Stourfield Junior School

A member of **Twynham Learning**

Anti-bullying Policy

Review by policy owners:	Emotional Health and Wellbeing Steering group and Headteacher
Ratified by LAB:	June 2023
Next review date:	June 2025

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This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

E.g. of content order

1. ***Introduction/Scope***
2. **Legal Basis/Framework**
3. **Definitions**
4. **[POLICY CONTENT]**
5. **Further information (eg useful websites/appendices)**

The education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under Section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of Twynham Learning's core values which underpin all of our

actions: Humility, Equality and Community. We are committed to providing all pupils with a safe and supportive environment, giving children a community within which they can thrive.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

The aims of the policy are:

1) To provide a school environment where bullying is not accepted by any members of the community and in which that pupils feel safe to tell someone if they are being, or if someone they know is being bullied.
2) To promote an anti-bullying message through the curriculum and to encourage all members of the school to act with tolerance, courtesy and consideration to others at all times.
3) To provide a system of clear, fair and consistent responses to incidences of bullying
4) To ensure a system of support for children who have been bullied or impacted by bullying, as well as appropriate sanctions and support, for perpetrators, in order to break the cycle of bullying.

What is Bullying?

Bullying is the deliberate, persistent, unprovoked and unjustifiable use of perceived force, power or status, either physical or mental, by an individual or group towards another individual or group. Bullying affects everyone, not just the perpetrators and the person being bullied. It affects those who watch and other pupils who can be drawn in by group pressure. It can cause physical, psychological or emotional pain to the person(s) being bullied. It robs a person of their rights, their peace of mind and their self-esteem. Bullying can be categorised into four main 'types': physical, verbal, indirect or cyber-bullying. All types should be considered as seriously as one another.

Bullying can be:

- Intimidating
- Pre-meditated
- Intentional
- Demoralising
- Humiliating
- Demeaning
- threatening
- The use of a superior position of strength to intimidate
- A process designed to lower self esteem

Bullying can include the following acts:

- ✓ Name calling
- ✓ Physical violence
- ✓ Demands for money or possessions

- ✓ Being pressured to do something you do not want to do
- ✓ Threatening behaviour
- ✓ Spreading rumours
- ✓ Indirect bullying: deliberately excluding, isolating or ostracising someone through emotional or verbal bullying
- ✓ Teasing or tormenting a person about their social class, race, religion, gender, disabilities, personal experience, school performance, possessions
- ✓ Transphobic bullying based on another person's gender identify or gender presentation or not conforming to stereotypical gender roles
- ✓ Racist bullying based on their ethnic background or colour
- ✓ Being touched against ones will
- ✓ Bullying of minority groups
- ✓ Mocking
- ✓ Supporting bullying by joining in, watching, laughing or encouraging bullying behaviour.

  Cyber bullying is a serious form of bullying which can take many forms and can invade personal space and home life. Cyber bullying can target more than one person; pupils or staff. Parents have a duty of care to monitor online activities as well as being role models to the children. This should be read in conjunction with the Twynham Learning Online Safety Policy

Signs that a child may be being bullied

These are some useful signs to look out which may suggest a child may be being bullied

- Regularly feeling sick or unwell in the mornings
- Reluctance to make the journey to and from school
- Money or possessions going missing
- Unexplained behaviour changes e.g. moody, bad tempered, tearful
- Unhappiness
- Nightmares
- Not wanting to leave the house
- Reluctance to talk openly about school friends and playtimes
- Poor school attendance

For Pupils

What should I do if bullying is taking place?

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In school, we teach children to:

- Tell an adult as soon as possible or you could tell a friend who you trust
- Tell your parents or carers and in school tell your class teacher and/or another member of staff
- Speak to an Anti-Bullying Ambassador or a member of the Friendship Squad
- Post a 'Reach Out ' form in the post-box in the library or the Reach Out box in your classroom.

What will happen if a pupil is found to be bullying others?

In every case, the incident will be taken seriously

- Pupils will have to explain their behaviour to their class teacher, Year Leader or a member of SLT
- An account of the incident will be recorded by the member of staff dealing with the incident, and filed on the school Management Information System (Arbor) and or MyConcern. This will be kept for the duration of time at school to ensure any pattern of behaviour can be monitored.

