Approved by:	Name: Chair of Governing Body		
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Aims

We aim for Copenhagen Primary School to be a place where students and staff feel happy, secure and confident in all aspects of school life.

- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide students and staff to enable them to feel confident to manage conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure students know what to do if they feel they are being bullied

Rationale

What is bullying?

Islington definition of bullying:

'Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against.'

Several Times and On Purpose = STOP

As a staff we feel that bullying is when a child, group of children or **adult** persistently manipulates and/or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker and who does not act in apposite way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that safety of the person hurt physically or mentally and do our best to support improved behaviour from the person displaying bullying behaviour.

Our aim is to create and provide a happy, secure and safe environment for our Copenhagen community. We encourage our pupils and staff to be caring and respectful to each other. We support our pupils in developing the skills to become reflective about their behavior and the impact it has on others. The language we use is polite, inclusive and respectful of our diverse backgrounds. We aim to protect the pupils and staff at Copenhagen from unfair treatment and promote a fair, equal and safe place for our pupils to achieve their full potential, as is in accordance with the 'Equalities Act 2010'.

Our staff are aware that bullying can and does take place in all schools. This policy was written in consultation with staff and the school council. The pupil voice was central in writing this policy. The policy was shared with the IEB and families were also consulted.

Types of bullying:

Type of bullying	Aspect
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, persistent teasing, name calling, insults.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimization. It can also affect anyone who is perceived to be homosexual.
Racist	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
Religious	Treating people badly because of their religious background or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.
Disability or learning difficulties (SEND)	Includes behaviours such as; leaving someone out or treating them badly because of a disability or difficulty, making someone feel uncomfortable because of a disability or difficulty, or making hurtful comments or jokes.
Sexual	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
Cyber	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else. An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE, and the use of mobile phones has been established at Copenhagen.

Indirect	Excluding or 'blanking', spreading gossip, graffiti defacing or damaging property.
Other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

The law empowers the Headteacher of a school to regulate the behaviour of students when they are off the school site (which is particularly pertinent to regulatory cyber bullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

When is it not Bullying?

Two or more children or young people of a similar age and size involved in verbal or physical contact, including name-calling and fighting where there is no imbalance or power, 'One off Events'. Such instances can escalate to bullying and need to be addressed through the school's behaviour code.

The aim of our school anti bullying approach and interventions will be to:

1. Prevent, de-escalate and/or stop any continuation of harmful behaviour
2. Respond to bullying incidents in a reasonable proportionate and committed way
3. Safeguard the student who has experienced bullying and ensure students are supported

All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

During a student's school career at Copenhagen we will encourage them to develop the self-discipline necessary to maintain acceptable levels of behaviour towards the community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Students must not be afraid to report problems and have the confidence that something positive will be done.

Assemblies, PCSHE and drama will provide the opportunity for students to explore their feelings and give them the self-confidence to develop their assertiveness skills. Through restorative circles we give pupils regular opportunities to reflect on their feelings. This has developed a culture of freedom and confidence to talk about emotions (in the circle or privately) and provides opportunities for pupils to become more reflective of their mental health and, develop strategies to manage it.

Procedures for dealing with incidents of bullying (See Appendix 1)

1. Collect details using the 'Witness Statement'

Ask the following questions to both parties:

- What happened?

- What were you thinking at the time?
- What are you feeling at the moment?
- What do you think needs to be done to repair the harm?
- Who do you think has been affected by the actions?

2. Member of staff involved to discuss with the appropriate Phase Leader and teacher to identify the appropriate way forward.

a) Low level incident

Member of staff to work with the harmer and the harmed to resolve the issue.

b) Higher level incident

Follow the procedure as identified on the flow chart.

3. Complete referrals and pass to appropriate Phase Leader or Senior Leader.

- A serious incident could result in a fixed term exclusion.
- A very serious incident could result in permanent exclusion which is the decision of the Headteacher or even, involve the support from the police.

SCHOOL EXPECTATIONS

1. Students will be taught that bullying is unacceptable at school and within the community.
 2. The school seeks to establish a culture of care and respect for one another.
 3. Staff should be alert to the possibilities of a bullying incident.
 4. Students will be encouraged to tell and staff will listen.
 5. All incidents will be investigated and appropriate action taken.
 6. Staff will work restoratively in dealing with incidents.
 7. Bullying is discussed openly in assemblies and lessons.
- Resources such as videos, outside drama groups and speakers are used.
8. Students, parents and staff will be made aware of the school's approach to bullying and the school's anti-bullying policy.
 9. Students are involved in the monitoring and evaluation of the school's anti-bullying and positive behaviour policies through the Childrens Leadership teams.

