

GILES JUNIOR SCHOOL



Achieving excellence through leadership

Anti Bullying Policy

“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups.)” DfEE Circular 10/95

Aims:

This policy has been based upon local and national guidance and legislation.

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school community are responsible for recognising bullying when it occurs and take appropriate action in accordance with the school policy.

This policy should be read in conjunction with our school’s Behaviour and Pupil Discipline policy.

Giles Junior School is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all our children and adults so that they can learn, play and work in a relaxed and secure environment. Within Giles Junior School we want:

- all children to feel safe to learn, play and enjoy the company of others.
- all children and adults to be treated fairly, with respect and dignity.
- all adults to feel happy and safe in the workplace.
- everyone to listen carefully to what children and adults have to say and to treat all accounts with due seriousness.

We believe that bullying of any kind is totally unacceptable and that everyone has the right to be treated with respect. Bullying is not tolerated in our school and we take all incidents seriously. We are proactive in teaching our community to understand how others may be feeling and better ways of behaving or responding to situations. Bullying inhibits full participation in education and learning, cultural, social and leisure activities. We believe that where bullying is challenged effectively our community will feel safe and happy and we will demonstrate a school that cares.

The school will set about doing this the following ways:

- The school will meet the legal requirements for all schools to have an anti-bullying policy in place.

- The school will work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2), The Children Act 2004.) and Keeping Children Safe in Education (DfE 2016)
- All governors, teaching and non teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non teaching staff, pupils and parents/guardians will know the school's policy on bullying.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE lessons, Protective Behaviours, 7Habits, etc) will be used throughout the school to reduce opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work and express themselves, free from fear of being bullied.

At Giles Junior School, we acknowledge that bullying may happen from time to time and that bullying may also happen to adults within the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. We encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'telling tales'.

Should any bullying take place, it should be reported immediately to school either by staff, children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

It is important that children feel safe in school and they should know who to speak to if they do not feel safe and that they are being listened to.

All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential.

What is bullying?

In Giles Junior School we define bullying as follows:

- Bullying is when an individual or group deliberately hurts another or makes them feel unhappy.
- Bullying behaviour will be repeated over a period of time and is difficult for the victim to defend against
- Bullying may be racist, sexist, or homophobic.

Bullying can take many forms, but three main types are:

- Physical – pushing, hitting, kicking, spitting, demanding money or belongings.

- Verbal – name calling, taunting, teasing, mocking, threatening, insults, making racist, sexist, homophobic or offensive remarks, gossiping and spreading hurtful or untruthful rumours
- Indirect – excluding or ‘blinking’, hurtful looks, spreading gossip, damaging property, offensive or abusive emails, text messages or posts on websites – known as ‘cyber bullying’. We believe that bullying someone by email or text messages is still hurtful and will be dealt with in the same manner.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is deemed to be bullying if it is done several times on purpose (STOP). This does not include occasional fighting or falling out between friends or equals, though single incidences of verbal or physical attack, and behaviour which is hurtful but not intentional are also taken seriously and dealt with by the school. It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

Signs and Symptoms of bullying:

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a child:

- is frightened of walking to or from school
- low self esteem
- begins to self-harm
- lack assertiveness
- lack communication and social skills to cope sensitively
- begins truanting.
- becomes withdrawn, anxious or lacking in confidence.
- feels ill in the morning.
- begins to under-perform in school work.
- has possessions go ‘missing’.
- asks for money or starts stealing money (to pay the bully).
- is frightened to say what’s wrong

Note: this is not a definitive list but suggests some of the signs and symptoms.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullies might have:

- low self-esteem
- lack communication and social skills for sensitive expression
- lack empathy
- lack insight into effects of their own behaviour

- lack remorse

What can you do if you are being bullied?

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. It is important to remember that there are people who can help. Children should be encouraged to tell someone they trust, giving them as many facts as possible (Who? Where? What? Why? When? How?). All pupils know that if they are experiencing bullying they should tell their teacher in the first instance. Should a pupil not feel confident in doing this, they may talk to any adult within the school or they may choose to use the school council representatives.

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair on the victim. By keeping silent, the bully/bullies gain a position of power and the opportunity to continue with the bullying behaviour. There are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

Strategies in school for the prevention and reduction of bullying:

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing on their own set of class rules.
- Making national anti-bullying week a high profile event each year.
- Raising awareness through assemblies, work in PSHE lessons and circle time discussions.
- Setting up circle of friends support network to support individuals experiencing difficulties.
- Using assemblies, drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Introducing playground improvements and initiatives
- Training year 5 & 6 pupils to be Peer Mediators
- Using praise and rewards to reinforce good behaviour
- Involving parents and the wider community.
- Multi agency work – working with social services, police etc.

