



Anti-Bullying Policy &Practice

This policy forms part of the SEN Policy and the Behaviour Policy.

Introduction

'Bullying in schools is serious. For the child who is silently and regularly isolated by their peers, to the child who is persistently and insidiously ridiculed and harassed to the child who is threatened and even assaulted; bullying at every level is not only serious and damaging, it is preventable.' (Brighton and Hove Anti-bullying Working Group January 2002)

At Patcham Junior School we recognise the right of every child to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment or ridicule from other individuals or groups of individuals. We understand the long-term damage bullying behaviour can have on young people. We therefore have a zero-tolerance policy towards this type of behaviour. We will do everything we can to make Patcham Juniors a bullying free school.

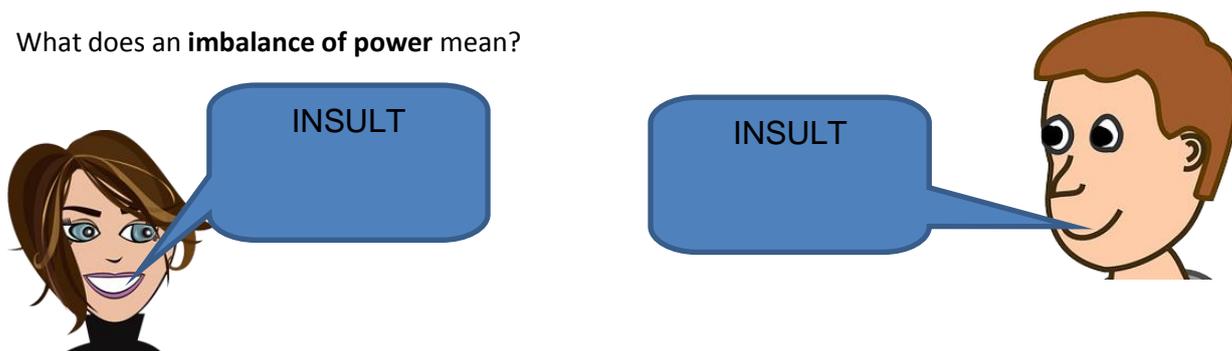
What is bullying?

Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of **power**.

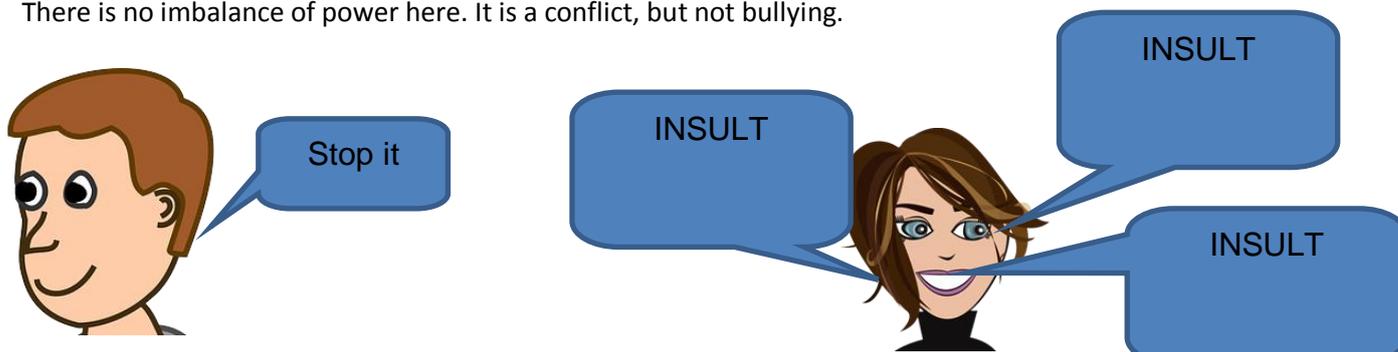
We look for 4 key factors when identifying behaviour as bullying:

- 1. Repetition – the behaviour is not a one off.
- 2. Intentional – the behaviour was not an accident, or incidental.
- 3. Hurtful – the behaviour is harmful (see below for further information on what this means)
- 4. Power – there is an imbalance of power.

