



Coupe Green Anti-Bullying Policy

At Coupe Green Primary School, nurturing children and developing them as a whole, rounded young person is of the utmost importance to us. In order for this to happen, children need to feel safe, secure and cared for. Our school values underpin all that we do and support the prevention of bullying.

- Kindness
- Respect
- Love and Equality
- Honesty

Our school values are threaded throughout our curriculum, behaviour policy and our school day.

In order for families, staff and children to be vigilant and prevent bullying from occurring they first need to understand what bullying is. Bullying is defined as;

Persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

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- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Roles and Responsibilities

Governing Body

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

Headteacher

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers and Support Staff

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.



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- Reporting any instances of bullying once they have been approached by a pupil for support.

Families

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Supporting the school behaviour policy and procedures.
- Sharing concerns or queries with school in a respectful and appropriate manner.

Children

- Showing kindness, respect, love and equality to others.
- Being honest in all situations to help adults solve problems and help.
- Speak to an adult when they are worried about something.
- Inform a member of staff if they witness bullying or feel that they are being bullied.
- Understanding what bullying is.

Prevention

In order to prevent bullying from occurring, we believe that it is vitally important to build strong relationships with children and take time to know our children, so that any concerns and changes in behaviour can be quickly identified and supported. Staff are vigilant and trained to support children when friendship concerns are observed in order to intervene when behaviours begin to change.

In line with our core values, our PSHE curriculum highlights how behaviours impact others, along with developing respect for others and celebrating uniqueness and individuality. It also helps children to develop an understanding of what bullying is and its impact on others.

Coupe Green Response to Bullying/Suspected Bullying

When a concern of bullying is raised, this may be by a child, family or observations made by staff, Coupe Green staff will action the below, depending on the context of the situation. The emphasis of school actions is always a caring, listening approach to all children, ensuring that each child has a voice.

When bullying is suspected/identified:

- Class teachers will speak to all children involved, individually to gather information and context.
- All incidents and concerns are recorded and shared with the Headteacher.
- Parents of all parties, the victim/s and perpetrator/s will be spoken to.
- Sanctions will be followed using the 'Coupe Green Unacceptable Behaviour Response Flowchart' (see appendix 1), which may include removal and remedy, loss of privileges, apology to the victim or, in extreme circumstances, suspension.
- When bullying is identified all involved will access emotional support (remedy) to regain confidence and reduce the risk of bullying behaviour repeating.
- When sanctions have been completed and as the behaviour of the bully hopefully improves, activities which have been restricted can be reinstated, and the agreed



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positive approach to behaviour management should be implemented to encourage good behaviour.

Our aim to always enable children to return to 'Good the be Green', by identifying any concerns and barriers to behaviour so that changes can be made that are lasting.

This policy should be read in conjunction with our Behaviour Policy and appendices.