
Larkfields Junior School

Anti-Bullying Policy

Introduction

Larkfields is an average sized junior school. Almost all pupils are of a White British background and have English as their first language. The proportion of pupils entitled to claim free school meals is below average as is that with a statement of special educational needs. The proportion of pupils with learning difficulties and/or disabilities is about the same as that in most other schools. The school holds the Green Flag Eco School Award, and the Healthy School Award. Attainment on entry to the school in Year 3 is broadly average. In 2014, the school was graded as 'Good' overall and received a 'Good' rating for behaviour and safety.

At Larkfields Junior School, we aim to provide a welcoming, safe, caring and friendly environment for all our pupils. This environment allows all of the pupils to learn effectively, to achieve and has a positive impact on their life chances, helping them to maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

The extent to which this ethos is achieved is supported by the views of Ofsted 2009, "This is a very harmonious community and pupils contribute much to it. They take responsibility readily, behave well and are respectful of their peers, adults and visitors, reflecting the school's ethos and values. Pupils feel safe and secure. They much enjoy school life, as reflected in their above average rates of attendance. Pupils feel safe and secure, and respond to the requests of their teachers willingly. Staff and governors provide good standards of care and there are good systems for safeguarding pupils' welfare, safety and security, including their knowledge of how to stay safe."

Our Key Ethos comprises of three principles.

- Be the Best You Can Be
- Respect Others
- Celebrate Success

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people. The policy was emailed to parents in order to gain feedback and is to be included in the admission pack for new parents.

Pupils contribute to the development of the policy through the school council, circle time discussions, etc.

The school council will develop a Student friendly version to be displayed their notice board in the hall.

This policy is available

- Online at www.larkfields-jun.notts.sch.uk
- In the school' parents guide
- From the school office

Roles and Responsibilities

The Head Teacher – has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy. The head teacher will appoint an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti –bullying Coordinator in our school is: Mrs Janette Beale

Their responsibilities are:

- Policy development and review; involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Ensuring that teaching of anti-bullying is an integral part of the curriculum.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Mrs Townsend

Definition of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.' This can take many forms and is often motivated by prejudice.

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its affects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour. Sanctions may vary as to the impact of the bullying and may be applied after only one incident in some situations.

Systems of reporting for:

Children and young people in school

Children are encouraged to report bullying to their class teachers either verbally or by placing a written note in the worry boxes situated in every classroom. If the children feel unable to report the bullying to their class teacher (for whatever reason), they should report the bullying to another responsible adult in school (teaching assistant, teacher, midday supervisor), to the head teacher or to their parents or carers.

Parents/carers

Parents or carers should report bullying to their child's class teacher or to the head teacher.

All staff and visitors

All staff and visitors should report bullying to the head teacher.

Bystanders

Bystanders should report bullying to the class teacher, responsible adult in school (as detailed above) or head teacher as appropriate.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Steps which the school will take include:

- Interviewing all parties.

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- Interviewing witnesses as appropriate.
 - Informing parents and carers.
 - A range of responses appropriate to the situation: - solution focused, restorative approach, whole class teaching, friendship/support groups, individual work with victim, individual work with the perpetrator/s, referral to outside agencies.
 - Referral to the Behaviour policy in order to determine appropriate school sanctions and how these may be applied, including what actions may be taken if the bullying persists.
 - Follow up work with all parties involved.
 - Support for the victim and the child/children who carried out the bullying.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and the head teacher as appropriate. The head teacher will store this information.

The school has an incident recording form which is the same form that is used for all types of harassment. This is included as an appendix to this policy.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and the further development of this anti-bullying policy.

This information will be presented to the governors every autumn as part of the annual report.

The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we, have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Incorporating SEAL into our PSHCE programme of study where appropriate, including the theme "Say no to bullying". This work includes teaching children what bullying is, the forms which bullying might take, understanding why people become involved in bullying and at the same time understanding that bullying is always wrong and knowing what actions to take if they or anyone else is being bullied.
- Involvement in Healthy Schools.
- Participation in the annual Anti-Bullying week each November.
- PSHE/citizenship work both planned as an integral part of the curriculum and on a reactive basis when appropriate (either whole school, class, group or individual).
- Addressing such areas as; anti-racist education, multi-cultural awareness, disability awareness, gender awareness, stereotyping and conflict resolution through whole school assemblies or in classroom teaching as appropriate.
- Directly teaching children about the positive nature of difference and diversity, celebrating and valuing differences and individual achievements.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.

- School Council.
- Peer mentoring/friendship schemes for vulnerable young people.
- Buddying scheme for all year 3 children.
- Making appropriate leaflets and other publications available to parents.
- Staff training and development for all staff.
- Posters displayed throughout the school, including those designed by the children and Childline posters.
- Having a clear set of school rules promoting positive behaviour.
- Having a clear and fair system of rewards (including weekly achievement assemblies) and sanctions.
- Small group intervention, including a nurture group to help some children develop social skills.

Links with other policies

Behaviour Policy

Child Protection, Safeguarding, LAC and Ensuring Well Being Policy

Physical Intervention Policy

Acceptable use of ICT policy (including cyberbullying)

Equal Opportunities and Diversity Policy

PSHE and Citizenship Policy

Confidentiality Policy

References Documents and Related Policy/Guidance

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)

Anti-bullying Policy Development: Guidance for schools (2009)

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

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Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications

Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

Appendix 1

Harassment Monitoring Form

Reported by _____

Date

Alleged perpetrator		Alleged Victim	
M/F		M/F	
Black		Black	
White		White	
Asian		Asian	
Other (specify)		Other (specify)	
Disability		Disability	
Year group		Year group	

Type of Incident

Race		Assault			Location
Gender		Comments & 'jokes'			Hall
Disability		Graffiti			Classroom
Age		Name calling, insults			Playground

Religion			Threats			Corridor	
Bullying			Ridicule of culture			Toilets	
Homophobia			Discrimination			Other (specify)	
			Other (specify)				

Details of incident	Action taken (stage on flow chart)

Stages for dealing with incidents of harassment - Flowchart**1**

- Inform classteacher/headteacher
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during time out. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents

**2**

- All of stage 1
- And ..
- Removal of child from area where incident took place for limited period of time.
 - Inform parents of situation verbally

**3**

- All of stage 2
- And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely

**4**

- All of stage 3
- And ...
- Place on report for longer period
 - Inform parents of problem in writing and invite them to attend formal meeting
 - At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.

**5**

- All of stage 4
- And ...
- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried