

Introduction

At Greasby Junior School we believe that all children should feel happy and safe. Through a school ethos based on mutual trust and respect, and strategies such as Circle Time, our Play Monitor initiative, the school's active Student Council and assemblies, we aim to generate a safe, happy, caring environment in which differences are both accepted and appreciated. We encourage children to understand what bullying is, the feelings generated for both the bully and the victim, and to develop a feeling of empathy.

In addition, we think it is important to help children to develop social skills to compliment our core principles of Care, Courtesy and Consideration.

The feelings and safety of the victim are paramount, but at the same time, in order to avoid repetition, it is vital to address the reasons for the behaviour, which may involve support for the perpetrator.

Aims

- To ensure that all those involved in the school community understand what is meant by the term 'bullying' and are aware that bullying will not be tolerated by anyone, under any circumstances.
- To prevent and deal with any behaviour deemed as bullying.
- To provide a clear and uncomplicated system for responding to incidents of bullying.
- To achieve 100% positive comments from the pupils on the annual pupil questionnaire on the statements, 'I am happy to come to school' 'Behaviour is good in my school', 'Behaviour is good in lessons', 'The school deals with all types of bullying very well' and, 'I feel safe when I am in school.'
- To achieve 100% positive comments on the annual parent questionnaire for the statement, 'This school deals with any cases of bullying effectively. (Bullying includes persistent name-calling, cyber, racist and homophobic bullying)' and, 'My child's lessons are not disrupted by bad behaviour.'
- To nurture the values of Care, Courtesy and Consideration.

Definition of Bullying

We agree with the Anti-Bullying Alliance definition of bullying, as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Examples of Acts of Bullying (all of the examples below are deemed as bullying only when; (a) the action is deliberate and (b) there are repeated instances of the behaviour):

- One child hitting or kicking another. (Legal interpretation – 'Assault occasioning actual bodily harm').
- Name calling, insulting, teasing, making racist, homophobic remarks, either face to face or through social networking/mobile phone technology (Legal interpretation – 'Harassment without violence'). **Name calling of any kind, including the use of the**

word 'gay' when used to describe something in a negative way ("That's so gay") will not be tolerated.

- 'Psychological', spreading hurtful rumours, excluding someone from groups either face to face or through social networking/mobile phone technology, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person (Legal interpretation – 'Harassment without violence').
- Deliberately damaging or taking another child's belongings (Legal interpretation – 'Criminal damage to property and Theft', respectively).
- Threatening verbally or by e-mail/text message/social media (Legal interpretation – 'Harassment: put in fear of violence').
- Group bullying – any of the above, but where two or more children conduct the bullying behaviour (Legal interpretation – 'Collective harassment').

There are certain elements in this definition which are fundamental in forming the distinction between bullying and other unacceptable forms of behaviour. Whilst it is essential to have a clear definition of bullying, it is also important to clarify the types of behaviour which we feel are unacceptable, but **not** examples of bullying.

Examples of such types of behaviour include:

- Where two children of equal size and strength have a fight.
- Where one child calls another a name **on one** occasion.
- Where a child has hit or kicked as a response to being hurt him/herself.

It is important to reiterate that although these types of behaviour are not regarded as bullying by the staff at Greasby Junior School, they are regarded as unacceptable forms of behaviour, and would be dealt with according to our behaviour procedure as outlined in the Behaviour Policy.

Other Policies

The following policies demonstrate how the school's Anti-Bullying Policy reflects the overall school ethos:

Behaviour Policy

Race Equality Policy

Health and Safety Policy

Internet Safety Policy

DfES 'Don't Suffer in Silence' 2003

Wirral Anti-Bullying Guidance 2004

School Development Plan

School Mission Statement

The school's Self Evaluation Procedures

Working Party

The working party consists of the group of people responsible for driving forward the process of the Anti-Bullying Policy development and review. In this case, the working party comprises the following staff positions:

Year Group Leaders

PSHE/Behaviour Leader

Eco-School/Healthy Schools Leader

Deputy Headteacher

Headteacher

This group meets on a regular basis, at least annually. The Behaviour Leader provides an analysis of the Behaviour Logs completed by each class teacher. The Working Party uses this analysis, together with the views of the pupils from the pupil voice interviews (conducted by either the Headteacher or Behaviour Leader) and feedback from the parents (through the anonymous questionnaire and Open Forum meetings) to judge the effectiveness of the Anti-Bullying Policy.

Raising Awareness

Pupils, parents, governors and staff all need to be made aware of the Anti-Bullying Policy. This will be achieved in the following ways:

Pupils

The definition of bullying is discussed with the pupils on a regular basis and particularly during the school's Anti-Bullying Week in the Autumn term when all forms of bullying are addressed directly; there is a particular focus during this week on cyber bullying and the ways in which bullying can exist through the ever increasing world of technology. The effects of cyber bullying are also addressed directly during the annual e-learning programme which is delivered to all year groups in the Autumn term. On entry to the school Year 3 pupils explore bullying and the reasons for it through a literacy theme.

The views of the Student Council are recorded in Student Council meetings which take place regularly. Each Student Council representative is encouraged to seek the views of the children throughout the school on a regular basis.

Further awareness of the Anti-Bullying Policy will be raised among the pupils through PSHE lessons, Circle Time and assemblies as well as through other areas of the curriculum. (See Behaviour Policy for further details).

A key part of the school's self evaluation system is to evaluate the standards of behaviour in the school. This is carried out by members of the SLT, governors and the Behaviour Leader; in addition to carrying out a range of observations both in and out of the classroom the views of different groups of pupils are also sought and acted on.

