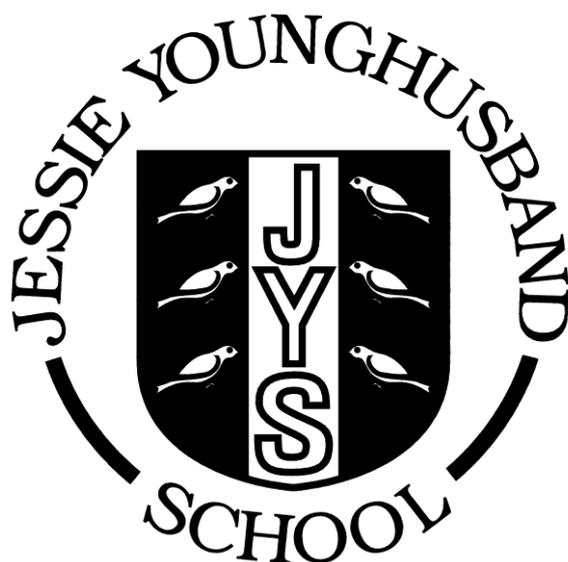


Jessie Younghusband School



Anti-Bullying Policy

Agreed Spring 2017
Review Spring 2020

Aspire ~ Respect ~ Aspire

Anti-Bullying Policy

Introduction

At JYS we work to provide a secure and happy learning environment, in which everyone can achieve to their full potential. We strive to promote our pupil's spiritual, moral, social and cultural development, together with their physical development, in order to equip them to be thoughtful, caring and active citizens in our school community and in the wider society.

We recognise that positive physical and emotional well-being is fundamental in enabling our pupils to thrive and we are therefore committed to following a clear policy against bullying.

All pupils, staff and parents should be aware of the negative effects that bullying can have on individuals and the school community, and should work together towards ensuring that pupils can learn in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

Aims of the Policy

Whilst we strive to prevent bullying from occurring at JYS, we understand that bullying can happen anywhere. Therefore, the purpose of this policy is to ensure that all pupils and staff are clear about what bullying is and how we deal positively and promptly with incidents of bullying which do arise.

We aim to create an environment where the pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected if they are feeling vulnerable.

At JYS we aim to:

- ensure that children learn in a supportive, caring and safe environment, without fear of being bullied;
- demonstrate that the school takes bullying seriously and that it will not be tolerated;
- take measures to prevent all forms of bullying in school and during off-site activities;
- support everyone in actions to identify and protect those who might be bullied;
- clarify for all pupils and staff that bullying is wholly and always unacceptable;
- demonstrate that the safety and happiness of pupils is paramount;
- promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying;
- promote positive attitudes in pupils;
- ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying;
- ensure that all staff are aware of procedures through regular training.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (DfE 2014).

Bullying can take many forms and all should be taken seriously and dealt with appropriately. Four main types of bullying can be identified:

Physical – hitting, kicking, taking or hiding belongings.

Verbal – name calling, teasing, insulting, writing or sending unkind notes or messages (including cyber-bullying).

Emotional – being intentionally unfriendly, excluding, tormenting, spreading rumours.

Cyber – email and internet chat room misuse, mobile phone threats by text, calls, social media websites.

All staff should understand that bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can take place between pupils, between staff and pupils, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods including communication via text messages or social media sites.

Roles within Bullying

It is recognised that bullying involves an imbalance of power between the perpetrator and the victim. Different roles within bullying situations have widely been identified and these are:

- Ring leaders - those relying on social power, dominating others, often with group support;
- Associates - others joining in and therefore afraid of the ring leader;
- Bystanders - the awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it;
- Defenders - those who try to stop bullying.

