COPPICE ACADEMY ANTI-BULLYING Strategy POLICY

<u>**Our Approach to Bullying**</u>

Bullying both verbal and physical will not be tolerated in this academy. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the academy community. Bullying or harassment of any kind is unacceptable, whether it is on or off the academy site or in the online or offline world. It will never be seen as 'just banter'. If bullying or harassment does occur, all children should be able to inform a trusted adult in the academy and know with confidence, that incidents will be treated seriously, promptly and effectively. It is an expectation of anyone who knows that bullying is taking place to ensure that it is reported and acted upon using the appropriate academy processes and procedures. Everyone must understand what bullying is and the impact it has on those who have been bullied and those who have bullied. Everyone must know that there will be ongoing care and support for both victim and alleged perpetrator. All adults have a duty to support children to practice and build the skills that create better relationships. We also recognise that children develop and mature at different stages and ages; some require additional support, guidance and reasonable adjustments to be made in line with the Equalities Act.

Bullying can take place
- Child to Child
- Adult to Child
- Child to Adult.
- Adult to Adult

It can involve individuals or groups and be face to face, indirect or use a range of cyber-bullying methods.

The Anti Bullying Policy is underpinned through the Behaviour Policy of the academy, ensuring that everyone has a right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault, and acts of verbal abuse

Appropriate behaviour is achieved through a culture and ethos of high expectations, excellent modelling of behaviour and effective systems that incentivise good conduct and deter poor behaviour. Most social, emotional, and behavioural skills are learned and need to be modelled, explicitly taught, practiced, and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours using our 3 underpinning rules of:

- Be ready
- Be Safe
- Be Respectful

We expect all to show their respect for each other and behave in a way that supports each other's learning. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour. We recognise that behaviours can be an indication of additional learning, social or emotional needs or because of attachment, trauma, or adverse childhood experiences. Some children require additional support in their journey to achieving the expectations of behaviours.

There are potential vulnerabilities in particular groups of children, for example; pupils with special needs, looked after children, children from minority ethnic backgrounds, children with disabilities and traveller children.

This policy takes into account the following legislation, statutory and non-statutory guidance (this list is not exhaustive):

- Keeping Children Safe in Education, 2022
- Sexual violence and sexual harassment between children in schools and colleges, 2021
- Special Educational Needs Code of Practice
- Education and Inspections Act, 2006
- Equality Act, 2010
- Children Act, 1989
- Protection from Harassment Act, 1997
- Malicious Communications Act, 1988
- Public Order Act, 1986
- Communications Act, 2003
- Human Rights Act, 1998
- Crime and Disorder Act, 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2020

Related to the Academy policies:
- Safeguarding and Pupil Protection policy
- SEND Policy
- Behaviour policy
- E-Safety and E- Security policy

The aim of this policy is to ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded. Governors, staff, parents/carers and children have an understanding of what constitutes bullying. To ensure that all bullying is taken seriously and acted upon promptly and effectively. Inform, staff, parents/carers and children what to do when bullying occurs. Ensure procedures and structures are clear, understood and used consistently by all. Facilitate highly effective collaboration with parents, carers, and children to ensure that persistent bullying behaviours are challenged. Facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way. Ensure that children are supported and guided in the skills to develop positive relationships.

At the Coppice we will not tolerate any unkind actions or remarks even if these were not intended to hurt. There is no legal definition of bullying. Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Bullying is not:
- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them

Sexual harassment

This is defined in the DfE advice Sept 2021 'Sexual violence and sexual harassment between children in schools and colleges' as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'. Sexual harassment is a form of peer-on- peer abuse/ bullying.

All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Safeguarding and Pupil Protection Policy.

Types of bullying, the law states that some forms of bullying are illegal and will be reported to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

Bullying can manifest in many ways; -

- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Emotional - being unfriendly, excluding, tormenting Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Trans - bullying based on prejudice or negative attitudes, views, or beliefs about trans people
- Gender - bullying because of their gender or gender identity or because they may not be perceived to conform to typical gender norms
- Faith - because of their religion
- Social class – because of their background or social class
- Homophobic - because of or focusing on the issue of sexuality.
- Ability - because of or focusing on learning and/ or physical disabilities.
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology

Aims
- we aim to prevent bullying at Coppice Academy
- we aim to raise pupils' awareness of bullying behaviour and the anti-bullying policy .
- we aim to reduce bullying by including proactive programs within the curriculum
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to give students a voice to speak up about bullying

Roles and responsibilities

Trustees and governors

The trustees and governors will oversee the policy, ensure its implementation and review its content on an annual basis.

Principal

Will ensure that
- All staff, children and parent/carers are aware of and follow this policy
- All incidents of bullying are recorded
- Relevant data is collected, analysed and used to support improvements in policy and practice

- Governors receive termly reports to include information on bullying in relation to protected characteristics
- A senior leader has responsibility for behaviour including ani-bullying policy and procedures
- Sanctions imposed for bullying are proportionate and reflect the serious nature of the incident and are in line with the behaviour for learning policy and child protection and safeguarding policy ⬜ All children are supported to develop effective communication and relationship building skills ⬜ All staff have training on recognising, reporting, and responding to bullying.