Depending on the severity of the bullying incident, one or a combination of the following will apply:

- Parents may be informed of the incident and invited in to school
- Alternative playtimes or a loss of playtimes will be put in place
- Internal exclusion from class
- In the case of ongoing bullying or extreme cases of bullying where the physical or emotional health and welfare of another pupil or pupils is at risk, fixed term exclusion may be considered.
- Pupils affected by bullying may be offered support through our pastoral team sessions or support from outside agencies if necessary.

For Parents or Carers

What should I do if I think my child is being bullied?

- Calmly talk to your child about what has happened
- Reassure your child that he/she has done the right thing in telling you about the bullying or friendship issue. Do not promise NOT to tell anyone else as you may need to speak to an adult in school
- Encourage your child to talk to their class teacher or fill in a Reach Out form
- Make an appointment to see your child's teacher or senior member of staff as soon as possible.
- Once you have contacted the class teacher the 'Seven Step' Approach will be followed

We can only do something if we know there is a problem.

The School's Seven Step Approach to Bullying

Staff will treat all allegations of bullying seriously and will investigate each incident. If pupils, staff or parents/carers communicate a concern about bullying, the following procedure will commence where appropriate.

Step One: The teacher will firstly speak with the victim to find out about the incident and his/her feelings. The adult will need to know who was involved, including non-participant spectators. The victim will be encouraged to express how the bullying has made him/her feel.

Step Two: A meeting will be arranged with the people involved. This could include the alleged perpetrator, witnesses and colluders who joined in but did not initiate the bullying. These meetings will take place separately. Members of staff will listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

Step Three: If bullying did take place, the perpetrator will be helped to understand the consequences of their actions. If possible, the teacher will attempt reconciliation and an apology to the victim, either in writing or face-to face. Discretion will be used here; victims will never feel pressurised into a face-to face meeting.

Step Four: The class teacher, Year leader or member of SLT will inform the perpetrator of the sanction to be used, depending on the severity of the situation, such as loss of playtimes, loss of privileges or internal exclusion.

Step Four : Parents or Carers will be informed of the specific incident and support and/or consequences explained.

Step Six: Pastoral support may be offered to the victim, perpetrator and bystanders to ensure the cycle of bullying is broken. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from bullying behaviours in the future.

Step Seven: The class teacher/Year Leader will monitor the situation and keep the process under review which may include further meetings with the pupils concerned as well as contact with parents.

All appropriate school staff will be notified of bullying using Arbor. Staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

What should I do if my child is bullying other children?

Many children may be involved in bullying others at some time or another. Often parents are not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved. Here are a few suggestions to help in this situation.

- Talk with your child. Explain that what he/she is doing is unacceptable behaviour and makes other children unhappy.
- Discourage other members of the family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's class teacher or the senior member of staff.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

What we do to prevent bullying

- We will promote an environment where children feel accepted and valued
- Staff model respectful, caring behaviour.
- Specific teaching through the PSHE curriculum
- Reach out Box
- Pastoral Pathways programme
- School Council, Anti-bullying Ambassadors and Friendship Squad
- Mental Health and Well Being Steering group
- Assemblies
- Staff treat all allegations of bullying seriously and investigate each incident

- Positive behaviour is praised through our Tribe point system, Celebration Assemblies, and Caring Courteous Cat awards
- Child friendly anti-bullying policy which has been developed by the Anti-Bullying Ambassadors

Record Keeping

Any incident of bullying (i.e. one that is taken through the seven Step Approach) will be recorded by the adult dealing with it using the school's Management Information System (Arbor). The Senior Leadership Team will ensure that all decisions and actions recorded are reviewed for the purpose of identifying patterns of behaviour, reflecting on whether cases could have been handled better and using these reflections to inform future practice,

We recognise that under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, school staff will report concerns to a DSL who may refer to Children's services Social Care. Records will be kept, on MyConcern of any safeguarding issues.

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Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Anti-Bullying Policy
2. Upon whom will this impact?	Stourfield Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√

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Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:- None.
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Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Local Advisory Board on 18TH November 2020

Comment by Headteacher: None.