In addition, staff need to feel safe in order to help make the children feel safe. Staff are aware of procedures described in the Grievance and Whistleblowing policies to follow in such an instance or they can contact their union for advice and support.

Role of the School

Staff

- School staff must act – and importantly be seen to act – firmly against bullying wherever and whenever it appears. They must take action as quickly as possible.

- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place.
- The school should ensure that its response to bullying is clearly understood by all members of the school community and everyone should be clear about their role and responsibilities in preventing and responding to bullying.
- Facts must be established clearly, taking separate accounts from victims, bullies and witnesses and then recorded appropriately.
- Children affected by bullying must be offered comfort, support, advice and concrete help. Reassure children but don't make them feel inadequate or foolish.
- Playgrounds are areas where bullying is most likely to occur. Pupils report name calling to be more distressing than physical assault. Name-calling is used in the initial stages of bullying to test out the response of the supposedly vulnerable. Good supervision at this stage prevents escalation into crisis and can prevent disputes carrying over into classroom disruption.

Pupils

It is important that pupils should:

- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying.
- To be aware that knowing about bullying by or to others and doing nothing is unacceptable - children affected by bullying and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they so do.
- Understand that things CAN be done to stop bullying and that this not only affects the bully or child being bullied, but everybody's behaviour.

Parents

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- Discourage their children from bullying behaviour at school, at home or elsewhere
- Take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- Watch out for signs that their children are being bullied, or are bullying others
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others.

Governing Body

The Governing Body will be updated on a termly basis of behaviour and bullying incidents via the Headteacher's safeguarding report.

The Governors will be responsible for annually evaluating the effectiveness of the Anti Bullying policy.

- This policy is monitored on a day-to-day basis by the Headteacher, who will report to Governors 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 number of logged bullying incidents and through discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents
- The School Council send a questionnaire annually to the children asking for their views on their safety in school which gives them the opportunity to discuss any bullying issues and how the school deals with this
- Parents/guardians are asked how safe their children feel in school by completing questionnaires at Parent-Teacher meetings
- As a school we support Anti-Bullying Week in November, which culminates in a series of lessons about bullying.
- With the increase of Internet usage we are aware of the greater influence of cyber bullying and provide e-safety talks to parents and children (see e-Safety Policy)

Procedure for Dealing with Bullying Incidents:

- Each class teacher will clarify and agree classroom rules and consequences based on rights, responsibilities and 7Habits as specified in the Behaviour and Pupil Discipline Policy, at the beginning of each academic year.
- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values.
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences.
- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or witness, or are aware of any bullying.
- Signs of bullying must be reported to members of staff including the Headteacher and Deputy or Assistant Headteachers.
- If an incident of bullying is reported, both the child affected and the bully as well as any witnesses will be talked with individually by a teacher, the Assistant/Deputy Headteacher or the Headteacher.
- The incident must be recorded on **Integrated Bullying and Racist Incident Record** (Appendix 1 of the policy and Appendix 7 of the Behaviour and Pupil Discipline policy)
- Facts will be established as clearly as possible and the bully made aware of the seriousness and effect of his/her actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. The bully will be told the consequences of his/her actions, as well as being offered support and counselling.
- The child affected by the bullying will be offered support, guidance and comfort and given skills to cope with the bully.

- Bullies will be confronted with the seriousness of the offence (making it plain to them that you disapprove) but also offered support and counselling to help them to readjust their behaviour. The bully will be encouraged to see the viewpoint of the other child/children.
- When ‘punishing’ the bully all staff will think carefully about how they respond to the incident. Reacting aggressively or punitively gives the message that it’s all right to bully if you have the power. The punishment, and why it is being given, will be explained clearly.
- The Headteacher and Assistant/Deputy Headteachers will be informed and the incident logged on CPOMS.
- If the bullying continues, the bully’s parents (if the bully is a pupil) will be informed and talked with by a the Assistant/Deputy Headteachers or the Head Teacher. The bully will be talked with again and further consequences implemented. The bully’s behaviour will be monitored and a written log kept.
- If the bullying still continues, the Headteacher and Governing Body will be informed and consider appropriate consequences which could include:
 - exclusion from the classroom
 - exclusion from the playground
 - exclusion from school or school premises

Sometimes investigations can reveal conflicting stories that cannot always be resolved.

If the issue is serious or is one of a number of similar incidents both sets of parents must be informed. The Headteacher must be informed.

It is of the utmost importance that the school carries out a fair and professional investigation into reported bullying incidents.

Date for review

January 2019

Distribution:-

A copy of this policy will be available to:-

- a) all school governors
- b) all staff
- c) all Parents

Approved Date:

Appendix 1

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s): Definitely applies	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

Those involved – please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	Tick	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		