Signs and Symptoms of Bullying

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these signs and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- cries himself or herself to sleep at night or has nightmares/bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- has possessions missing;
- has unexplained cuts or bruises;
- stops eating;
- is frightened to say what is wrong;
- changes his or her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

Staff Responsibilities

All staff need to be aware of the:

- definition of bullying and the different types of bullying behaviours;
- importance of not having a prejudiced image of which children are likely to be bullied or to be carrying out bullying behaviours;
- importance of taking any incident of bullying seriously and dealing with it in a calm manner;
- necessity of listening carefully to children's reports and considering all points of view;
- need to know where bullying might occur and to be vigilant and mobile when on playground duty to reduce the number of lightly supervised areas;
- importance of no child feeling he/she is being 'picked on' or 'belittled' by an adult in the school;
- necessity of taking extra care with vulnerable children (including new children to our school or those who are different in appearance, speech or background from other children).

Midday meals supervisors verbally communicate any issues from lunchtime playtime with the relevant class teachers daily. There is also a log book for midday meal supervisors to report any serious issues or incidents in. This is seen by the Headteacher regularly and any necessary action is taken swiftly.

A Wednesday morning briefing meeting is held each week before school, during which any vulnerable children, friendship issues or concerns can be discussed and communicated with the wider staff team as necessary.

We recognise that bullying behaviours can be perpetrated outside of school and may then spill over into school life. Staff will do what is reasonably practicable to eliminate any such bullying, through discussion with pupils and parents.

Governor Monitoring

The Headteacher reports all incidents of bullying behaviour to the Full Governing Body as part of the termly Headteacher's Report.

The Anti-Bullying Policy is reviewed every 3 years, and its impact is evaluated.

Anti-bullying Education in the Curriculum

Our school values of **Aspire ~ Respect ~ Achieve** are revisited at the start of each academic year, and throughout the year, to ensure that all children know what is expected of them. Classroom displays celebrating these values are also up permanently in every year group. The Behaviour Policy and Code of Conduct are based around these values.

Individual class rules are also established at the start of each year, linking closely to the school values and promoting positive behaviour. These rules are referred to regularly.

The theme of bullying is integrated into children's learning through the PSHE curriculum, of which the Social and Emotional Aspects of Learning (SEAL)

programme is an integral part. Learning and teaching activities enable pupils to develop positive skills, knowledge, attitudes and values that celebrate diversity and help to prevent bullying. They are taught to recognise, understand, handle and appropriately express their emotions. They learn to understand factors that contribute to positive self-esteem and explore strategies for working together with others in a variety of contexts.

'Friendship Week' (timed to coincide with National Anti-bullying Week) is revisited in November each year. There is a whole school approach to this celebration with assemblies and planned class activities to raise the awareness of bullying issues. The children are reminded of the definition of bullying as "when someone (or a group of people) says or does something that is intentionally hurtful **several times on purpose.**" The '**STOP**' acronym is used to help the children remember this.

S – several

T – times

O – on

P - purpose



Children should use this and hold up their hand if a child (or children) is doing something they do not like or makes them feel uncomfortable. We also remind pupils that bullying is different from the small, one-off disagreements or minor fallings out that friends have with each other from time to time.

The School Council are involved in developing the school's Behaviour Policy and Code of Conduct. The Anti-Bullying Policy will be discussed with them and their views on how to address the issue of bullying with the children across the school will then be taken forward in response to the policy.

Internet Safety is part of the Computing curriculum throughout the school and the children are taught age-appropriate strategies for keeping safe in the virtual world. In upper Key Stage 2 this includes discussions of how the use of mobile phones and social media websites can be used as a tool for bullying. Pupils explore strategies for preventing cyber-bullying and are taught how to deal with incidents if they do arise. In addition, when possible, a police liaison officer visits school to talk with the children about Internet Safety issues. The school also gets actively involved in the annual Locality e-Safety week which has a focus on safe use of the internet to include the effects of cyber-bullying.

Children are not allowed to bring mobile phones into school, either during the course of a normal school day or for a special event such as a school disco. In exceptional circumstances, parents may ask the Headteacher to give permission for their child to bring a mobile phone to school, and if this is granted, the phone is then kept in the office throughout the school day.

