CORBY PRIMARY ACADEMY

Anti-Bullying Policy

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Anti-Bullying Policy

This policy is designed to be read and understood in conjunction with our Behaviour Policy, Equality for Pupils Policy, Safeguarding Policy and our SEN and Disability Policy.

Values and Ethos of the Academy

Corby Primary Academy fully supports the government view that "Every child should be able to learn in an environment free from bullying of any kind and in which they feel safe and supported."

Corby Primary Academy is committed to providing a safe, nurturing environment that promotes academic achievement and personal development through the core values of: Responsibility; Respect; Perseverance; Courage; Honesty and Positivity.

Bullying of any kind is unacceptable at our school and does not align with our school values. If bullying does occur, children should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

Objectives of this Policy

To promote a happy and secure environment free from bullying in all its forms.

To take positive action to prevent bullying from occurring.

To create a whole school ethos in which pupils feel confident to raise their concerns about bullying both in and out of school.

To work in partnership with parents to ensure that bullying is reported, dealt with thoroughly and stopped.

To work with the children involved to overcome instances of bullying and ensure that the root causes are dealt with.

Understanding

All school staff, pupils and parents should have an understanding of what bullying is and use the language relating to this appropriately.

All school staff should know what the school policy is on bullying and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Roles and Responsibilities

It is the responsibility of all adults and pupils in the academy to respond appropriately to any issues relating to bullying.

It is the responsibility of each member of staff to familiarise themselves with the relevant procedures on bullying and ensure that they follow the guidelines when dealing with bullying issues.

It is the responsibility of any teaching staff or support staff dealing with an incident of bullying to record it, on that day, on CPOMS, or, if they do not have access, on an incident form which must be handed to the Principal, Deputy Principal or SENco. The relevant Class Teacher(s) should also be informed; however, it remains the responsibility of the person who initially dealt with the incident to record their involvement.

It is the responsibility of lunchtime staff to make notes regarding issues at lunchtime or any concerns and report these, along with any follow up, to the Class Teacher. If there is a serious incident at lunchtime, these should be immediately referred to the Senior Lunchtime Supervisor or the Principal/Deputy Principal.

It is the responsibility of Class Teachers to ensure pupils are aware of the procedures for reporting bullying and to deliver effectively the curriculum relating to the prevention of bullying.

It is the responsibility of Class Teachers to follow up on children who are displaying any 'Signs and Symptoms' of bullying (discussed later in the policy) and to follow up on any concerns raised by children or parents.

It is the responsibility of each member of staff to inform the leadership team if they feel they need more training or support with understanding any part of the policy or procedures relating to bullying.

It is the responsibility of the Principal, Deputy Principal and SENco to ensure appropriate training is provided to staff if appropriate.

The lead teacher and member of the leadership team who has oversight of bullying issues within the school is Mrs T Sheridan.

What is Bullying?

The government defines bullying as, "Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally". Corby Primary Academy supports this definition.

Types of Bullying

According to the Anti-Bullying Alliance, bullying can be physical, verbal or psychological. It can happen face-to-face or online. Physical bullying refers to any behaviour that physically hurts another child, verbal bullying refers to the use of words to emotionally hurt another child. Psychological bulling can refer to other non-physical behaviours carried out with the intention of emotionally hurting the other child, such as leaving them out, or threatening them.

Bullying can also be related to:

- Disability
- Race

- Religion or belief
- Sex
- Sexual orientation
- Age
- Gender reassignment

At Corby Primary Academy we are committed to equality for all children, and these issues of bullying relating to these characteristics are discussed further in the Equality for Pupils and the SEN and Disability policy, which should be read alongside this policy.

We take incidents of bullying outside of school time, online or face-to-face, equally as seriously as incidents that take place in school.

Signs and Symptoms

A child's behaviour may change if they are being bullied. Adults should be aware of these signs in children. If noted by parents, these signs should be discussed with the Class Teacher as soon as possible. If noted by a member of school staff, they should be logged in the appropriate way (see 'Roles and Responsibilities Section) and discussed with the Class Teacher.