Students:

- Will complete a questionnaire bi-annually to assess their thoughts and feelings.

Parents/carers:

- Will be encouraged to contact the Phase leader or Deputy Headteacher if they suspect that their child is being bullied without fear of 'making things worse'.

Preventative Measures

Our anti-bullying statement or charter is clearly displayed around the school, along with details of organisations and helpline numbers. All staff and pupils are made aware of the school's policy and procedures for dealing with bullying.

Copenhagen's restorative approach combined with cooperative activities integrated into classroom practice explore issues and controversies by considering different points of view; promote tolerance of others and a willingness to listen; build trust in those of the opposite gender and from different ethnic groups; different religious beliefs and disabilities to support integration into the peer group.

- Regular consultation with the Student Leadership Team regarding bullying within the school.
- Annual school awareness week during Anti-bullying week.
- Termly assemblies to gain pupils understanding of bullying.
- There are regular displays on anti-bullying around the school, undertaken by classes.
- School annually attends the borough wide anti-bullying conference.
- Regular group activities to build trust amongst pupils with
- A box is provided in the school office, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly.
- Use of peer mentors for vulnerable pupils to seek out.
- Supervision of areas where bullying may occur e.g. playground, corridors, changing areas, toilets.
- Regular pupil survey to gain pupil views on bullying and identify areas for development if necessary.
- Resources in school are anti-discriminatory and inclusive.
- Parents/carers are made aware of possible signs of bullying using the DfES '**Don't Suffer in Silence**' guidelines for parents and families.
- Regular anti-bullying/e-safety parent workshops
- Pupils views and voices are listened to and taken into account by all members of staff.

Additional support for Victims of Bullying

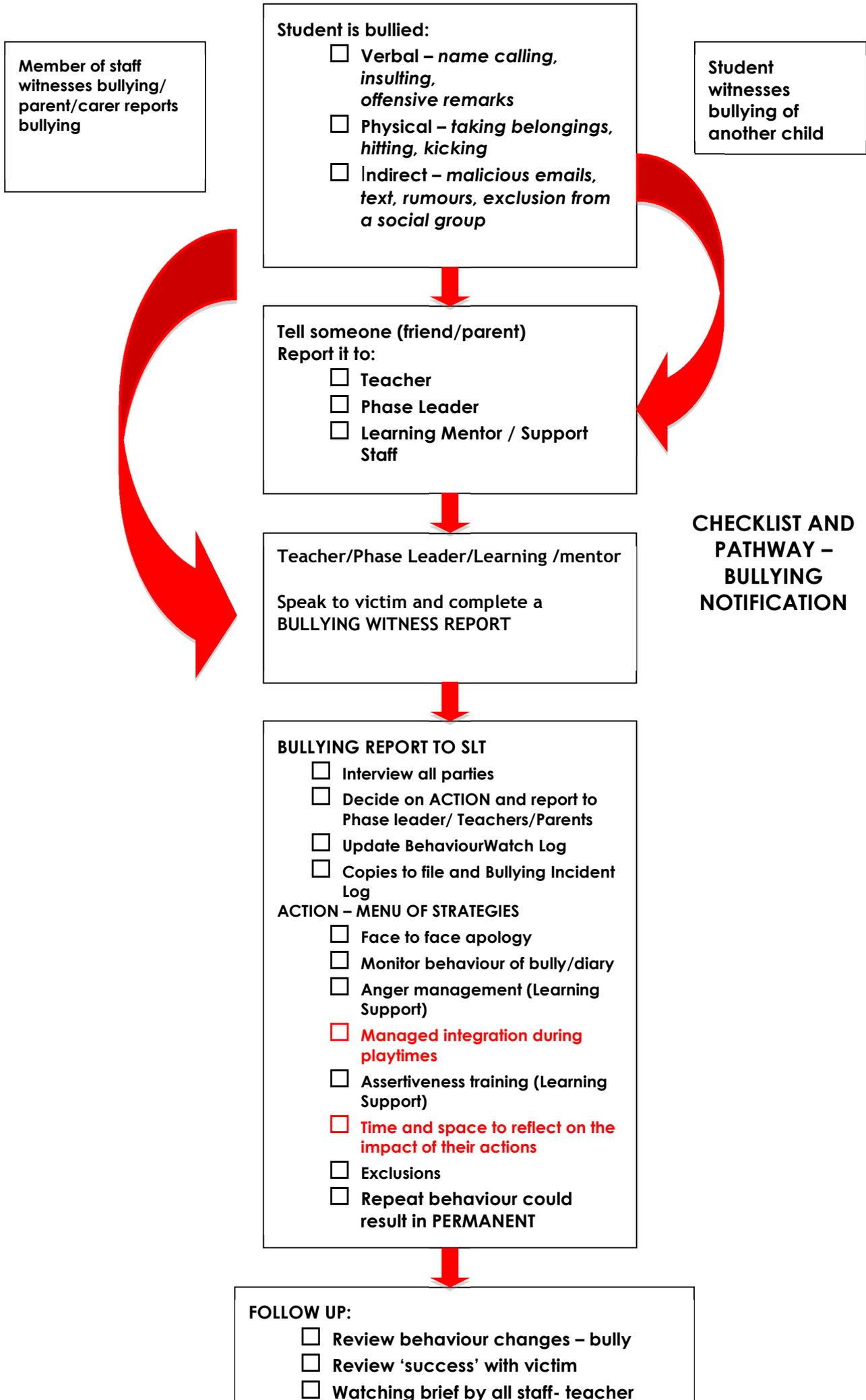
School will seek to gain support from CAHMS, Solace and Women Aid to access support.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out for particular trends.

