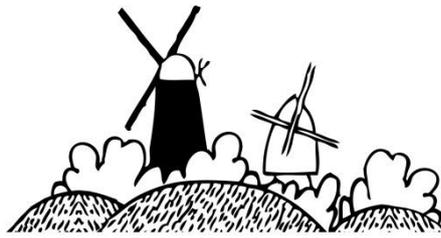


The Windmills Junior School



ANTI-BULLYING POLICY

January 2017

Next Review: January 2019

INTRODUCTION

The Windmills Junior School is committed to providing a caring, friendly and safe environment for everyone so that all can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within our school community. If bullying does occur, everyone has the responsibility to prevent this from happening, watching bullying happen and allowing it to continue is as bad as being the perpetrator. Anyone worried about bullying has the right to be listened to and to expect that an investigation will take place to deal with the concern.

What is bullying? (Definition - (DfE, March 2014))

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.' (Preventing and tackling bullying, DfE, October 2014)

Bullying can take many forms including:

- Emotional: being unfriendly, excluding and tormenting (hiding equipment, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact, sexually abusive comments
- Homophobic: because of, or focussing on, the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet such as email and social media misuse, mobile phone threats by text messaging and calls, misuse of associated technology such as cameras.

AIMS AND OBJECTIVES

The Aim of our Anti Bullying Policy

- We aim to provide a secure, happy environment supported by our agreed Behaviour Policy, Anti-Bullying Policy and Teaching and Learning Policy; in our policies we state that we want The Windmills Junior School to be a place where everyone feels safe, cared for and included.

The Objectives of our Anti Bullying Policy

- Bullying hurts. No one deserves to be a victim of bullying and they will be supported and helped to overcome any negative effects of bullying behaviour towards them. Everybody has the right to be treated with respect. Those who are bullying will be helped to learn different ways of behaving.
- All teaching and non-teaching staff, pupils and parents/carers, and governors should have an understanding of what bullying is.
- Everybody should know our school's policy on bullying, including what should be done when bullying is reported and that there will be support.

SIGNS AND SYMPTOMS OF BULLYING (not an exhaustive list)

A child may indicate by signs or behaviours that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is reluctant to say what is wrong
- Is afraid to use the internet or mobile phone

Of course, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated.

OUTCOMES

- All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
- Parents/carers of the victim will be asked/told about the incident(s) or about their general concerns.
- The bully will be expected to stop their behaviour immediately and genuinely apologise. There will also be other consequences.
- In serious cases exclusion will be considered.
- Outside agencies may be requested to support the school, the victim, the bully and / or the family.

THE ROLE OF THE GOVERNING BOARD

- The Governing Board will work with the Headteacher, staff, parents/carers and pupils to develop whole school policies which meet the law and school inspection requirements.

- The Governing Board will ensure a review of our school's Anti-Bullying Policy is carried out every two years and that the policy and procedures are updated as necessary.
- The Governing Board will respond within 10 school days to any request from a parent/carer to investigate incidents of bullying. In all cases, the Governing Board will notify the Headteacher, asking him/her to conduct an investigation and report back to a representative of the Governing Board within 5 school days of the request being made.
- The Governing Board will address school-site issues and promote safe play areas.
- The Governing Board will monitor the recording, tracking and communication of action taken in response to alleged incidents of bullying.
- The Governing Board will ensure the use of regular surveys to enable the Governing Board and school staff to respond to the perceptions of children and parents/carers.
- The Governing Board will identify named staff and governors with specific lead responsibilities for anti-bullying measures.
- The Governing Board will require regular reporting of incidents of bullying and on progress with anti-bullying measures.

THE ROLE OF THE HEADTEACHER

- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a school that respects their rights, bullying is far less likely to be part of their behaviour.
- The Headteacher will assure pupils, staff and parents/carers that they will be supported when bullying is reported. Bullying will not be tolerated.
- The Headteacher is responsible for ensuring that there is in place an appropriate programme of Personal, Health and Social Education (PSHE) that supports the development of social skills and the implementation of this policy and that curriculum opportunities are used to address bullying.
- The Headteacher is responsible for implementing the school's Anti-Bullying strategy, and ensuring that ALL members of staff are aware of the school policy and know how to deal with incidents of bullying.
- The Headteacher is responsible for the recording, tracking and communication of action taken in response to alleged incidents of bullying and effectiveness of anti-bullying work. He/she reports to the Governing Board about the effectiveness of the Anti-Bullying Policy and details relevant information in the school Self Evaluation Form (SEF).
- The Headteacher continually develops best practice based on knowledge of what works best in our school community.
- The Headteacher ensures pupil support systems are in place to prevent and respond to bullying.
- The Headteacher works in partnership with pupils, parents/carers, other schools, children's services and community partners.

THE ROLE OF TEACHING AND SUPPORT STAFF

- Teaching and support staff will promote a school climate where bullying and violence are not tolerated and cannot flourish; they will fully engage in developing and reviewing anti-bullying work in the school.
- Teaching and support staff will be clear about their roles and responsibilities in preventing and responding to bullying and will take part in relevant professional development.
- Teaching and support staff will be aware of the procedures to use if a child or parent/carer reports an incidence of bullying.
- Teaching and support staff will take seriously any report of bullying, whether it occurs with school or outside of school time.
- Teachers and teaching assistants will ensure that curriculum opportunities provided by the PSHE curriculum are used to address bullying.