Parents

The parents are made aware of the school's Anti-Bullying Policy in the following ways:

- The policy is available to all parents, either through the school's website or in paper form on request. Parents are informed of this at the annual Curriculum Meetings.
- Newsletters – updates of any behaviour strategies or initiatives.
- Annual Curriculum Meetings – one per year group, held in September each year.
- Parents' evenings.
- Feedback from parents on the school's behaviour procedures is encouraged through the 'Open Forum' Meetings involving parents of children in Years 3 (Autumn Term) and Years 3, 4, 5 and 6 (Summer Term), where behaviour is an agenda item, and through the annual Parents' Questionnaire.

Governors

Through the Curriculum Committee, the Governing Body are involved in the process of developing the Anti-Bullying Policy and of implementing it. The policy is reviewed annually and all governors will be invited to observe the policy being implemented through the curriculum, taking part in learning walks alongside the senior leadership team. Governors are made aware of the effectiveness of the Anti-Bullying Policy through feedback from parents (the annual parent questionnaire analysis and parent feedback at the two Open Forum meetings) and through feedback from the annual 'pupil voice' interviews.

Staff

Feedback from all staff on pupil behaviour is encouraged through a range of communication forums:

- Weekly Teaching Staff Meetings.
- Fortnightly Support Staff Meetings.
- Fortnightly SMT Meetings.
- Termly meetings between the school's Behaviour Leader and the Mid-Day Supervisors.

A copy of the policy will be kept in the staffroom.

Consultation (in ways explained above)

The views of people from across the range of the school community will be taken into account in deciding upon the content of the policy, including the following:

- School staff

- Pupils
- Governors
- Parents
- Support Staff (Teaching Assistants, Lunchtime Supervisors, Administrative Staff, Site Manager).

Responses

The way in which the school responds to incidents of bullying is essential in ensuring that the aims above are met. It is crucial that the response procedure is consistent and clear to all pupils and staff. Our aim is to respond to incidents of bullying using consistent language and strategies.

The response procedure at Greasby Junior School is as follows:

- As soon as a potential bullying situation is reported to a member of staff either by a child or a parent, all relevant staff are informed (class teacher, Year Leader, Behaviour Leader and Headteacher, or Deputy Headteacher in his absence).
- Depending on the availability of the staff (Year Leader/Behaviour Leader may be teaching), one of these senior members of the staff team will investigate the incident. The aim of the investigation will always be to gather as much factual information as possible, so that a clear judgement can be made. The alleged bullied pupil will be listened to and a factual written record made of his/her account. A meeting will then be arranged for all those directly/indirectly involved in order to gather a wide range of information. If the information obtained leads the member of staff to judge that bullying has taken place, sanctions will be applied according to the school's Behaviour Policy and the parents of the pupil who has been bullying will be informed by telephone. If necessary, a meeting with the parents will be arranged.
- The parents of the bullied pupil will be informed of the outcome of the investigation, the sanctions applied and the support that will be given to their child. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the bullied child will feel that his/her safety is paramount to the staff at the school. Further support will be given to the child in the form of regular monitoring by his/her class teacher, who will also inform all other relevant adults such as mid-day supervisors, in order that they can monitor the situation in other areas of school life. Monitoring may take several forms, including observation of the child in both the classroom and playground environment, regularly talking to the child about his/her feelings, and the establishment of a system between the child and a member of staff to enable the child to communicate his/her feelings or any further incidents in a way which suits him/her. Obviously, the support given will depend on the individual child concerned – the level and type of support will be discussed by the child's class teacher, the Behaviour Leader, the Headteacher and the

child's parents. The child will be made fully aware of the support available to him/her.

- The perpetrator's behaviour will be closely monitored by his/her class teacher, Year Leader and all other adults who are in regular contact with him/her, including Teaching Assistants and mid-day supervisors. Regular feedback will be given to the child's parents, either through written comments from the class teacher in the child's homework diary, by regular telephone conversations with his/her class teacher or face to face meetings with the child's class teacher and, where appropriate, the Behaviour Leader and/or Headteacher.
- Any incidents of bullying will be recorded by the Headteacher. In addition, a record of the incident will be kept in the child's individual pupil file, which will be transferred to his/her next school.
- Although the safety of the victim is paramount, we believe it is vital to address the reasons for the behaviour, which will involve support for the perpetrator. Therefore, once the appropriate form of action has been taken, models of appropriate behaviour will be provided in other areas of school life such as Circle Time, PSHE discussion, drama, speaking and listening activities, assemblies, Student Council meetings and through the Play Monitor initiative so that all pupils are constantly provided with the support they need in order to behave acceptably in different situations. Where appropriate, support from other agencies such as schools specialising in Behaviour Management (Gilbrook), will be provided.

Curriculum

Bullying issues are directly discussed in Circle Time. There are many ways in which the curriculum at Greasby Junior School deals with behaviour issues. These are explained in the school's Behaviour Policy.

Implementation

It is vital that once written, the Anti-Bullying Policy is adopted by the whole school community. To ensure that this is the case, it will be presented to Governors and all staff. The school's procedures for dealing with bullying will be introduced to parents of the incoming Year 3 pupils at the Induction evening in July and reiterated for all parents at the annual Curriculum Meetings in September. An outline of the school's philosophy on behaviour is available in the school prospectus, which all new parents to the school receive (and is available on the school's website). Where necessary, homework diaries provide another regular and immediate channel of communication.

Review

The policy will be reviewed annually by the Governing Body (See GB Minutes), taking into account feedback from all stakeholders (as explained above). The Anti-Bullying Policy will be monitored on a regular basis through meetings with Year Leaders and whole staff, in which the number of bullying incidents will be discussed.

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Headteacher