



Sundon Park Junior School

Anti-Bullying Policy

Our definition of bullying:

Bullying is a deliberate, persistent act or actions, physical or mental intended to hurt, frighten, intimidate or humiliate another person or group of people.

Bullying may take a variety of forms:

1. *Physical bullying* is persistent behaviour which involves one or more of the following: kicking, hitting, biting, spitting, pushing, or any act of violence.
2. *Verbal bullying* is repeated behaviour that involves one or more of the following: name calling, swearing, racist and/or sexist comments.
3. Teasing is considered to be a playful act where both parties find it amusing. However, teasing may be considered to be bullying when the act is repeated over a period of time despite the obvious upset that it causes the recipient.
4. *Emotional bullying* is frequent behaviour that results in one or more of the following: being left out of games or conversations, the spreading of rumours in a written or verbal form, commenting on physical or intellectual differences.
5. Cyber bullying involves bullying through all areas of the internet or misuse of technology
6. Racist bullying is unacceptable behaviour which includes racial taunts, graffiti or gestures
7. Homophobic bullying is any behaviour which involves taunts, graffiti or gestures because of sexuality, whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Rational:

Our school community made up of teaching staff, children, parents, lunchtime staff, governors, administration and premises staff, believe that every member of Sundon Park Junior School – adults and children – have the right to feel safe and respected in order to be able to work and learn effectively.

We are committed to providing a nurturing environment which promotes feelings of belonging, security and self-worth.

We value strong and supportive liaison between parents, children and school.

Aims and objectives: The school aims to deal with all issues of bullying in a non-confrontational manner. Our main objective is to encourage self-awareness and, therefore, self-control. With support, children will be required to take responsibility for their own behaviour.

Prevention of Bullying:

1. Display the school's expectations, which can also be found in the prospectus in the Home/School contact section.
2. Have an established **Peer Mentoring** system to support pupils on the playground. This is monitored on a regular basis by members of the senior team.
3. Use a system of '**Restorative Justice**' to teach pupils how to regulate their own behaviours.
4. Deliver a series of **PSHE** lessons which are specifically designed to explore the causes and consequences of bullying.
5. Ensure **relationship education** acknowledges equally the variety of circumstances found in families today regardless of the gender or sexual orientation of those in the relationship.
6. Hold regular '**Circle Time**' where issues are discussed and to reinforce what to do if bullying is seen.
7. Hold **social skills groups** to discuss issues such as bullying.
8. Invite visitors to the school to support our practice through assemblies, performances & workshops.
9. Ask pupils to complete an anti-bullying questionnaire each term and monitor results.

Consequences for perpetrator:

1. Parents are informed.
2. Playtime privileges removed.
3. Head Teacher detentions during lunch times.
4. Removal from the classroom, if necessary, for a short period of time.
5. Exclusion.
6. Pupil monitored by BSA through Restorative Justice Programme.

Procedures for dealing with bullying: (see appendix)

All staff should be aware of the possibility of bullying in school and must report any suspicions to the Inclusion Team as soon as possible.

1. Pupils will complete a written statement
2. Parents, class teacher & Assistant/Deputy Head will be informed immediately.
3. The incident will be recorded on SIMS.
4. If bullying is proven, sanctions will be imposed upon the perpetrator and they will be referred to the BSA Administrator.
5. Both the victim and perpetrator will be monitored by the Inclusion Team and feedback given to parents.

Our Behaviour Support Assistant has received training in 'Restorative Justice' and will use some of these strategies to support both the victim and the perpetrator.

On a voluntary basis the victim and perpetrator, along with other children who were involved in the incident, will be invited to a conference where each child will have the opportunity to explain what happened from their perspective and how, on reflection,

they now feel about the incident. During this time the children will be supported in establishing a mutually agreeable, peaceful way forward. This is based on ideas associated with restorative justice.

Even after an incident has been investigated and dealt with, each case will be monitored for a period of time to ensure repeated bullying does not take place.

Outcomes:

1. Children will be aware of their right to feel safe and be respected.
2. Children will be aware that to protect their rights they also have responsibilities.
3. Children who have a tendency to be involved with incidents of bullying will be aware of the impact of their behaviour and that it is not the behaviour of a respected citizen.
4. Children will know alternative ways to deal with their anger and frustration.
5. Children will know the expectations of behaviour in order to be a respected member of the school community.
6. There will be less incidents of bullying.
7. Children and adults will feel safe and respected whilst at school.

Monitoring and Evaluation: the school will monitor the impact of this policy and the systems that it outlines. This will be done through the analysis of data collected in relation to the number of reported incidents of bullying. The school will use this information to further explore the type of bullying that occurs and how well the victim is being supported.

This policy will be monitored annually by the Headteacher.

Agreed by Governors on 13th December 2017

Signed by Chair of Governors: 

Next review date: December 2018

Appendix

Timescale

Within 24 hours



Within 2 days

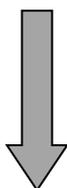


Within 1 week

Procedures for investigating bullying

Within 24 hours:

- The victim and perpetrator will write statements which must be signed and dated
- Parents contacted
- Incident logged on SIMS
- Inform class teacher and JH/SMS/AG

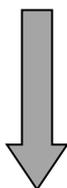


Within 2 days:

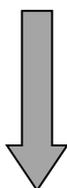
- Contact both victim's and perpetrator's parents to advise of outcome



If there is a history of bullying from either party refer to JH/SMS/AG immediately



- Report outcome to class teacher, JH/SMS/AG
- If bullying, refer both parties to SR for intervention



1 week later

- Follow up call to victim's parents