



## ANTI-BULLYING POLICY

Responsibility for Document:	HT/SLT
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### INTRODUCTION

*This policy is to be read in conjunction with the Mission Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Home/School Agreement, and our policies on Positive Behaviour Policy, Special Educational Needs, Personal Development Learning Policy and the Governors Statement: Behaviour Principles.*

*At Denmead Junior we strive to create a growth mind-set for learning and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition, we promote the Learning Powers of Resilience, reflection (to Self-Improve), Concentration, Curiosity and Co-operation. In everything that we strive to do, and the way that we do it, we promote, model and teach the children the values of Friendship, Understanding and PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).*

The purpose of this policy is to provide a framework for responding to incidents involving bullying consistently and promptly.

### WHAT IS BULLYING?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, disability or sexual orientation ('protected characteristics')

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling – racist, homophobic, transphobic, disability and religious based
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

**However, if two pupils of equal power or strength have a fight or quarrel this is not bullying.**

Bullying causes misery, fear, stress and insecurity to the victim and is unacceptable behaviour in our school community. It is important to recognise that there is a distinction between bullying and the more commonplace arguments between children or friendship issues, using the principles above.

The school regards instances of bullying as a serious matter. We recognise that bullying happens in all schools and we try to encourage children to speak out when confronted with a problem, either to a friend, a parent, or a member of staff. The school staff are also alert to signs of a child being unhappy and may talk sensitively to the child if suspicious.

Increasingly children are open to cyber-bullying 24/7, due to the high number of children who have access to gaming devices, tablets, phones and the internet outside of school. We strongly encourage parents to report any incidences of bullying behaviours that occur on-line to the school so that we can help to support both the victim receiving the bullying behaviour and the individual carrying out the bullying behaviours.

## AIMS

At Denmead Junior School we aim to:

- Provide a safe and happy learning environment for all children
- Show that we have 'zero tolerance to bullying' by responding to and investigating fully any case of bullying immediately and consistently
- Make the prevention of bullying a high priority within the school with a clear commitment from the Head Teacher, governors and all school staff
- Use the school curriculum to raise awareness of bullying
- Take part in the annual national Anti-Bullying Week activities
- Encourage a culture in school where it is fully accepted that children and adults tell staff of any bullying behaviours
- Inform and guide the community so that they understand that derogatory comments against those with protected characteristics (Equality Act 2010) are a criminal offence (The term 'hate crime' can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the victim's disability, race, religion, sexual orientation or transgender identity. These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property.)



Amongst children we aim to:

- Develop a respect for themselves and others, so that all feel safe and secure
- Encourage behaviour that supports their own learning and that of others
- Develop tolerance and understanding of the rights, differences and views of others
- Develop a respect for their property and that of others
- Develop appropriate and relevant social skills
- Develop the language and skills to solve their problems calmly, openly and with understanding
- Encourage the child to take responsibility for the consequences of their actions and choices
- Create and encourage a code of conduct based on our Values Education which will act as a model beyond the school
- Promote Restorative Justice approaches to investigate and resolve behaviour incidents between children

## PRINCIPLES

It is important that all staff agree on the aims and objectives of such a policy and know what to do when an incident of bullying is reported.

We will:

- Monitor children about whom we are particularly concerned
- Review supervision levels throughout the school day
- Investigate every reported incident of suspected bullying and take prompt and appropriate action
- Listen carefully to all those involved to determine an accurate picture of events
- Ascertain the possible reasons behind the bullying incidents, taking appropriate action against the bully and reassuring the victim
- Where appropriate, consult and work with professionals from other agencies
- Work with parents and carers

## SANCTIONS

Sanctions are used where bullying behaviour is clearly proven. Sanctions are tailored to respond to the incidents and the children involved, after discussion with the parents. These will include:

- Loss of privileges e.g. playtimes, lunchtimes, after school clubs, representation of the school, loss of school council/house captain positions
- In more serious cases, a pupil may be temporarily or permanently excluded.



Work is also undertaken with the person displaying the bullying behaviours e.g. anger management to help them change their behaviours. Work is also undertaken with the person experiencing bullying with strategies to help them become more assertive.

## REPORTING

After investigation, when it has been established that there has been an incidence of bullying, rather than friendship fall-out, this will be reported to governors.

## APPENDICES

1. Dealing with bullying – School strategy
2. Information for parents
3. Information for children

### APPENDIX 1. DEALING WITH BULLYING: School Strategy

If parents find a problem, the school encourages them to share their thoughts. The school also needs to be informed of incidents outside school which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally across the school day. Proactive elements are also planned into the curriculum, equipping pupils with a variety of skills to deal with such situations, e.g. through assemblies, PDL (Personal Development Learning) lessons, circle time, class worry boxes, and special weeks e.g. Anti-bullying week.

We teach our pupils that all children have the right to:

- Be physically safe.
- Keep their own possessions.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with others for companionship and friendship by choice.

Children experiencing the bullying can find it difficult to "stand up for themselves." Advice to "hit back" or "turn away" will not work and their misery is made worse with each failure. In the long term these children may need a social skills programme in order to help them form relationships. When identified these are actively planned for individuals through PDL lessons, ELSA support (Emotional Literacy Support Assistants) and Social Skills/Circles of Friends groups.

