



## Anti-Bullying Policy

<b>Written By</b>	<b>Senior Leadership Team &amp; Staff</b>	
<b>Frequency of Review</b>	<b>Annually</b>	
<b>Date reviewed and approved by Governing Body</b>	<b>September 2020</b>	
<b>Date of next review</b>	<b>September 2022</b>	
<b>Display on Website</b>	<b>✓</b>	
<b>Purpose</b>	To create an inclusive, safe school environment, and outline strategies to prevent, support and manage incidents of bullying.	
<b>Consultation</b>	<b>Governors</b>	<b>✓</b>
	<b>Parents</b>	<b>✓</b>
	<b>Pupils</b>	<b>✓</b>
	<b>Staff</b>	<b>✓</b>
<b>Links with other policies</b>	<b>Acceptable Usage</b> <b>Behaviour</b> <b>Inclusion</b> <b>SEND</b> <b>Safeguarding and Child Protection</b> <b>E-Safety</b> <b>Teaching and Learning</b>	

**BURLINGTON JUNIOR SCHOOL**  
**ANTI-BULLYING POLICY SEPTEMBER 2020**

At Burlington Junior School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. Bullying of any kind is unacceptable in our school. Our behaviour policy is built around the principles of ready, respectful and safe. Within these principles, pupils are able to learn and practise key behaviours which are transferable to their next stage of schooling, and beyond.

We expect our pupils to be respectful of others and feel safe in school; we want them to feel confident to seek support from school staff if they feel unsafe or concerned.

**1.Aims and Objectives**

- The aim of this policy is to prevent bullying and to know how to deal with bullying if it should occur.
- Bullying is wrong and can seriously damage the health and wellbeing of the children in our care. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

**2. Legal framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy;
- E-safety (Online safety) Policy
- Acceptable Usage Policy;
- Teaching and Learning Policy;
- SEND Policy;
- Inclusion Policy;
- Safeguarding and Child Protection Policy

### **3. Definition of Bullying**

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. See point

9 for more information about vulnerable pupils.

### **4. Types of bullying**

Many kinds of behaviour can be considered as bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

#### **4. Signs of bullying**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite

- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues; therefore, they are still worth investigating.

Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate whether a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated;
- They have been the victim of domestic abuse;
- Their academic performance has started to fall, which has meant they are stressed.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

### **5. Staff principles**

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL (Designated Safeguarding Lead) immediately.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## **6. Roles and responsibilities**

### **The governing body is responsible for:**

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

### **The headteacher is responsible for:**

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping an incident record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the incident record at **termly** intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members

### **Class teachers and teaching assistants are responsible for:**

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's year leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Recording it on the school proforma that will share information with SLT, year leader and parent liaison officer

- Supporting pupils in meeting the school expectations of 'ready', 'respectful' and 'safe' and teaching about tolerance and respect across the curriculum.

**Other school staff (including SMSAs, office staff and the site manager) are responsible for :**

- Providing a point of contact for pupils, when more serious bullying incidents occur.
- Being alert to social dynamics within the school.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents where appropriate.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's class teacher or year leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Recording it on the school proforma that will share information with SLT, year leader and parent liaison officer
- Supporting pupils in meeting the school expectations of 'ready', 'respectful' and 'safe' and modelling tolerance and respect.

**Parents are responsible for:**

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Contacting their child's class teacher if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Supporting the school's anti-bullying policy and actively encouraging their child to be a positive member of the school.
- Supporting the school's stance on social media activities: the school does not support under-age social media activities and has a responsibility to recommend removal of under-age accounts on social media websites.

### **Pupils are responsible for:**

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber-bullying and informing a member of staff should they fall victim to cyber-bullying.
- Being tolerant and respectful of each other.

### **7. Strategies for preventing bullying and offering support**

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

- All children are encouraged to speak out against bullying by telling a teacher, lunchtime supervisor (SMSA) or other member of staff. The incident or report will be taken seriously and investigated immediately.
- We will help to prevent bullying by raising awareness through the development of curriculum-based opportunities. In PSHE, and the wider curriculum, pupils will be provided with an arena to discuss bullying, and role-play situations will be devised so that pupils learn to cope better with bullies and to enable bullies to see things from the victim's point of view. The use of the Jigsaw programme will enable pupils to become more able to understand themselves and have the emotional language to deal with such situations and to equip them with strategies to deal with situations.
- We will encourage everyone to be tolerant of others regardless of race, religion, sexuality, culture or disabilities.
- We will make new pupils and visitors welcome.
- We will be considerate, compassionate, caring and courteous towards others.
- We take part in the National Anti-Bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring that all children know what procedures should be followed.
- E-Safety forms a key part of the computing curriculum and the themes of cyber-bullying and being responsible online are explored at regular intervals throughout the year. We also take part in E-Safety Week each year to promote the safety and positive use of I.C.T. Both children and parents are made aware of how to use the internet safely and the possibilities of cyber-bullying.
- We have regular school assemblies focused around PSHE themes of bullying, friendship and expected behaviour. The NSPCC also partake in our assemblies.
- We have a clear, positive behaviour policy that celebrates positive behaviour.