If a member of staff feels she or he is being bullied, they should report this to the Head Teacher or the IEB who will ensure that they are treated fairly as is in accordance with Islington's 'Dignity for All – Equality and Diversity Policy'.



BULLYING INCIDENT WITNESS STATEMENT

 COPENHAGEN PRIMARY SCHOOL <small>Where learning's an adventure</small>			
DATE:			
Name of person making this statement	Who is being bullied?		
	You		Someone else
If someone else, who?			
Where did it take place?			
Time			
Where were you when it happened?			
Who was the person doing the bullying?			
If more than one, who would you say was the leader?			
Who was with YOU when it happened?			
Was there anyone else who may have seen or heard what happened?			
Yes		No	
If YES, who?			
Has the person bullied before?			
Yes		No	
If YES, when?			
Describe, as best you can:			
What happened?			

What were you thinking at the time?	
What are you feeling at the moment?	
What do you think needs to be done to repair the harm?	
Who do you think has been affected by the actions?	
Have you reported this to anyone else?	
Yes	No
If YES, to whom?	
When was this?	
Did they say they would do anything?	
Yes	No
Signed	Date
Member of staff taking the statement	

Parent/Carer contacted	Yes	No
Headteacher's Agreed Actions		
Signed	Date	
Incident review date:	 	
Review Feedback		
Class teacher		
Pupil		
Victim		
Support Staff / Learning Mentor		

Headteacher signed	Date

Helpful Contacts:

If you would like further advice, the following organisations offer a range of support.

Anti-bullying Network

Information sheets for young people, parents and school staff as well as information and links to relevant organisations.

<http://www.antibullying.net>

Bullying Online

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head Teachers and DfES.

Tel: 020 7378 1446

<http://www.bullying.co.uk>

Anti bullying alliance

The Anti-bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learning.

<http://www.anti-bullyingalliance.org.uk/>

Kidscape

Kidscape was the first charity in the UK established specifically to prevent bullying and child sexual abuse. We are a small organisation with far-reaching influence, committed to sharing our insights and techniques with other organisations and individuals all over the world.

Tel: 020 7730 3300

<https://www.kidscape.org.uk/about-kidscape/>

Mencap

Mencap works with people with a learning disability to change laws, challenge prejudice and support them to live their lives as they choose.

<https://www.mencap.org.uk/about-us>

Tel: 0808 808 1111

Kick it out

Kick It Out is primarily a campaigning organisation which enables, facilitates and works with the football authorities, professional clubs, players, fans and communities to tackle all forms of discrimination. The campaign has been pivotal in persuading and supporting the game's stakeholders to take their equality responsibilities seriously.

<http://www.kickitout.org/>

Digizen

The Digizen website provides information for educators, parents, carers, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGITAL citIZENS. It shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours.

<http://www.digizen.org/>

Childline

24-hour helpline for children and young people in the UK. Also teachers' packs, quizzes, stories, information sheets, policy and campaign information. Tel: 0800 1111

<http://www.childline.org.uk>

Don't suffer in silence

DfES site on bullying with sections for pupils, teachers, parents and families; includes case studies, anti-bullying packs for schools, links to other sites.

<http://www.dfes.gov.uk/bullying>

Educational Action Challenging Homophobia (EACH) – Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

www.eachaction.org.uk

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org - The UK's safer internet centre

	Date	By whom?
Draft	Dec 2013	
Adopted	25/02/15	IEB

Review date		
Location of the policy		