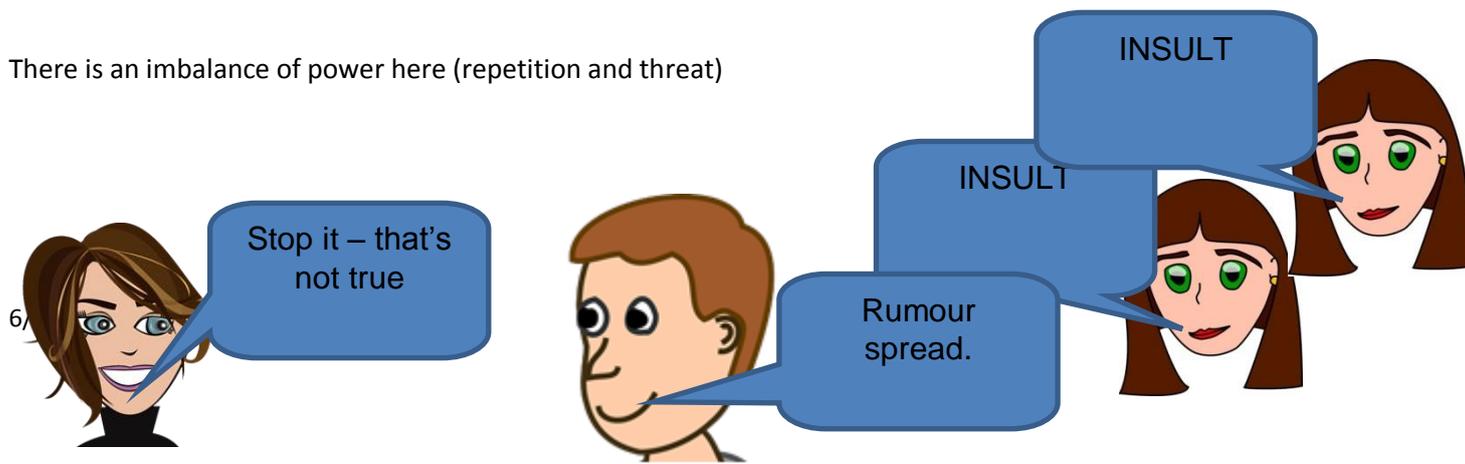
What does an **imbalance of power** mean?



There is no imbalance of power here. It is a conflict, but not bullying.



There is an imbalance of power here (repetition and threat)



Types of bullying

Physical behaviours such as: Kicking, punching, hitting, physical intimidation.

Verbal behaviours such as: name calling, threats, taunting

Indirect behaviours such as: Exclusion, spreading rumours and other types of 'relational aggression' (see below)

Cyber bullying such as: Texting, trolling, Sexting

Relational Conflict

Falling out with other children is a natural part of growing up (and indeed being an adult). Conflict between friends is something that happens and something that we take seriously as a school. Friendships are incredibly important for all people, but for children, friendships define who they are. Belonging to a particular group sets the tone of a child's everyday experience and finding a niche is a vital part of a child's development.

We deal proactively with relational conflict through the same type of proactive systems we use for bullying (see below).

It is vital to not confuse relational conflict with bullying. Whilst this type of conflict can be very difficult for the children involved (and sometimes families), it is not the same thing as bullying.

HOWEVER – we will take action to address this, as this conflict effects children's wellbeing, ability to learn and can escalate into bullying behaviour.

Features of relational conflict that are different to bullying:

- Both parties are genuinely upset.
- Equal balance of power.
- Effort is made to resolve the problem
- Both parties have some responsibility for the conflict
- Neither party are trying to gain something.

Relational Aggression

This is "behaviour that is intended to harm someone by damaging or manipulating their relationships with others". It can be either bullying or relational conflict, depending on whether it meets the bullying definitions.

However – the impact of this kind of behaviour can be extremely damaging and therefore is something we take very seriously as a school.

What does this look like?

- Alliance building (you are my friend, but you don't like ...)
- Rejection or exclusion from groups
- Rumour spreading
- Eye rolling, the 'evil' eye or other negative body language
- Ignoring
- Teasing
- Taunting
- Manipulative affection (I will be your friend if...)

