

[NAME] JUNIOR SCHOOL
ANTI-BULLYING POLICY AND PROCEDURES

[INSERT LOGO]

[Staff Name]

Issued: [Date]

Review Date: [Date]

[NAME] JUNIOR SCHOOL
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INTRODUCTION

What is bullying?

The Anti-bullying Alliance (ABA) defines bullying as;

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

ABA 2017

There are many types of bullying behaviour, these are;

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Bullying is not ...

It is important to understand that bullying is not the odd occasion of ‘falling out’. Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children ‘fall out’ they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation.

AIMS AND OBJECTIVES

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying behaviour is regarded as unacceptable.

In sharing this policy, we aim

- to produce a safe and secure environment where all can learn without anxiety;
- to produce a consistent school response to any bullying incidents that may occur;
- to make all those connected with the school aware of not only what bullying behaviour is, but our opposition to it;
- to make clear each person's responsibilities with regard to the eradication of bullying behaviour in our school.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Bullying itself isn't against the law, but harassment is. This is when the unwanted behaviour is related to one of the following:

- age
- sex
- disability
- gender (including gender reassignment)
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sexual orientation

PREVENTION OF BULLYING

We believe that our anti-bullying procedures should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The DfE recognise that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Preventative strategies used at [NAME] Junior School

- Class teachers discuss/respond to issues there have been in the class or at playtimes.
- The PATHS curriculum supports the development of the 'whole-child', by discussing relationships, self-esteem.
- Themed assemblies are used to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality.

- A Nurture Room (Sunshine room) is available throughout the day to talk through conflicts or problems.
- Outside on the playground we have a buddy bench.
- A strong pastoral team, led by the Assistant Head Teacher, intervene and support children to develop positive friendships and deal with social situations in an appropriate manner.

THE ROLE OF GOVERNORS

The governing body supports the Headteacher in all attempts to eliminate bullying behaviour from our school. This policy statement makes it very clear that the governing body does not allow bullying behaviour to take place in our school, and that any incidents that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying behaviour that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying behaviour and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. In all cases, the governing body notifies the Head Teacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying behaviour. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying behaviour.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying behaviour less likely. When children feel they are important and belong to a friendly and welcoming school bullying is far less likely to be part of their behaviour.

THE ROLE OF THE TEACHER AND SUPPORT STAFF

Teachers in our school take all forms of bullying behaviour seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying behaviour, they follow the procedures set out below, and do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

If any adult witnesses an act of bullying behaviour they should record the event in on the pupil diary on SPTO.

If teachers become aware of any bullying behaviour taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequence and support for the child who has shown bullying behaviour. Teachers spend time talking to the child who has bullied: they explain why the action of the child was wrong and endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, the Headteacher and the SENCO will be informed. The child's parents are then invited into the school to discuss the situation.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, they aim to prevent incidents of bullying behaviour.

Each November, the school holds an 'Anti-Bullying' Week to deliver key messages to all children. This is based on the Anti-bullying alliance themes such as 'Make a noise about Bullying.'

In addition, through the PATHS programme and assembly sessions, children are taught about managing their feelings, relationships and self-esteem.

PROCEDURES

All incidents of bullying in the school will be referred to the Senior Management Team. The senior member of staff will then investigate the situation by talking to the children involved, any witnesses, and staff members where necessary.

Not all incidents of bullying will be dealt with in the same way. By talking to the victim we will find out how they want the matter dealt with.

We will however, always record the incident and always inform both the victim's parents and the bully's parents.

Where evidence of bullying behaviour is found;

- Parents are informed by school and in some cases asked to attend a meeting.
- Incidences are reported to parent.
- Meetings with the child/children involved are set up to find out exactly what has taken place.
- All comments made are logged by teacher/Headteacher.
- The bully/bullies are given consequences.
- The bully/bullies are given support to change their behaviour, insisting they take responsibility for poor choices and helping them to make amends.
- The child is given adult support in school.
- The child is advised to stay in a place that they feel safe in at certain times.
- The child is taught specific skills to cope (e.g. given assertiveness training where some pupils are taught to be more confident).
- The child is asked to report any further incidents.
- Involve external agencies if necessary with parental consent.

Where evidence of Cyber-bullying is found;

- Copies of messages sent/published are copied and logged.
- Child is given support and is told how to prevent future incidents.
- Parents of child are informed.
- Parents of the child with bullying behaviour are informed and in some cases, meetings are set up to action sanctions at home regarding ICT access/parental controls.

- Future access to internet in school for the child with bullying behaviour is heavily monitored.
- Police are informed if necessary.

ROLE OF THE PUPILS

Children will:

- Always report witnessed incidents of bullying to an adult in school.
- Tell an adult if they feel they are being bullied.
- Write a note and give it to an adult in school.
- Show respect for all other children in school.
- Act as an example for younger children in the school.
- Talk to parents about how they feel at school regularly.

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying or shown bullying behaviour, should contact their child's class teacher immediately.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things do or do not improve

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

BULLYING OUTSIDE SCHOOL PREMISES

The DfE state that 'Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable"'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should 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 pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

MONITORING AND REVIEW

The Headteacher, who reports to governors about the effectiveness of the policy on request, monitors this policy on a day-to-day basis.

This Anti-Bullying Policy is the responsibility of the governors' and they review its effectiveness regularly. They do this by examining the school's anti-bullying records, and by discussion with

the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying behaviour.

This policy should be read alongside the Child Protection and Safeguarding Policy, Behaviour Policy and E-Safety Policy. Any safeguarding concerns should be passed onto the schools Senior Designated Safeguarding Lead.

A leaflet including a shortened form of the policy and procedures are given to children and parents every year.

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