All staff
Are responsible for:-
- Reading, understanding, and following this policy
- Ensuring they take a zero - approach to bullying behaviours and never dismiss it as 'banter'
- Ensuring all incidents of bullying are recorded on My Concern/SIMs
- Taking all incidents of bullying seriously and deal with them promptly and effectively
- Be aware of the indicators that someone is being bullied
- Taking part in relevant staff training
- Promoting a culture of anti-bullying

All Children
Are responsible for:-
- Following the academy code of conduct and behaviour policy
- Reporting incidents of bullying
- Being an upstander not a bystander

Reporting
The academy recognises that it needs to provide a variety of means for children to report bullying that is happening to them including a means of anonymous reporting
In our academy the following are in place to support children to report bullying
- Teaching Assistant – who are readily available to the student
- Mental well-being Co-Ordinator – Available to discuss students concerns and take reports.
- Student Counsel
- Staff on email
- Senior Leadership Team

Responding to bullying
Procedures for dealing with bullying
Incidents are initially reported to the pupils form staff who investigates the incident and records it on My Concern and SIMs, which is then reported to the Senior Leadership Team who sets appropriate sanctions for the perpetrator. When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged bully and witnesses are all interviewed separately.
- Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication.
- If a pupil is injured, members of staff take the pupil immediately to a first aider.
- A room is used that allows for privacy during interviews
- Witnesses are used for serious incidents
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete. All concerned pupils are informed that they must not discuss the interview with other pupils

- Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for further safeguarding processes to be implemented.
- Persistent bullies will be referred to the Counsellor for an anti-bullying course designed to develop their understanding of the consequences of their actions on the victim. They may also have a fixed term exclusion imposed and in very serious cases, this may lead to a permanent exclusion.
- Any disciplinary procedures applied must be used fairly and consistently and take into account the level and type of Special Educational Need (SEN).
- My Concern and SIMS data is used to evaluate the effectiveness of the anti-bullying work carried out across the academy. This data is shared with the whole academy community. Improvements should be highlighted and celebrated.

Parents / Carers

Parents / Carers of both the victim and the bully will be informed. Staff will undertake to give feedback to parents / carers on the steps taken. Involvement of parents / carers at an early stage is essential.
If things have not gone well, the problems will be further analysed. There is the possibility of outside agency involvement. Parents / carers are kept informed at all stages. Parents / carers will be made aware of the complaint's procedure.

Bullying which occurs outside school premises

Academy staff members have the power to discipline children for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate children's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the academy premises, such as on academy or Local Authority Transport and Public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. While academy staff members have the power to discipline children for bullying that occurs outside the academy, they can only impose the disciplinary sanction and implement that sanction on the academy premises or when the child is under the lawful control of academy staff, for instance on a trip.

Online/cyber bullying

* Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.
* The academy will promote an understanding about online bullying through the academy's safety curriculum, e-safety/digital safeguarding assemblies and PSHE content.
* Children will be taught how to recognise online bullying and how to take action.
* Victims of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

Types of online bullying

- Exclusion - Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.
- Flaming - Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy.

- Outing - Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is "outed" when his information has been disseminated throughout the internet.
- Masquerading - Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.
- Harassment - Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.

Individuals may choose to bully others because they :
- have been / are a victim of violence
- have been / are bullied
- enjoy power/creating fear
- have difficulties in expressing their feelings / have very specific needs
- are coping with behaviour they have seen at home, in school, in the community or on TV or online.
- are unhappy
- are feeling 'peer pressure'
- are insecure
- have low self esteem

Bullying occurs in children from all backgrounds, cultures, races, sexes and ages with a range of needs.

General Statements
- some victims are also bullies
- some victims are treated as culprits
- those who witness bullying and do not act are condoning bullying and becoming part of bullying

Early Signs of Distress
- withdrawal
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for the start of the day
- bed wetting
- crying themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

Framework For Anti-Bullying Campaign

Prevention is better than cure so at Coppice Academy we will:

- **be vigilant** for signs of bullying
- **always** take reports of bullying seriously and investigate them thoroughly.

Break-time duty staff should always:
- ensure pupils are supervised at playtimes and lunchtimes.
- patrol secluded areas such as toilets, corridors and doorways.

- observe pupils' play patterns and relationships – note children who appear isolated or
- unhappy and inform the class teacher.
- investigate every allegation of bullying.
- encourage children to use the quiet areas around the school.
- use playground pals as 'buddies' or prefects

We encourage proactive academy systems and procedures which promote an inclusive, supportive ethos and positive relationships, within which differences are acknowledged and accepted.
These are:

- embedded curriculum, ensuring children know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach children how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander in bullying
- Teach, age and stage appropriately, skills including self- regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.
- celebration and 'show and tell' assemblies
- team building
- creative and performing arts
- Makaton choir
- drama workshops 'enrichment activities' days
- sports / fun day
- charity / fundraising events
- residential opportunities

Bystanders and upstanders

- Bystanders - Someone who witnesses bullying, either in person or online, is a bystander. Friends, peers, school staff, parents, coaches, and other adults can be bystanders. Children who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening. There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.
- Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying. There are many things that bystanders to bullying can do to become upstanders: Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus. Inform an adult – trusted adult school staff, family members. Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference

To ensure that the academy community is kept aware of and understands the policy and their responsibilities, time will be allocated at staff meetings for discussion. This will include review times or when the policy is changed.

This policy is part of the Academy Behaviour Policy.
The policy has been developed by a working party of staff and can be viewed on the academy website.

The Coppice Academy works in partnership with County services such as police, health service, families first and organisations e.g. CACH (Chase Against Crimes of Hate)- www.cachpartnership.org.uk to reduce bullying and promote safer communities.

The student council will have opportunities to review the policy at an appropriate level so that they are able to make their own contributions if required.

Changes can be made as required but will need ratification by the Academy Council following a consultation period.

The policy reflects the Children's Act 1989; The Inspection Act 2006 and The Equality Act 2010.

This policy will be reviewed every two years as a minimum.

The whole academy community is jointly responsible for ensuring that the policy is implemented on a day-to-day basis.

Evaluation, review and the development of policy and procedures is the responsibility of the Senior Leadership team and the Behaviour Manager.