This type of behaviour is often very hard to prove, but can be the cause of serious tensions in a group and lead to ongoing issues.

All victims of bullying must be supported and protected with equal care and commitment within the school environment. Here are the school's structures and strategies used to deal with bullying.

School Structures / Systems

Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe are unlikely to perform to the best of their ability. They are likely to lack confidence, concentration and motivation, all of which are likely to impact negatively on their academic performance. Bullying also has a major effect on attendance; those who refuse to attend school often cite bullying as a factor for their lack of attendance. At Patcham Juniors, if a report of bullying is made we follow procedures as set out below and illustrated in the school's flow chart – see appendix A.

Stage 1 – Pro-active Strategies

At Patcham Juniors we discourage bullying throughout the whole curriculum and daily life by:

- PSHCE (Personal, Social, Health and Citizenship Education) and SEAL (Social and Emotional aspects of learning) work about bullying and friendships.
- Whole school assemblies about bullying.
- Participating in anti-bullying week each November.
- Regular school council meetings.
- Monitoring the SAFE and WELL at School Survey.
- Whole school Worry Box.
- Advocates – Selected children voice the opinions of others.
- Time to Talk – Opportunity for children to talk to trained teaching assistants about their concerns at lunchtimes.
- Anti-bullying Working Party – Cross section of staff to review and refresh the anti-bullying procedures in school.
- Playground Buddies.
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Stage 2 – Incident reported – Accusation of bullying?

- If an allegation of a bullying incident has been made to any member of staff, an initial discussion would take place between the member of staff and the person making the allegation (could be alleged victim, friend or witness).
- A decision will be made to decide if bullying has occurred.

Stage 3 – Investigation

Has bullying occurred? or Is this a prejudicial based incident?

- As soon as possible, action to be taken to interview the alleged victim and to interview the accused pupil separately, ensuring confidentiality.
- If the member of staff dealing with the situation considers it to be bullying or a prejudicial based incident, refer to the DHT or HT.
- DHT or HT will ascertain gravity of incident and record it on CPOMS
- If it is a bullying or prejudiced based incident – record on CPOMS. Record will indicate details about the nature of the bullying incident and a description of the incident.

Is this another behaviour incident?

- Where an incident has occurred without any understanding of the seriousness of his or her action, the child would spend a period of their playtime or lunch time in the Calming Down Room (see Behaviour Policy).
- If the event occurred on the playground at lunchtime, the incident may first be detected by a lunchtime supervisor. If the incident needs attention from a senior teacher, the child would be sent in to the Calming Down Room and the incident would be recorded on CPOMS.