THE ROLE OF PUPILS

- Pupils will know that they have the RIGHT to feel safe and the RESPONSIBILITY not to hurt anyone else.

- Pupils will support this policy by not tolerating bullying in any form. They could do any or all of the following if either they are being bullied or they think someone is being bullied
 - Ask the person to stop and explain how it is making you feel
 - Don't retaliate
 - Walk away and use the 'Power of Good' – (knowing you are doing the right thing)
 - Talk to your friends
 - Talk to a playground buddy
 - Talk to a sibling or an older friend
 - Tell their School Council Representative
 - Tell a teacher or another adult you feel you can trust
 - Tell a parent or adult at home you feel you can trust
 - Use a worry box to share your concern with your teacher (all classes must have a regularly checked worry box)
 - If it is cyber bullying block the perpetrator
 - Ring Childline and follow the advice given
 - DON'T KEEP IT SECRET – always tell someone

School Action:

- All staff will be trained in dealing with challenging behaviour
- The school will take part in Anti-Bullying week activities each year during the autumn term
- At least one whole school assembly each term will have anti-bullying as its theme.
- The PSHE curriculum will be reviewed and revised to ensure anti-bullying themes in each year group.
- Agree procedures for reporting and recording incidents of bullying will be known by all.

We structured our Anti-Bullying week around materials produced by the Anti-Bullying Alliance (ABA). This is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Their theme is 'Power for Good'. The aims of which are:

- ◇ support children and young people to use their Power for Good – by understanding the ways in which they are powerful and encouraging individual and collective action to stop bullying and create the best world possible.
- ◇ help parents and carers to use their Power for Good – through supporting children with issues relating to bullying and working together with schools to stop bullying.
- ◇ encourage all teachers, school support staff and youth workers to use their Power for Good – by valuing the difference they can make in a child's life, and taking individual and collective action to prevent bullying and create safe environments where children can thrive

We use their assembly plans and some of their lesson plans to explore what bullying is, identifying the difference between being rude, mean and being bullying. A large number of alleged 'bullying' incidents are actually children making mistakes with their behaviour and being mean or rude, or having friendship disputes, where all in the group are being equally mean to each other, or the power shifts from one individual to another. It is unacceptable to be mean or rude to each other at any time and reported incidents are followed up. But this is different from being bullied and it is important that staff, children and parents know the difference.

Our aim is that children use the 'Power of Good' to look out for each other, take care of each other and show kindness at all times. To ensure that there is no bullying at our school and what children should do if they think someone is being bullied, or children are being unkind to them or to someone else.

We ask children to think about the differences:

| | |
|-----------------|---|
| Rude | If someone says or does something that is unintentionally hurtful, and they only do it once, they are being RUDE . |
| Mean | If someone says or does something that is intentionally hurtful, and they only do it once, they are being MEAN . |
| Bullying | If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is BULLYING . |

Every Class will also discuss bullying and have the below poster on display that was discussed and agreed with the children in November 2016:

Worried about being Bullied?
Is it bullying?
If it is a worry then:

| | |
|-----------------|---|
| Rude | If someone says or does something that is unintentionally hurtful, and they only do it once, they are being RUDE . |
| Mean | If someone says or does something that is intentionally hurtful, and they only do it once, they are being MEAN . |
| Bullying | If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is BULLYING . |

WHAT TO DO:

- . Ask the person to stop and explain how it is making you feel
- . Don't retaliate
- . Walk away and use the 'Power of Good' – (knowing you are doing the right thing)
- . Talk to your friends
- . Talk to a playground buddy
- . Talk to a sibling or an older friend
- . Tell your School Councillor
- . Tell a teacher or another adult you feel you can trust
- . Tell a parent or adult at home you feel you can trust
- . Use a worry box to share your concern with your teacher
- . If it is cyber bullying block the bully
- . Ring Childline and follow the advice given
- . **DON'T KEEP IT SECRET – always tell someone**



THE ROLE OF PARENTS/CARERS

- Parents/carers who are concerned that their child might be being bullied, or who suspect that their child might be bullying, will contact the school immediately.
- In serious cases, parents/carers will be invited to attend a meeting at the school. They can expect feedback within a reasonable agreed timescale to allow a thorough investigation.
- Parents/carers may request a copy of the school's Complaints Policy if, at the end of an investigation, they remain dissatisfied and feel that their child is not safe to learn.
- Parents/carers will be responsible for supporting this policy and actively encouraging their child to be a positive member of the school community.
- Parents SHOULD NOT attempt to sort out the problem by speaking to the child who is thought to be the bully or by speaking to the child's parents. It is essential that the school deals with any instances so that it can be dealt with calmly and rationally.
- Parents SHOULD NOT encourage their own child to be a bully back.

BULLYING OUTSIDE SCHOOL PREMISES

Parents/carers are responsible for their children outside school premises but the school still have duties and responsibilities to prevent bullying and to take action where it is reported to them. For example most cyber bullying takes place outside school hours but often by children in the same class or year and it is appropriate for the school to get involved in order to support the child who is being bullied.

'Bullying outside school premises 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.'

*If such incidents occur the Headteacher will refer to the guidance - 'Behaviour and discipline in schools – advice for headteachers and school staff, DfE publications''
(Preventing and tackling bullying, DfE, October 2014)*

MONITORING AND REVIEW

The Governing Board will review this policy every two years. The Governing Board may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

The achievement of the objectives and desired outcomes of this policy will be monitored, evaluated and reviewed by Senior Leadership Team.