- We have lots of fun equipment, play frames and activities available to ensure that all children are positively engaged and active at lunchtimes to avoid any unwanted behaviour.
- SMSAs have weekly meetings in order to ensure consistency and continuity and they are timetabled for providing support at lunchtimes in 'zoned' areas that have different activities. SMSAs can reward positive behaviour through the use of Class Dojo slips.
- Lunchtime clubs and quiet spaces are provided for children who wish to have a quiet space to be at lunchtime.
- Staff encourage pupil cooperation and the development of interpersonal skills through pair and group activities
- A strong pupil voice that helps to promote a positive culture (school council).
- Playground buddy schemes provide individual pupils with a 'buddy' (a designated member of their peer group) to turn to if they need to talk or ask a question (arranged for individuals by class teacher as necessary).
- Pupils have access to emotional literacy support, drama therapy, and/or Lego therapy (if needed).
- Parents are kept informed and updated via parent forums, newsletters and are offered access to workshops.
- Staff have access to regular training and development (internal and external)
- We use the language of the zones of regulation to help promote self-regulation
- Seating plans will be organised and altered in a way that prevents instances of bullying.
- All members of the school are made aware of this policy and their responsibilities in relation to it.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **8. Procedure**

- All reported incidences of bullying will be written up on the school incident forms and circulated to the Headteacher, Deputy, Inclusion Leader, Year leader, Class teacher and Parent Liaison Officer.
- The incident form will detail a brief description of the incident (what happened) with all participants having a voice; who was involved (hurt/affected) and any follow-up action that was taken at the time as a result.
- Staff will be informed if the incident arose out of a situation where more vigilance is required, e.g. unsupervised toilets.
- The child's teacher will be informed.
- Appropriate steps will be taken to ensure the bullying is stopped

and both the victim and the bully are supported.

- If remedial action within school proves unsuccessful, both sets of parents will be informed. A constructive plan to support the victim and the bully will be offered to both sets of parents.

### **9. Vulnerable children**

Vulnerability is not always visible to adults. The victim may look no different to any other child. Sometimes the victim can also be a bully. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

Generally, a bullied pupil is physically weaker, smaller in stature and often younger than their persecutors.

Victims may be children who:

- are new to the school;
- are different in appearance, speech or background from the majority of other pupils;
- suffer from low self-esteem;
- demonstrate actions that may be entertaining to the bully e.g. tantrums, loss of control;
- are more nervous and anxious;
- are lonely with few friends;
- have difficulty in establishing themselves in the peer group;
- have other emotional, social, physical, or disadvantage needs specific to one or more groups stated.

### **10. Anti-bullying Action**

**If you come across bullying, what can you do?**

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give them control of the situation;
- Take action as quickly as possible;
- Log the incident on school's incident form
- Think about whether your actions need to be in private or in public;
- Reassure the victim and offer concrete help, advice and support;
- Make it plain to the bully that you disapprove of their actions;
- Encourage the bully to see the victim's point of view- use of restorative

justice technique will help;

- Give a consequence to the bully if necessary but reacting aggressively or punitively gives the message that it is all right if you have the power;
- Use restorative justice techniques to help repair the situation with the bully and the victim;
- Explain clearly the consequence and why it is being given.
- Allow the victim to help him/herself. Try not to be over-protective.
- Look at the bullying objectively – allow the child to see that it is the behaviour that is unacceptable, not them as a person.
- Use the pupil reflection form to help guide follow up discussions
- Report the behaviour and the outcomes as outlined in the 'Procedure' section 8.

## **11. Sanctions**

If the senior leadership team is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents.

A member of the senior leadership team will inform the pupil of the type of sanction to be used in this instance and future sanctions if the bullying continues.

If possible, a member of the leadership team will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face. The pupil reflection form will be used in line with our behaviour policy (behaviour policy appendix 7).

The perpetrator is made to realise, by checking in with their class teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The year leader will informally monitor the pupils involved over the next half-term.

## **12. Bullying Outside the School Premises**

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.

- Talk to the police if deemed necessary.

The DfES says that, “*exceptional failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school’s common duty of care.*” Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

### **13. Monitoring and review**

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- This Anti-bullying Policy is the governors’ responsibility and they review its effectiveness in accordance with the Governors Policy Review Timetable. They do this by examining the school’s Behaviour Folder, and by discussion with the Headteacher and/ Deputy or Inclusion manager. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

### **14. Evaluating the Policy**

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given period.
- Pupils’ perceptions of bullying in school through structured discussions in class time and surveys.
- The number of days of absence which are thought to arise as a consequence of bullying.
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The number of complaints and compliments that we receive from parents.
- From the comments made by visitors and other people connected with the school

### **15. Monitoring and Review**

This policy is reviewed every **two** years by the **headteacher** and the **DSL**.

The scheduled review date for this policy is **September 2022**.