A who is being bullied may:

- Be frightened of attending school and display real or imagined illness such as sickness, headache or stomach pains.
- Be frightened of walking to or from school
- Become withdrawn, anxious or lacking in confidence
- Begin to perform poorly in school work
- Become aggressive, disruptive or unreasonable
- Have unexplained injuries
- Have unexplained damage to belongings
- Be frightened to use the internet or mobile phone

Procedures – Reporting and Responding to Bullying

Reporting – Pupils

All pupils aware of bullying behaviours have the responsibility to report them, even if they are not directly involved. They should speak to a trusted adult, who will then follow the guidance to respond appropriately.

Reporting – Parents/Carers

In the first instance, parents or carers should contact the Class Teacher. This can initially be done by Class Dojo, where they can arrange a face-to-face meeting if required. Class Teachers will follow up on these concerns, and where appropriate will inform the reporting adult of any follow up actions.

If dissatisfied with the initial response, parents/carers can contact the school office to arrange a meeting with the Principal, Deputy Principal or SENco.

Responding

To understand how to respond to bullying, all staff should read and become familiar with our Behaviour Policy. However, the most important principals are:

- It is the responsibility of the member of staff to whom an incident is first reported to, to deal with the issue initially.
- Listen to both sides of an incident non-judgementally. Allow all children involved a chance to speak, uninterrupted.
- Avoid the use of the term 'bullying' for isolated incidents. This is not helpful in our aim to ensure all adults and children understand and use the term appropriately and recognise and respond to bullying.
- All incidents need to be recorded in the appropriate way, including all details gathered from the discussions with children.
- Serious issues should always be referred to the Principal or Deputy Principal, who may deal with the issue or give advice to the Class Teacher.
- Parents must be informed in the case of serious incidents and this contact should be logged on CPOMS.

Prevention

We believe the best approach to anti-bullying is prevention by educating children about bullying, embedding our values firmly in the school curriculum and creating opportunities for positive interactions and teamwork.

PSHE and Circle Time

As part of the curriculum, children will learn about bullying and how to respond appropriately to this.

Protective Behaviours

One part of our PSHE curriculum is 'Protective Behaviours' – an approach to teaching children about personal safety, which is taught and recapped each school year. The core themes of this link to our anti-bullying approach:

- *"We all have the right to feel safe all the time."*
- *"We can talk with someone about anything, even if it feels awful or small."*

As part of this approach, we also support the children to develop a 'Personal Network' of safe adults they can talk to if they need to. This approach supports children in knowing who to turn to if they do experience or witness bullying.

The OPAL Primary Programme

As a school, we have signed up to the OPAL Primary Programme to improve playtimes and promote more cooperative outdoor play. This proactive approach will prevent boredom during break and lunchtimes, which can sometimes trigger behaviour problems.

High Five Approach

We teach children the 'High-Five Approach' to responding to low level issues/disputes with friends to teach them about responsibility and about what does and does not constitute bullying. We want children to feel confident in resolving simple friendship disputes independently but know they can talk to an adult if a situation has escalated or if they are physically hurt.

1. *Ignore*
   Don't pay attention or pretend you didn't hear/see.
2. *Talk Friendly*
   If the behaviour continues, politely ask the person to stop in a calm voice. Explain that you don't like the behaviour and how it makes you feel.
3. *Walk Away*
   Confidently walk away to somewhere else, preferably closer to an adult.
4. *Talk Firmly*
   In a loud, firm voice, repeat that you want them to stop the behaviour as you do not like it. Explain that you will report the behaviour if it continues.
5. *Report*
   Tell an adult about the situation. If nothing happens, tell another adult. Explain that you have followed the 'High Five'.

E-Safety Education

Children are taught about how to stay safe online, including how to respond to incidents of cyber-bullying.

Further Reading

This policy links directly with:

- Corby Primary Academy Behaviour Policy
- Greenwood Academies Trust SEN and Disability Policy
- Greenwood Academies Trust Equality for Pupils Policy
- Corby Primary Academy Safeguarding and Child Protection Policy
- Greenwood Academies Trust E-Safety Policy