Stage 4 – Action – Short Term

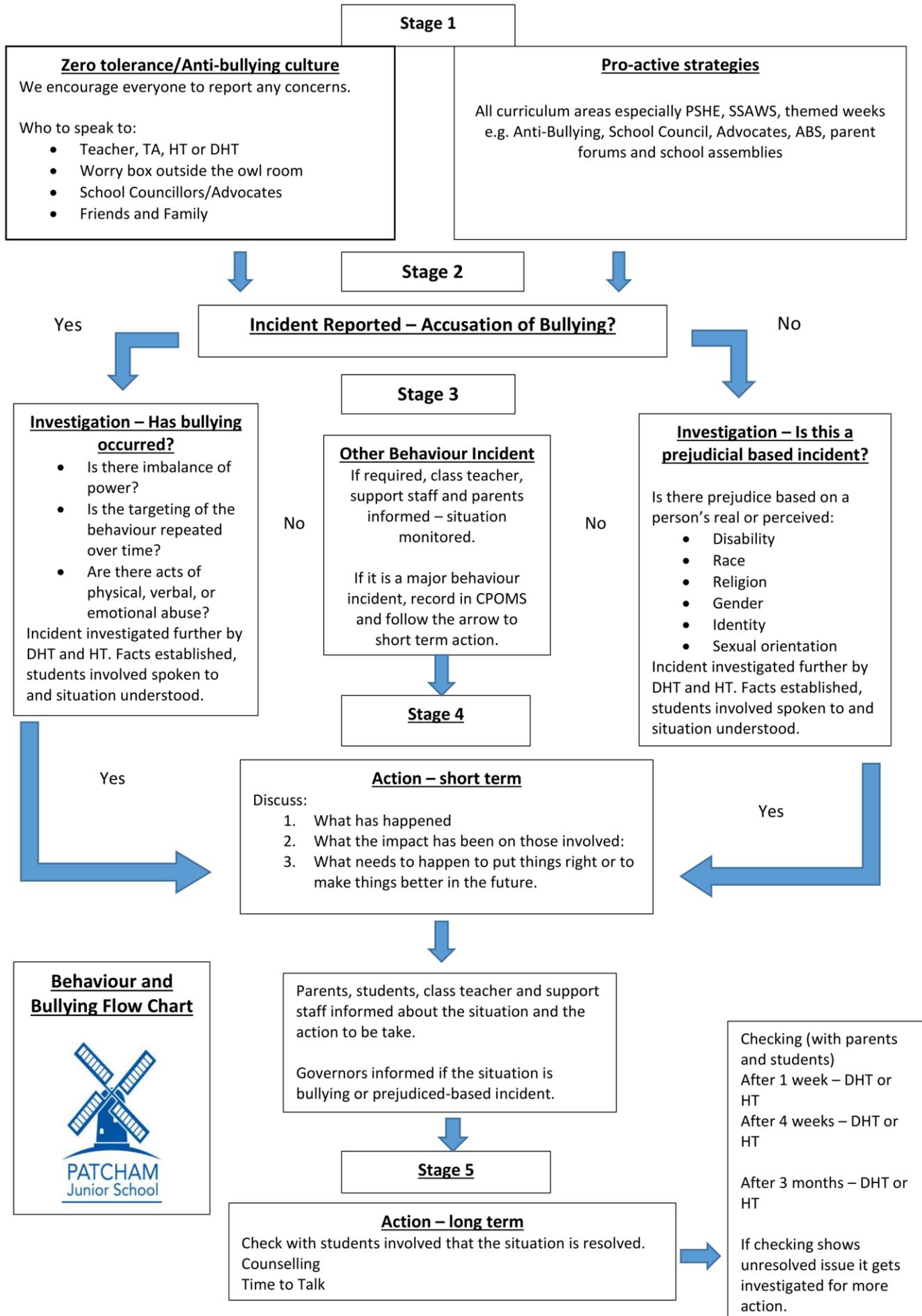
- Discuss with the child: If it is deemed to be bullying or a prejudicial incident the DHT or HT would discuss with the child, the seriousness of their actions (please see below for the structure of the discussion).
 1. What has happened;
 2. What the impact has been on those involved;
 3. What needs to happen to put things right or to make things better in the future.
- DHT or HT will make contact with the child's parents/carer to outline the situation, the school's position on the situation and to request parental/carer support. The parents/carer will be invited to discuss the situation further. The incident and any subsequent meetings will be recorded on the council's bullying form, to the designated Child Protection Teacher and placed into the Bullying Folder.
- Following any further incidents, a discussion with the Governors, the Head Teacher/Deputy Head Teacher and parents (if appropriate) would take place and the child may be excluded for a period of time depending on the severity of the incidents.

Stage 5 – Action – Long Term

- The victim will be supported with counselling or small support group run by TA - e.g. Time to Talk or with the school counsellor.
- There will be a period of checking with the parents and students involved e.g. 1 week, 4 weeks and 3 months.
- If checking shows unresolved issue it will be investigated further and more support will be put in place to support the child.

At Patcham Juniors we aim to help the child carrying out the bullying come to terms with their actions and the reasons behind their behaviour. We recognise that bullies can themselves be victims.

Appendix A – School Structures/Systems



Behaviour and Bullying Flow Chart

PATCHAM
Junior School

Parents, students, class teacher and support staff informed about the situation and the action to be take.

Governors informed if the situation is bullying or prejudiced-based incident.

Checking (with parents and students)
After 1 week – DHT or HT
After 4 weeks – DHT or HT

After 3 months – DHT or HT

If checking shows unresolved issue it gets investigated for more action.