Children are well-supervised by adults at school, so as to minimise the possibility of bullying occurring. At lunchtimes, Year 6 volunteers support the lunchtime supervisor staff by taking on the role of Playground Activators and they lead playground games for younger children in both Key Stage 1 and Key Stage 2. This enables all children to have regular opportunities to be involved in well-organised and fun games which promote team work and positive friendship skills.

Through class and group discussions, as well as talking with individuals, any problems that do arise either in the classroom or in the playground are tackled quickly by adults in school.

Dealing with Bullying Behaviour

The Headteacher must be advised of any incidents where bullying or suspected bullying is reported.

The following steps should be followed:

1. Child reports bullying, or reports behaviour towards them that is suspected of being bullying as defined in this policy. The adult receiving the information should record the details and report these to the Headteacher (or deputy Headteacher in the Headteacher's absence).
2. The Headteacher, or a person nominated by the Headteacher at the time, should then discuss with the child the concerns / behaviour they have experienced.
3. The Headteacher, or the person nominated in step two, should then discuss the report with any other adults who have been involved or may have directly witnessed the incident or behaviour.
4. The Headteacher, or nominated person, will then meet with the child whose behaviour has been reported. The child will be told that bullying is not tolerated at this school, their parents will be informed and will be asked to meet with the Headteacher if bullying is found to have occurred or is suspected but full details are unclear.

In steps 1 to 4, notes should be made of key points arising and any actions taken. These notes will be retained in the file in the Headteacher's office.

Depending on the outcome of the actions in steps 1 to 4, the following may then be appropriate:

- A. Following the sanctions set out in the Behaviour Policy, if this is determined to be the most appropriate action. This may be the case if this is the first reported incident or, in discussions with those involved, this is felt to be enough. Reminders will also be given to the child whose behaviour has been reported to help them to make better choices with their behaviour.
- B. If it is found that there has been on-going behaviour which is bullying, it will be made very clear that this behaviour is unacceptable. The parents of both the victim and the bully will be contacted and asked to meet with the Headteacher. Where ever possible this will happen on the day the incident is reported or by the following day if parents are not available.
- C. Advice provided by the Anti-Bullying Alliance will be provided to parents and to the victim. The appropriate support (dependant on the nature of the bullying) will be followed by the school.
- D. In meeting with the parents of the child whose behaviour is of concern, the school will seek to set out the nature of the concern but will not share any specific information about any other children involved. It will be made clear that bullying is not tolerated and that the school will need to put strategies in place to prevent this from happening.
- E. The school will assess what available pastoral support may be useful in supporting the victim and the bully; this could be friendship groups, agreeing

plans for break times (such as accessing lunch club, having a nominated adult(s) to confide in).

F. A referral to the LBAT (Learning and Behaviour Advisor Team) or other agencies, if the criteria for referral are met.

G. If the situation does not improve and the bullying continues, this could lead to an internal exclusion or full exclusion. Should this be considered, the WSCC Policy and guidance for exclusions will be followed.

Further relevant information can be found in the school's:

- Behaviour Policy
- Complaints Policy
- Appendix A - useful links

Useful Links and Advice - Appendix A

<https://childline.org.uk>

Freephone: 0800 1111

It is a confidential helpline and the phone call is free.

Other useful links:

Advice from the Anti-Bullying Alliance - <http://www.anti-bullyingalliance.org.uk/advice/children-young-people/>.

Don't Bully Me! – Advice for Primary Age Children by Kidscape (2015) – downloadable from <https://www.kidscape.org.uk/what-we-do/resources/resources-for-young-people/dont-bully-me/>.

Useful Links to Information for Parents and Families

Advice from the Anti-Bullying Alliance - <http://www.anti-bullyingalliance.org.uk/advice/parents-carers/>.

Advice from Kidscape - <https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/>.