### **What do we do if it happens?**

The traditional method has been to punish the person displaying bullying behaviours. Research shows that this person can feel more aggrieved and therefore seeks revenge on the other child. It therefore becomes even less likely that the child experiencing bullying will report any further incidents, and they will not feel more secure. It is necessary to work with the child/ren displaying bullying behaviours positively in order to change their behaviour in a way that makes them feel less inadequate while making the life of the other

child more secure. However, it is imperative that the child/ren displaying bullying behaviours is made to be aware of the sanctions and impact of his/her behaviour choices.

As with all life situations, there is no one way of dealing with these issues and teachers use their extensive knowledge of our pupils and their professional judgement in reaching resolution. In all cases of bullying it is important that the wishes of the child experiencing bullying are considered in reaching a resolution. The ultimate aim is to stop future occurrences and enable the child to feel secure.

The following method is our “step by step” guide to investigating and resolving conflict. All incidents of suspected bullying are recorded by school staff using the school CPOMS system.

## **A STRATEGY FOR DEALING FAIRLY WITH CHILDREN EXPERIENCING BULLYING AND THOSE DISPLAYING BULLYING BEHAVIOURS**

### ***Step one – Gathering Information***

The adult that the child has spoken to will encourage the child to talk about the experience, making notes and being clear of the facts, particularly who was involved and any eyewitnesses who may have seen an event. The adult will log all information onto the school behaviour recording system (CPOMS), tagging in the class teacher also. In situations where suspected bullying occurs the issue would be discussed by the Inclusion Team and the Headteacher (or in his absence, a member of the SLT) would then investigate further.

### ***Step two – Meeting A; children***

The Headteacher would convene a meeting with the people named separately to gain a fuller picture from both sides.

### ***Step three – Meeting B; parents***

The Headteacher will then speak to both sets of parents to communicate what has been disclosed and any further information that has been gleaned.

### ***Step four – Monitoring***

The Headteacher will then agree a set of behaviours with the alleged perpetrator and communicate with the alleged victim. The Headteacher will then monitor by checking in with both parties on a regular basis, including key adults where appropriate. The Headteacher will encourage the parents to also inform the school of any additional information throughout this period.

### ***Step four – Resolution***

When an incident has been dealt with and a resolution reached, the Headteacher will inform parents, detailing the incidents and strategies used to find resolution. They will also offer support for parents in encouraging their child to make the right choices (children displaying bullying behaviours) and to be more assertive in applying strategies learnt (for children experiencing bullying). Both sets of parents will understand that the incident has been taken seriously and has been logged within the school systems.

### ***Step five – Preventing repeat behaviour***



Actions that will be considered by the Inclusion Team to support both the victim and the perpetrator, as well as the school community may include:

- ELSA
- PDL/Circle Time
- Assemblies
- Letters to parents
- Use of website to signpost

## APPENDIX 2. Information for Parents/Carers and Families

All schools are likely to have some problems with bullying at one time or another. At Denmead Junior School our aim is to prevent bullying.

### **What is bullying?**

Bullying is:

- deliberately hurtful behaviour
- repeated often over a period of time
- difficult for those being bullied to defend themselves
- where the bully has power over the victim

Bullying can take many forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories about someone, excluding someone from social groups
- May use new technology e.g. mobile phones, internet

Parents, carers and families have an important part to play in helping us deal with bullying.

**First**, discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve situations without using violence or aggression.

**Second**, watch out for signs that your child is being bullied, or is bullying others. Parents, carers and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

### **If your child has been bullied**

- Reassure your child that he/she has done the right thing in telling you about the bullying
- Calmly talk with your child about his/her experience
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Explain to your child that, should any further incidents occur, he/she should report them to a teacher immediately
- Make an appointment to see your child's teacher to discuss the problems that your child is experiencing

### Talking with teachers about bullying

- Try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or maybe has heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened – give dates, places and names of the children involved
- Note what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

### If your child is bullying other children

Many children may be involved in bullying other pupils at some time or other. Often parents and carers are not aware that their child is involved in bullying.

Children sometimes bully others because:

- They don't know it's wrong
- They copy older brothers or sisters or other people in the family whom they may admire
- They haven't learned other, better ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings
- They enjoy the feeling of power
- They are being or have been bullied themselves

To stop your child from bullying others:

- Talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using power to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an urgent appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people

Useful resources:

<https://www.anti-bullyingalliance.org.uk/>



<https://www.bullying.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

<https://www.internetmatters.org/issues/cyberbullying/>

<https://www.kidscape.org.uk/>

<https://www.saferinternet.org.uk/>

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

**APPENDIX 3. Information for Children****What is bullying?**

Bullying is:

- deliberately hurtful behaviour
- repeated often over a period of time
- difficult for those being bullied to defend themselves
- where the bully has power over the victim

Bullying can take many forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories about someone, excluding someone from social groups
- May use new technology e.g mobile phones, internet

If you see bullying by other children, you are allowing it to continue if you do not tell. You have a responsibility to take steps to stop this unacceptable behaviour. So:

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens

When you are being bullied:

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

Afterwards:

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

When you are talking about bullying with an adult, be clear about:

- What has happened to you



- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already