



Eastburn
Junior and Infant School

Anti-Bullying Policy

October 2016

At Eastburn Junior and Infant School we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Eastburn Junior and Infant School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our School Expectations and the school's Vision.

Aims

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying is behaviour, repeated over time, which intentionally hurts another individual or group either physically or emotionally.

Bullying can take different forms:

- Verbal bullying – name calling, use of provocative, racist, offensive language etc.
- Psychological bullying – excluding an individual from group play, refusing to talk to an individual, not acknowledging an individual.
- Physical bullying – hitting, kicking, grabbing an individual; taking or hiding property etc.
- On-line Bullying – using text, e-mail and other social media for the purposes of intentionally causing harm.

And may be based on the following:

- Race
- Religion or belief
- Culture or class
- Gender – sexist bullying
- Sexual orientation – homophobic or biphobic bullying
- Gender identity – transphobic bullying

- SEN or disability
- Appearance or health
- Related to home or other personal situation e.g. young carers, Looked After Children, Children for whom English is an Additional Language

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to **'Stand up, speak out and tell someone'** if they are concerned that another child is being bullied. See Appendix A for our Child Friendly Anti-Bullying Policy.

Behaviour Expectations

Our school Behaviour Expectations are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

Our School Expectations are as follows:

We listen when other people are speaking.

We follow reasonable instructions.

We are kind, considerate and respectful.

We are honest and polite.

We look after equipment and belongings.

We are gentle and safe.

We do our best.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff.

In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Online Bullying

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Examples of electronic communication are social networking web sites and apps, texting, use of other mobile or tablet apps, email or online software.

Pupils and adults who feel as if they are being bullied in any way need to talk to someone who they trust.

Pupils need to talk to a trusted adult. Any children or adults subject to online bullying should keep any evidence by taking screen captures. They should make a note about the time and date of any of these messages and any details about the sender.

They should not forward messages to other people, this means they could be joining in the bullying. It should be reported to a trusted adult or to a senior member of staff. The school may report serious cyber bullying incidents to the Police.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.

This anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's record of bullying incidents, and by discussion with the Headteacher.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.