

Boughton Leigh Junior School



Anti-bullying Policy

Policy details

Date of policy: JANUARY 2018

Date of next review: January 2019 - as part of the Behaviour policy review cycle

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Katy Boaler AHT/ Paula Duynstee HT.

Development and dissemination

This policy is based on a sample policy provided by www.teachernet.gov.uk under recommendations by Warwickshire Local Authority - Rachel's Anti-bullying Guide.

Statutory duties of schools - Keeping Children safe in Education 2016

Head teachers have a legal duty under the School Standards and Framework Act 1998 and DfE guidance Keeping Children Safe in Education 2016 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties

are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002 and Teacher's Standards 2012) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of this policy and links to other policies

This policy includes:

- Bullying of pupils by pupils within school.
- Bullying of and/or by pupils outside of school, where the school is aware of it.
- Bullying of staff by pupils within or outside school.

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

Equality and Diversity/ Behaviour/ E-safety/ Complaints procedure/ Inclusion/ Safeguarding

Definition

This school has chosen to adopt Warwickshire Anti-bullying Partnership's definition of bullying:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried.
- Unsafe and/or frightened.
- Unable to do well and achieve.
- 'Badly different', alone, unimportant and/or unvalued.
- Unable to see a happy and exciting future for yourself.

Then it **could** be bullying. When a person, or group of people, **has been made aware** of the effects of their behaviour on another person, and **they continue** to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, **lots of things can make people feel bad**, sometimes it depends on the situation we are in, and **it is not always bullying** - so we think the following definition, adapted from one written by the national Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- **Is meant to hurt** - the person or people doing the bullying know what they are doing and mean to do it.
- **Happens more than once** - there will be a pattern of behaviour, not just a 'one-off' incident.

- **Involves an imbalance of power** - the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings.
- Verbal, e.g. name calling, taunting, threats, offensive remarks.
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups.
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), sexting, (see section 27 of Child Protection and Safeguarding Policy for further information), WhatsApp, social networking (see section 24 of Child Protection and Safeguarding Policy for further information).
- Radicalisation (see section 29 of Child Protection and Safeguarding Policy for further information).

"Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such."

Warwickshire - Rachel's Anti-bullying Guide

This school recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of our commitment to this can be found in our Equality Policy.

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. To create a school focus which reflects the high expectations children have of themselves and others. This is based on the following principles:

- To ensure that all children feel safe and secure.
- To give children responsibility for their own behaviour and an understanding, from an early age, that they have choices.
- To enable children to understand that the choices they make impact on others around them and that all actions have consequences - either positive or negative ones.
- To ensure there are clearly delineated boundaries between acceptable and unacceptable behaviours.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Objectives

This will be achieved by the following:

- Clear procedures that are communicated to all staff.
- Clarity of induction to ensure all adults and children are aware of the policy and procedures and that these are regularly reviewed through parent/teacher meetings, assemblies and staff meetings.
- Training to be provided where necessary.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults (see Appendix A). There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice.
- Completing a 'concern' slip and placing it in the class 'Feelings box.'
- Contacting local and national support agencies for advice/support.

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the Head Teacher or a senior teacher. (Appendix B)
- The Head Teacher or senior teacher will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.

- Class teachers will be kept informed and if it persists the class teacher will advise the appropriate cover teachers.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed about the concerns and any actions taken.
- Punitive measures will be used as appropriate and in consultation with all parties involved.

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed.
- Offering continuous support.
- Restoring self-esteem and confidence.
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents to help change the attitude of the pupil.
- The use of specialist interventions and/or referrals to other agencies where appropriate.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Detention - which could include the exclusion of lunch and/ or playtimes.
- Internal exclusion.
- Fixed-term exclusion.

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:

- Raise awareness of the nature of bullying through inclusion in SMSC and circle time, assemblies and informal discussion, as appropriate, in an attempt to eradicate such behaviour. (Also through the Taking Care project and Spring Fever. See section 11 of Child Protection and Safeguarding Policy for further information).
- Participate in national and local initiatives such as Anti-bullying Week and the work of Warwickshire's Anti-bullying Partnership.
- Refer to SEAL resources and activities relating to 'Say no to bullying.'
- Seek to develop links with the wider community that will support inclusive anti-bullying education.
- Consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources.

Inclusion and equal opportunities

Any incidents related to racist or discriminatory bullying will be dealt with giving equal levels of importance to the incident. The emotions of the victim will be recognised and empathised with, being dealt with to prevent any feelings of guilt on behalf of the victim. The school will not deflect or minimise the young person's concerns. The school will seek and provide the young person with any appropriate resources that will support them.

Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

Monitoring, evaluation and review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the local authority.

Intervention, Support and Monitoring: For the 'bully'

- The bully (or bullies) will be asked to make a sincere and genuine apology. Every attempt will be made to effect reconciliation between bully and victim.
- Other consequences or sanctions in line with the school's behaviour policy may be put in place (e.g. withdrawal of privileges; loss of play/break times - detention; use of a behaviour contract).
- In serious cases fixed exclusion will be considered - including the use of lunchtime exclusion.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

An annual report will be made to the governing body, including statistics about:

- The number of reported concerns.
- Monitoring information about the pupils involved.

- Motivations for bullying.
- Actions taken and outcomes.

Statistical information will be provided to the local authority as required. The school will review the policy annually and assess its implementation and effectiveness.

Further information

For further information about current initiatives and resources to support the anti-bullying agenda visit the following websites:

- www.warwickshire.gov.uk/bullying
- www.anti-bullyingalliance.org.uk

Complaints and grievances

Should any involved party feel that an incidence of bullying has not been dealt with appropriately, they should put their complaint in writing and address it to the Chair of Governors at the school - see guidance WCC_Dealing with Bullying Parent factsheet_letter of complaint

Summary

The Anti Bullying Policy and procedures will ensure the maintenance of good order and discipline among the pupils and the safeguard of their health and safety. These are duties required to ensure the efficient conduct of the education process and also to protect pupils against causing harm to themselves and, more importantly, to other pupils.

SignedP. Birch (Chair of Governors)

SignedP. Duynstee (Head teacher)

January 2018

Review: January 2019

Recognising the Signs and Symptoms of bullying

A child may indicate by behaviour that he or she is being bullied, they may not actually 'tell' an adult directly.

Adults should be aware of these possible signs and that they should investigate, or speak to a senior member of the school staff, if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- 'loses' dinner or other monies
- has unexplained cuts or bruises
- comes home hungry (because money / lunch has been 'lost')
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
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NOTE OF CAUTION These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Reporting form for incidents of bullying:

Appendix B

Name of victim(s):

Name of perpetrator(s):

Member of staff dealing with incident:

Date of incident:

Names of witnesses to incident:

Type of bullying (please circle): physical/ verbal/ cyber/ other

Motivating factors (please circle): racist/ sexist/ homophobic/ disability/ other

Summary of incident:

Subsequent action taken by the school:

Parental response:

Further comment: